

REPORT FROM THE SUPERINTENDENT

Office of Superintendent of Schools
Board of Education Meeting of August 13, 2015

SUBJECT: BOARD MONITORING UPDATE: MULTIPLE METRICS

The Houston Independent School District (HISD) exists to strengthen the social and economic foundation of Houston by assuring its youth the highest-quality elementary and secondary education available anywhere. In fulfilling this goal, the HISD Board of Education has designed the framework for the systematic monitoring of the district's goals.

Following are the specific, actionable measures provided to the Board of Education on an annually recurring basis for ongoing monitoring and trend reporting in the areas of rigorous education in reading and math, consistency, and safety with the intent to provide a holistic view of the district. As data is received into the district, data attributes are populated.

Attached to this update are three Executive Summaries containing supporting evidence of district progress for the 2014–2015 school year, specifically for:

- Percentage of students who scored at the Unsatisfactory, Satisfactory, and Advanced Levels on the State of Texas Assessments of Academic Readiness (STAAR) in reading for grades 3–8 (Please note that STAAR Math results for grades 3–8 will not be available until September 2015.)
- Percentage of students who scored at the Unsatisfactory, Satisfactory, and Advanced Levels on the STAAR End-of-Course (EOC) exams
- Graduation and Dropout Rates



Board Monitoring Systems (BMS)

As of August 3, 2015
(Reflects updated results from prior year.)

2013-2014 School Year

Student Achievement

		2012-2013	2013-2014	2014-2015
Rigorous Education	Percent of Students at Level III - Advanced Academic Performance STAAR Standard (3-8) Reading	17.4	15.7	17.5
	Percent of Students at Level II - Satisfactory Academic Performance STAAR Standard (3-8) Reading	70.1	68.7	66.4
	Percent of Students at Level I - Unsatisfactory Academic Performance STAAR Standard (3-8) Reading	29.9	31.3	33.6
	Percent of Students at Level III - Advanced Academic Performance STAAR Standard (3-8) Math	12.9	16.0	N/A
	Percent of Students at Level II - Satisfactory Academic Performance STAAR Standard (3-8) Math	67.1	68.6	N/A
	Percent of Students at Level I - Unsatisfactory Academic Performance STAAR Standard (3-8) Math	32.9	31.4	N/A
	Percent of Students at Level III - Advanced Academic Performance STAAR EOC (9-12) ELA I & II	N/A	4.9	5.4
	Percent of Students at Level II - Satisfactory Academic Performance STAAR EOC (9-12) ELA I & II	N/A	53.9	51.0
	Percent of Students at Level I - Unsatisfactory Academic Performance STAAR EOC (9-12) ELA I & II	N/A	46.1	49.0
	Percent of Students at Level III - Advanced Academic Performance STAAR EOC (9-12) Algebra I	5.5	6.6	8.3
	Percent of Students at Level II - Satisfactory Academic Performance STAAR EOC (9-12) Algebra I	67.2	68.1	65.3
	Percent of Students at Level I - Unsatisfactory Academic Performance STAAR EOC (9-12) Algebra I	32.8	31.9	34.7
	Percent of Students at Level III - Advanced Academic Performance STAAR EOC (7,8) Algebra I	44.0	50.1	60.9
	Percent of Students at Level II - Satisfactory Academic Performance STAAR EOC (7,8) Algebra I	97.6	98.6	98.8
	Percent of Students at Level I - Unsatisfactory Academic Performance STAAR EOC (7,8) Algebra I	2.4	1.4	1.2
	Percent of Students at or above 50th percentile on Norm Reference Test in Grades 1-5 Reading (LA Total)	53.5	51.2	
	Percent of Students at or above 50th percentile on Norm Reference Test in Grades 1-5 Math (Math Total)	62.1	60.6	
	Percent of Students at or above 50th percentile on Norm Reference Test in Grades 6-8 Reading	37.1	37.1	
	Percent of Students at or above 50th percentile on Norm Reference Test in Grades 6-8 Math	55.9	53.2	
	Districtwide EVAAS Growth Measure Scores in Reading (Grades 3-8) Reading	0.2	-0.1	
	Districtwide EVAAS Growth Measure Scores in Math (Grades 3-8) Math	0.2	0.2	

College and Career Readiness

Percent of Students Enrolling in Higher Education Within 1 Year of High School Graduation	58.0		
Percent of Students at or above standard on the SAT/ACT Reading & Math Sections Combined	14.5		
Percent of Students at or above benchmark score on the PSAT	21.4	20.4	21.5

Graduation & Dropout

Four-Year Cohort Graduation Rate	81.6	81.8	
Four-Year Cohort Dropout Rate	11.1	10.8	

Perception Survey - Rigorous Education

Percent of Parents Satisfied with Rigorous Education	92	93	
Percent of Students Who Feel Challenged with Coursework	70	70	

Students

Percent of Students Satisfied with Teachers Having High Expectations	88	91	
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Teachers

Percent of Highly Effective Teachers Who are Retained (EVAAS ≥ 2.0)	87.6	87.9	
Percent of Ineffective Teachers Who are Exited (EVAAS ≤ -2.0)	24.4	25.0	

Parents

Percent of Parents Satisfied with Consistent Education	86	88	
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Principals

Percent of Principals Satisfied with Central Office Services	64	71	
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Levels of Offenses

Number of Level III Offenses-Suspension/Optional Removal to Disciplinary Alternative Education	5,917	5,800	
Number of Level IV Offenses - Required Placement in a Disciplinary Alternative Education Program	1,109	1,160	
Number of Level V Offenses - Expulsion for Serious Offenses	53	42	
Number of Bullying Incidents	139	168	

Perception Survey - Safety and Environment

Percent of Parents Satisfied with Safety	86	90	
Percent of Parents Satisfied with Environment	90	91	
Percent of Students Satisfied with Safety	74	76	
Percent of Students Satisfied with Environment	72	72	
Percent of Teachers Satisfied with Safety	77	80	
Percent of Teachers Satisfied with Environment	70	70	
Percent of Principals Satisfied with Safety	94	95	
Percent of Principals Satisfied with Environment	90	91	

- Adjusted to one decimal place to match report.



Board Monitoring System: STAAR 3–8 Performance

EXECUTIVE SUMMARY

Purpose

The Houston Independent School District (HISD) exists to strengthen the social and economic foundation of Houston by assuring its youth the highest-quality elementary and secondary education available anywhere. In fulfilling this goal, HISD's Board of Education has designed a program to systematically monitor the district's goals and core values. The following results inform the progress of the district as it relates to rigorous education, specifically the: Percent of Students at Level III – Advanced Academic Performance; Level II – Satisfactory Academic Performance; and Level I – Unsatisfactory Performance in Reading and Math. *(Please note that the passing rates for State of Texas Assessments of Academic Readiness [STAAR] mathematics tests in grades 3–8 are not available at this time. The Texas Education Agency [TEA] will provide the actual student performance standards in September.)*

Board Monitoring Scorecard					
Rigorous Education	Student Achievement:	Subject	2012-2013	2013-2014	2014-2015
	Percent of Students at Level III - Advanced Academic Performance STAAR Standard (3-8)	READING	17.4	15.7	17.5
	Percent of Students at Level II - Satisfactory Academic Performance STAAR Standard (3-8)	READING	70.1	68.7	66.4
	Percent of Students at Level I - Unsatisfactory Academic Performance STAAR Standard (3-8)	READING	29.9	31.3	33.6
	Percent of Students at Level III - Advanced Academic Performance STAAR Standard (3-8)	MATH	12.9	16.0	N/A
	Percent of Students at Level II - Satisfactory Academic Performance STAAR Standard (3-8)	MATH	67.1	68.6	N/A
	Percent of Students at Level I - Unsatisfactory Academic Performance STAAR Standard (3-8)	MATH	32.9	31.4	N/A

^ Excludes STAAR M, A, Alt., and Alt. 2 results. Includes Spanish testers.

2015 STAAR Grades 3–8 Reading Key Findings:

- The number of students tested has increased at every grade and subject since 2012.
- While reading performance at the current satisfactory level has decreased over the past three years, the percentage of students performing at the advanced level is the highest it has been over the same time period.
- At the campus level, one-year **improvements** ranged from 52% (90 out of 173 campuses) in third-grade and fifth-grade reading to 16% (9 out of 57 campuses) in eighth-grade reading.

- The percentage of students meeting next year's higher standard of Satisfactory phase-in 2 **increased** for the All Students group for STAAR Reading (grades 3–8 combined) when compared to the 2014 results.
- When compared to last year's results, the percentage of students meeting the highest standard of Advanced **increased** for all four student groups (African-American, Asian, Hispanic, and White) in STAAR Reading for grades 3, 4, 5, and 6.
- Slight **declines** at the phase-in 1 standard are seen in almost all grade levels when compared to the 2012 and 2014 results. Slight **increases** are seen in grade 3 reading.
- When comparing the 2012 STAAR gap results to the 2015 gap results, the student performance **gaps appear to be widening** between White, African-American, and Hispanic students for almost all grades over time.
- 26% of the students who failed STAAR reading in 2014, passed STAAR reading in 2015.
- 13% of all students taking the **new STAAR A** reading assessment met the phase-in 1 standard and 83% of all students taking the **new STAAR Alternate 2** met the standard.
- 78% of grade 3-8 ELL students tested STAAR reading in English. This figure represents a **7% increase** since 2012 in ELL students testing in English.

Administrative Response:

Elementary Curriculum and Development

In responses to the grades 3–5 STAAR results, Elementary Curriculum and Development will implement the following actions to support campuses and increase student achievement:

1. Continue to provide principal and teacher training to support *Literacy By 3* with an emphasis on comprehension of complex text to think deeply and critically aligned to the rigor of the STAAR Reading.
2. Evaluating STAAR results and identify elementary campuses with significant gains to determine elements that contributed to their success. There are over two dozen elementary campuses with double-digit increases in STAAR reading this past school year.
3. Provide teacher training to implement the Writer's Workshop framework across the district.
4. Provide pre-kindergarten (pre-k), grades 4 and 5 classroom libraries, and kindergarten–grade 2 Spanish language materials along with teacher training to expand the success of *Literacy By 3*.
5. Partner with the Multilingual department to create systems, practices, and supports for students transitioning from Spanish to English
6. Partner with Elementary School Offices to create networks in order for principals and teachers to share best practices, look at student work, analyze formative assessment data, plan lessons grounded in the district curriculum, and collaborate with teachers on demonstration campuses. Teacher Development Specialists and School Support Officers will leverage school leaders and teacher leaders on demonstration campuses in the following ways:
 - Instructional coaching
 - Peer observation
 - Formative assessment collaboration
 - Data-driven instruction
 - Collaborative lesson planning

Secondary Curriculum and Development

After reviewing the 2014–2015 grades 3–8 STAAR results, the Office of Secondary Curriculum and Development confirmed that recent changes in staffing structure, literacy priorities, and digital content are needed to increase student achievement in HISD at the secondary level. We will continue to prioritize literacy strategies in all content areas, develop teachers of reading intervention classes, and work with external literacy partners to further the work of *Literacy By 3* at the secondary level. In spring 2015, a Director of Secondary Literacy was hired to focus on efforts in grades 6–12. Our department has completed a reorganization to ensure that our staff who develop curriculum are also part of the implementation of professional learning for teachers throughout the summer and during the school year. Five Transformation Institutes are being offered during the summer of 2015 to support 2000+ secondary teachers in the development of content knowledge, pedagogy, technology integration, the use of formative assessments, project-based learning, and Reader's/Writer's workshop.

Elementary- and Secondary-School Offices

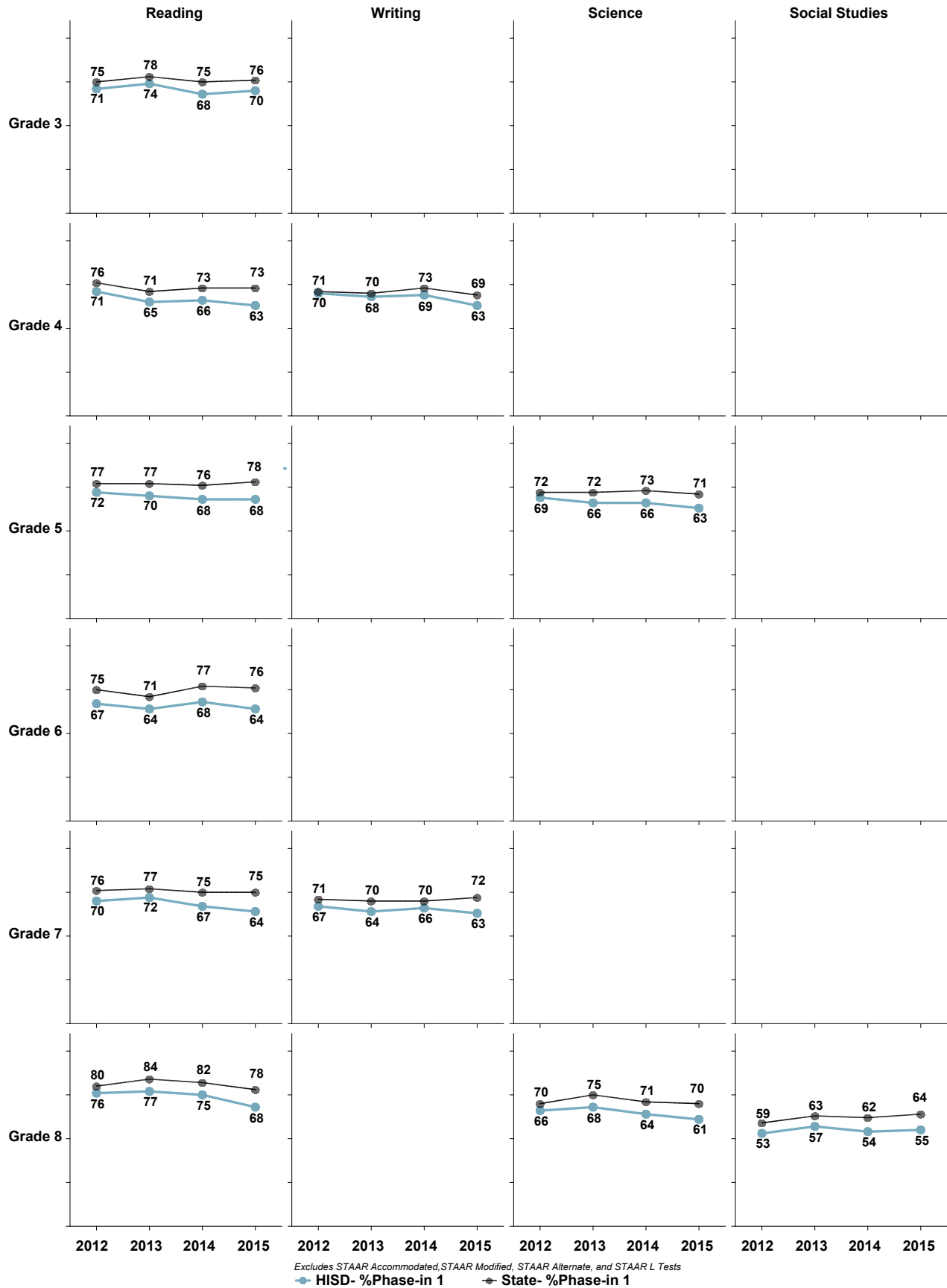
- The focus will remain on all students reading on grade level. Fourth- and fifth-grade classrooms will receive additional resources to assist with “Just Right” reading materials.
- Fourth- and fifth-grade teachers will receive training in effective practices for independent reading, small group instruction and close reading.
- Campuses will administer running records, checks on fluency and comprehension at the beginning, middle, and end of year to monitor student reading growth.
- Professional development will be offered throughout the summer to support teachers in planning and delivering effective writing instruction.
- Lead4ward will provide targeted professional development in all content areas. It will include on-site coaching around data analysis at targeted schools.
- Elementary- and middle-school teachers will participate in an ongoing Lead4ward training series on curriculum mapping beginning this summer.
- Middle-school staffs are analyzing master schedules and student data to ensure that the most effective teachers are paired with our struggling students.
- Middle school is exploring a secondary literacy program that is aligned to the *Literacy By 3* initiative.
- Middle school will work directly with the 15 schools with the highest discipline rates. Professional development will be provided to target the specific needs of middle-school students and their teachers.
- Elementary and middle-school administrators are receiving training this summer to support ELL students. This training will continue throughout the year with an emphasis on progress monitoring. Students will be expected to increase by at least one English proficiency level each year. Training will be provided to help administrators use data-driven decisions to identify exemplary instructional strategies that will meet students' needs. The goal is to monitor students so they successfully meet exit criteria prior to the end of their third year in United States schools or before they transition to the middle-school level.
- Intensive systematic academic vocabulary instruction will continue this year (i.e., Academic Language Instruction for All Students [ALIAS], Imagine Learning).

Office of Special Education Services

- Scale up the implementation of Universal Design for Learning (UDL) in curriculum development by embedding four positions in the curriculum departments paid by the special education department; provide districtwide site license to Goalbook (www.goalbookapp.com) and Kurzweil to incorporate UDL strategies in instructional planning and delivery; and work with the curriculum departments to use Kurzweil to adapt the district-level assessment modeled after STAAR-Accommodated.

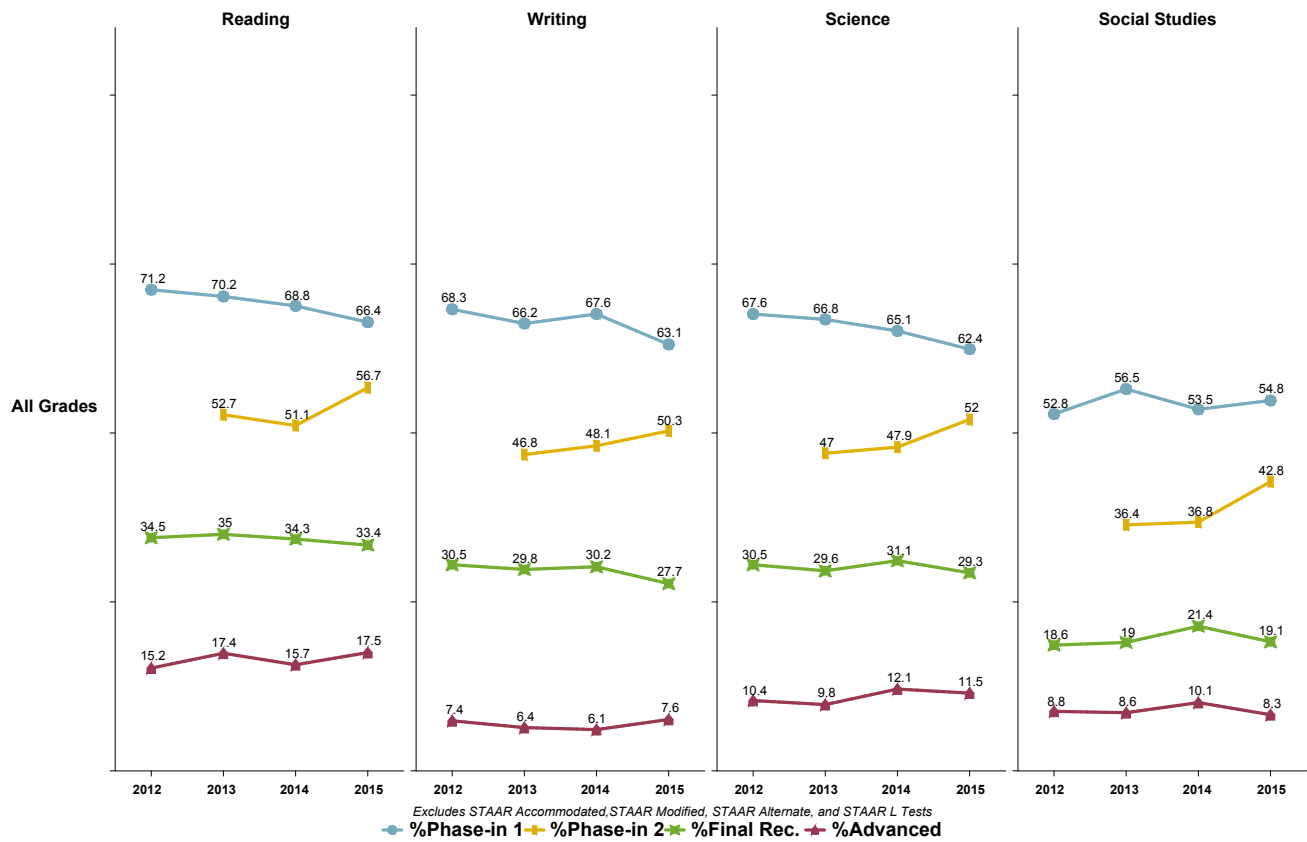
- Provide professional development and monitor the use of appropriate and effective instructional accommodations based on students' ability/disability and ensure these accommodations are also provided during all assessments: formal/informal, formative/summative, state/national.
- Increase inclusive options for students with disabilities from pre-k—grade 12 so they receive Tier One instruction by content area experts.
- Another way to improve student outcomes is system-wide implementation of a Multi-Tiered System of Supports (MTSS) incorporating Response to Intervention that is well-articulated, understood, and uniformly practiced across the district.

Figure 1
HISD STAAR English and Spanish Combined by Subject and Grade Level: 2012-2015 (Spring Administration)
Percent Met Standard: Phase-in 1
HISD and State - All Students



All points reflect the most current data available and may differ slightly from data previously reported. For grades and subjects with multiple administrations, 1st administration results are used. North Forest schools are excluded in 2012 & 2013.

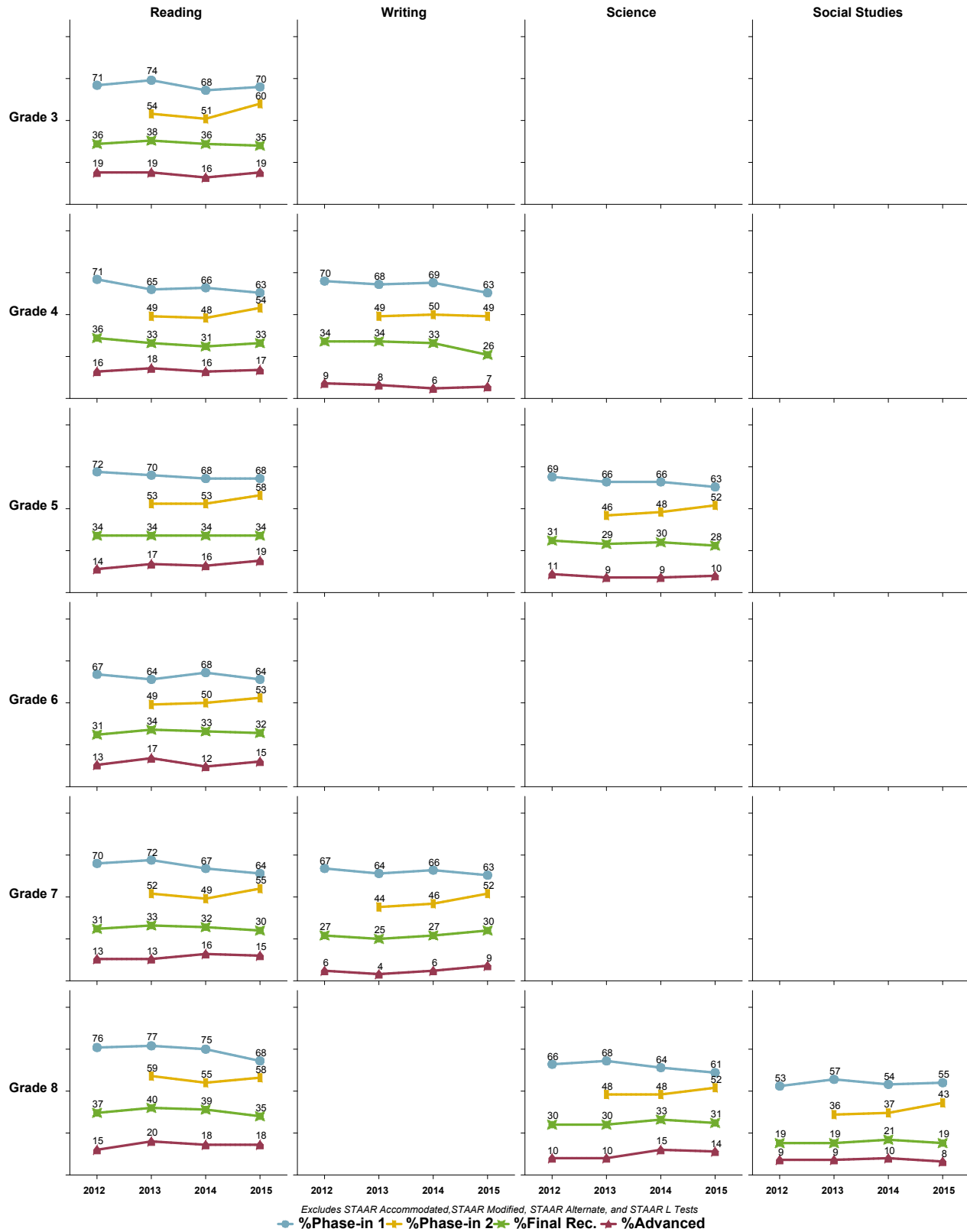
Figure 2
HISD STAAR English and Spanish Combined by Subject and All Grades: 2012-2015 (Spring Administration)
Percent Met Standard: Phase-in 1, Phase-in 2, Recommended, and Advanced
All Students in Grades 3-8



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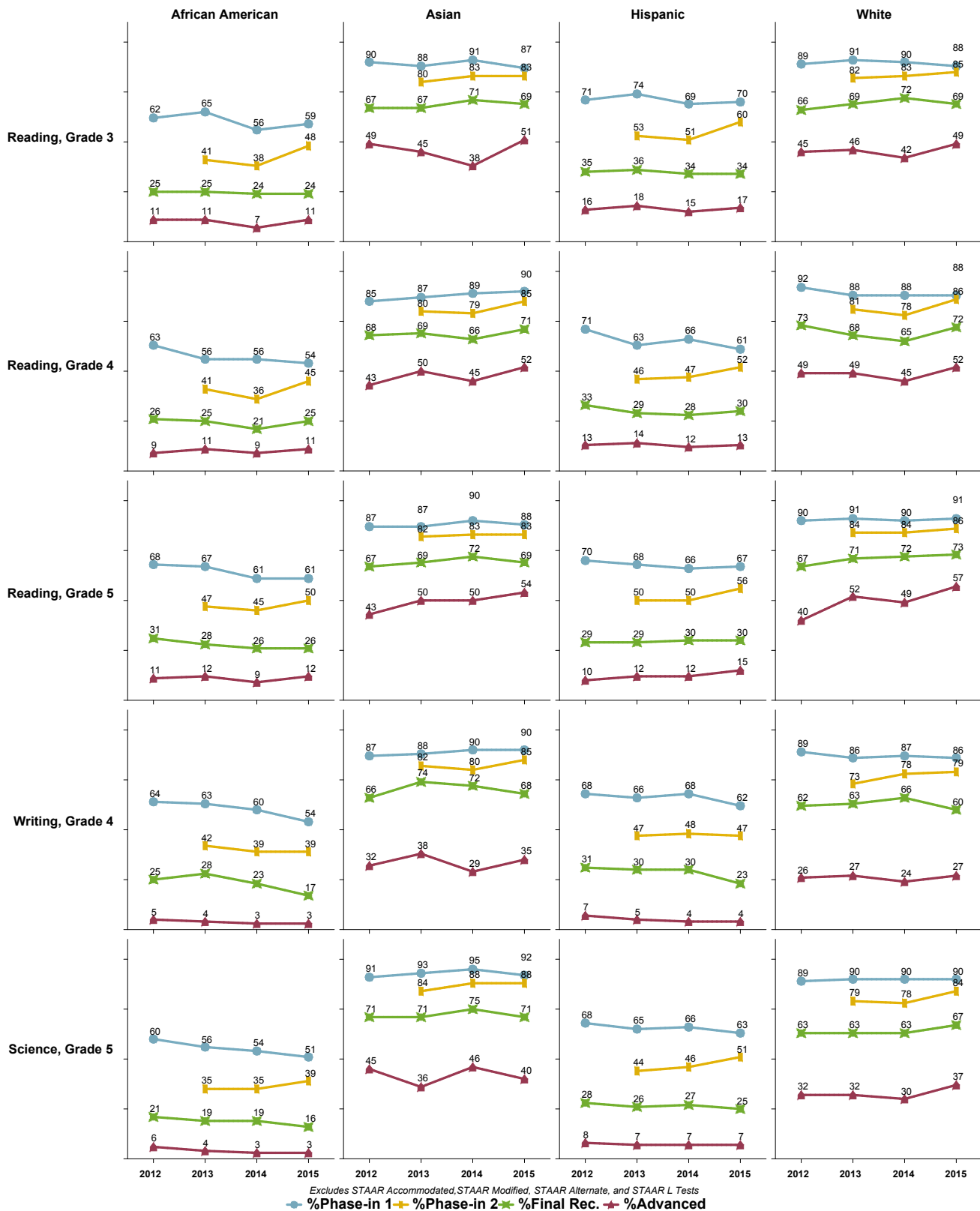
Note: The percent met standard at the phase-in 1 and advanced standards in reading and math are included in the Board Monitoring System (BMS).

Figure 3
HISD STAAR English and Spanish Combined by Subject and Grade Level: 2012-2015 (Spring Administration)
Percent Met Standard: Phase-in 1, Phase-in 2, Recommended, and Advanced
All Students



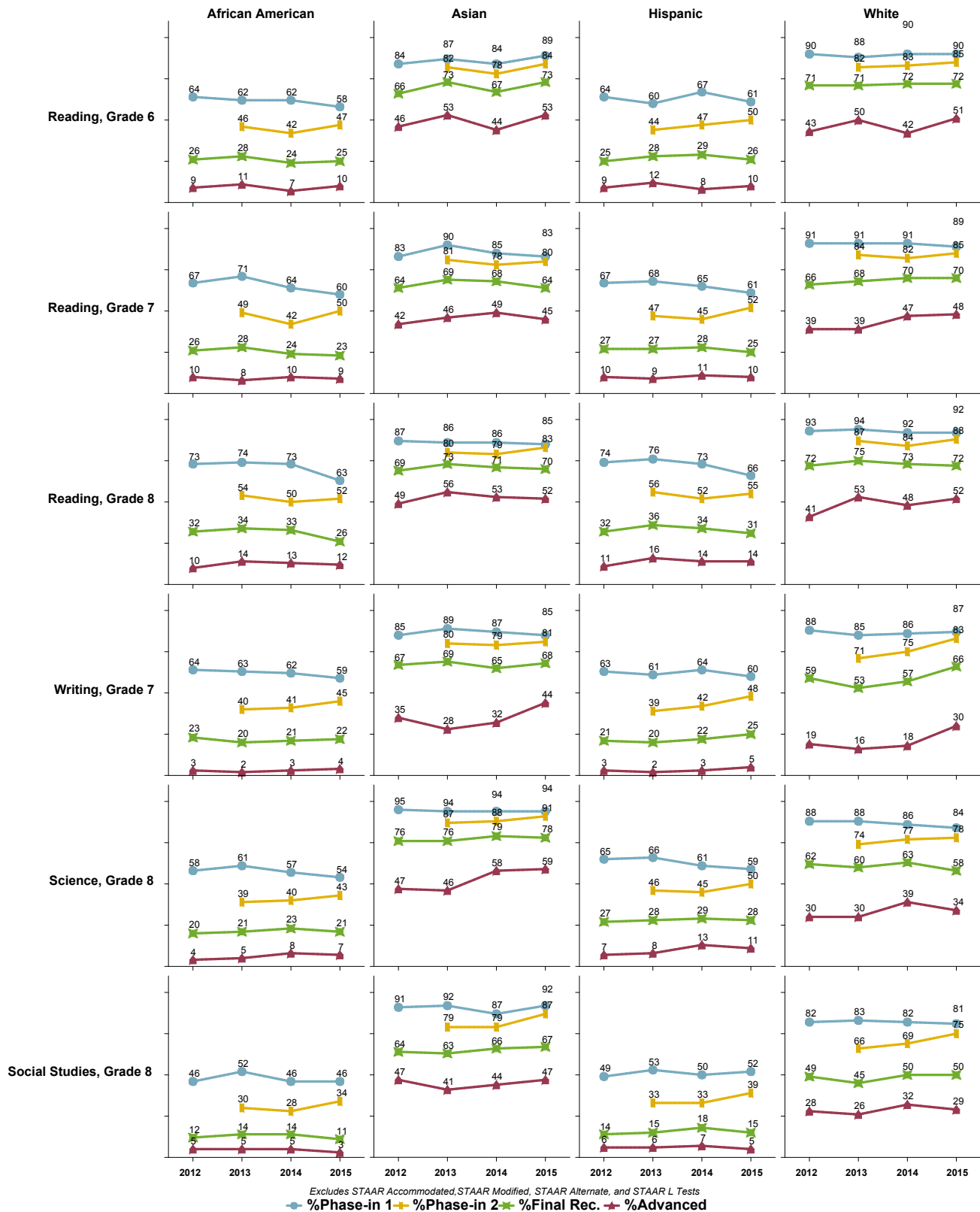
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Figure 4
HISD STAAR English and Spanish Combined by Subject and Ethnicity: 2012-2015 (Spring Administration)
Percent Met Standard: Phase-in 1, Phase-in 2, Recommended, and Advanced
Grades 3-5



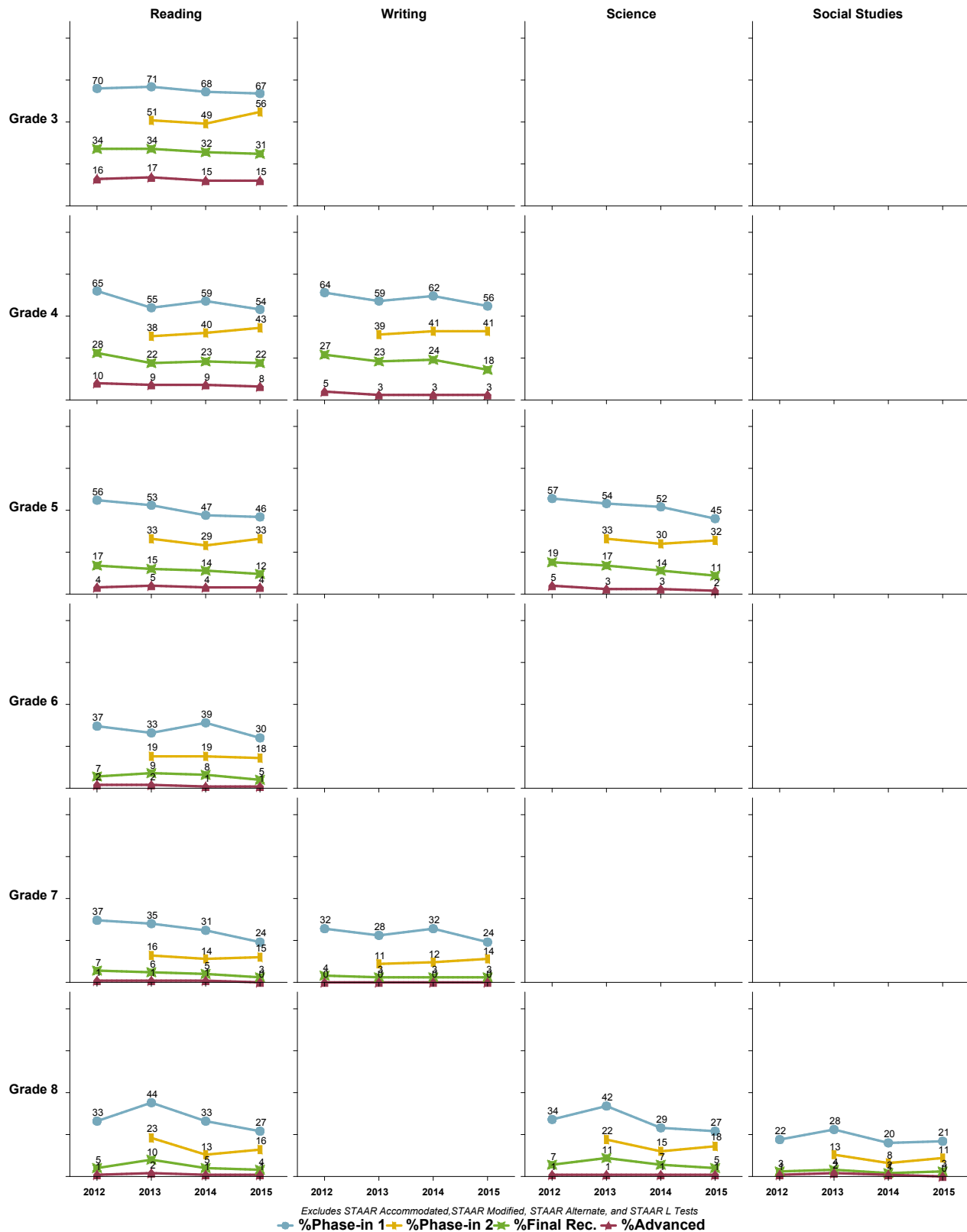
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Figure 5
HISD STAAR by Subject and Ethnicity: 2012-2015 (Spring Administration)
Percent Met Standard: Phase-in 1, Phase-in 2, Recommended, and Advanced
Grades 6-8



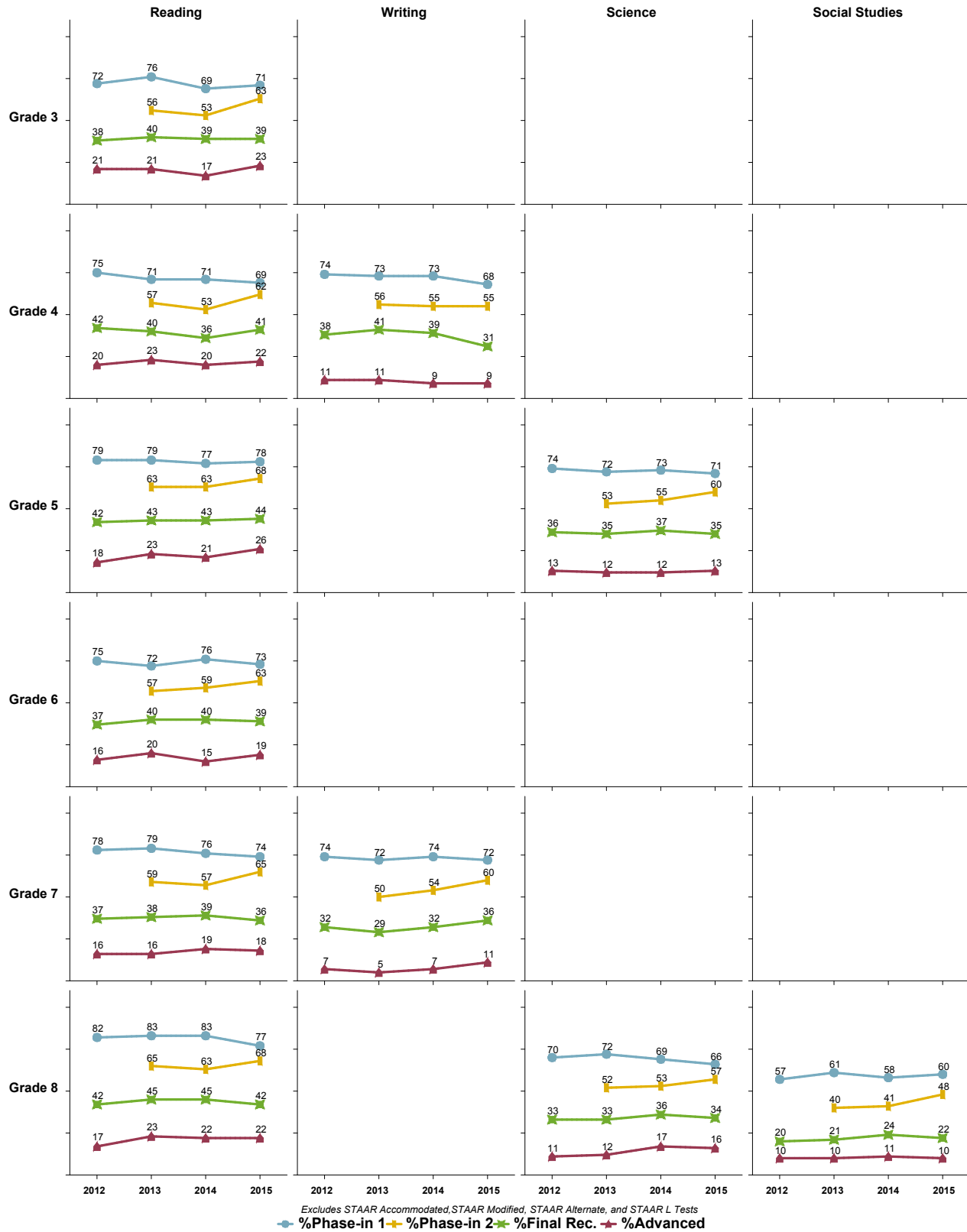
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Figure 6
HISD STAAR English and Spanish Combined by Subject and Grade Level: 2012-2015 (Spring Administration)
Percent Met Standard: Phase-in 1, Phase-in 2, Recommended, and Advanced
English Language Learners (ELLs)



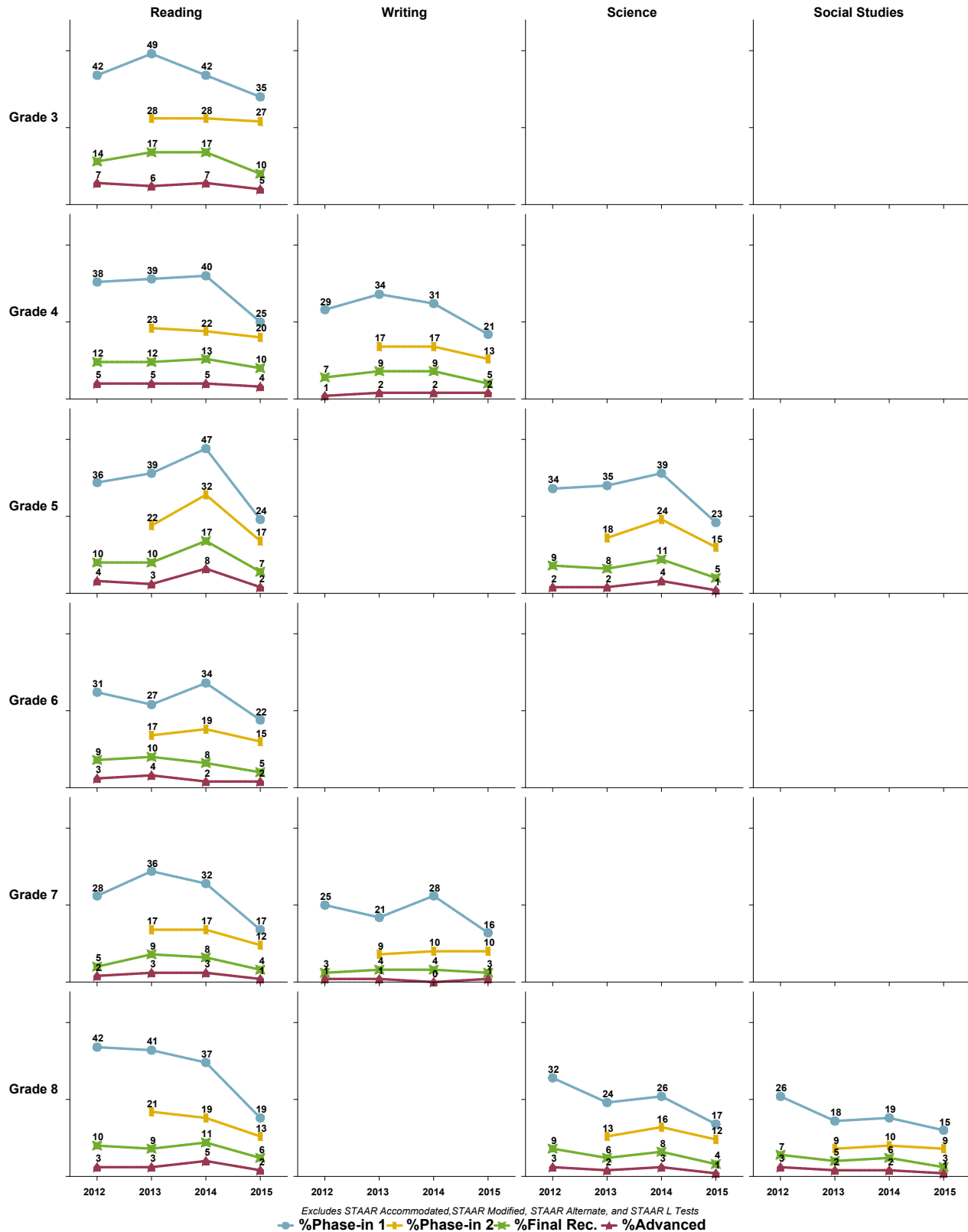
All points reflect the most current data available and may differ slightly from data previously reported. For grades and subjects with multiple administrations, 1st administration results are used. North Forest schools are excluded in 2012 & 2013.

Figure 7
HISD STAAR English and Spanish Combined by Subject and Grade Level: 2012-2015 (Spring Administration)
Percent Met Standard: Phase-in 1, Phase-in 2, Recommended, and Advanced
Non-English Language Learners (Non-ELLs)



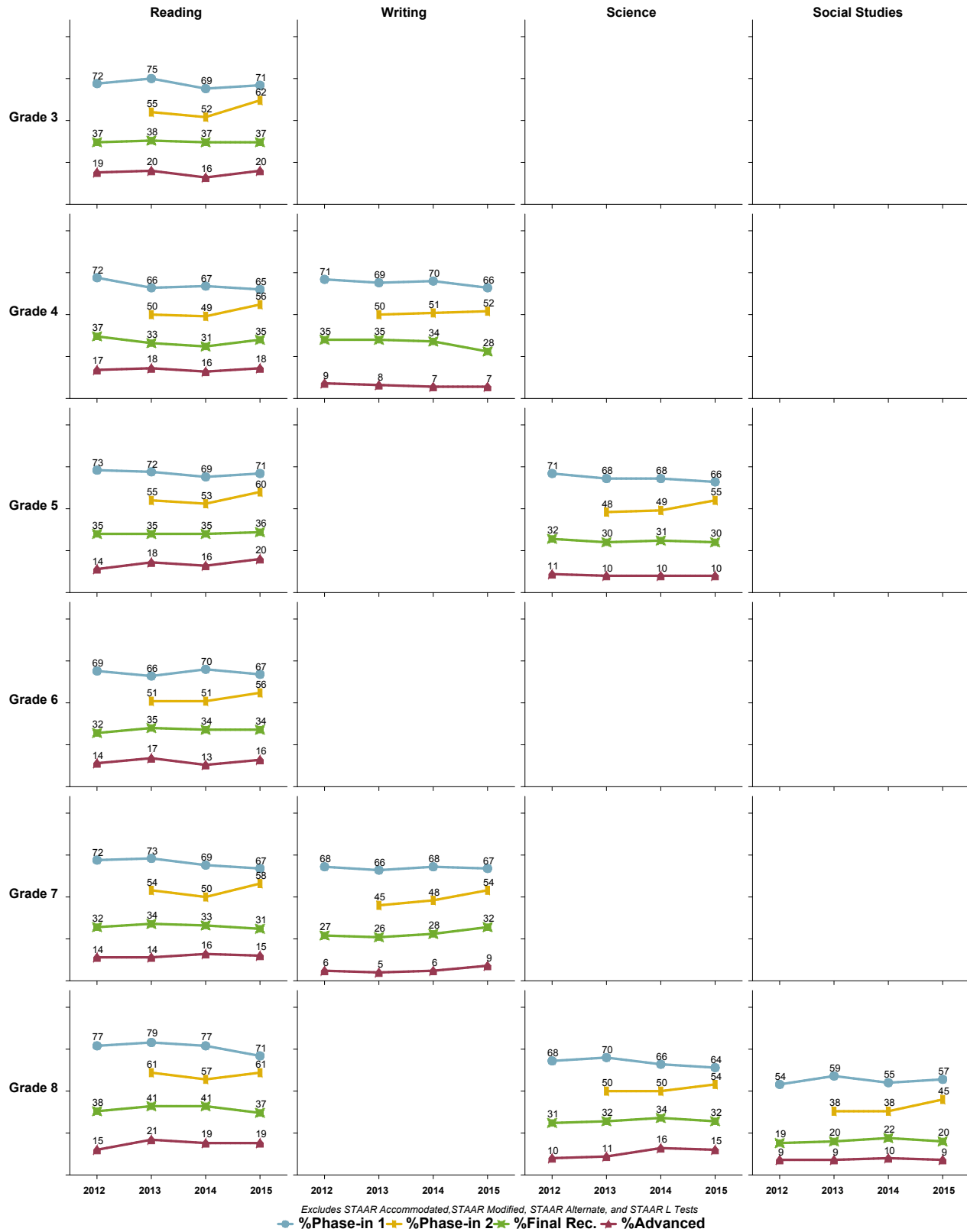
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Figure 8
HISD STAAR English and Spanish Combined by Subject and Grade Level: 2012-2015 (Spring Administration)
Percent Met Standard: Phase-in 1, Phase-in 2, Recommended, and Advanced
Students with Disabilities (SWD)



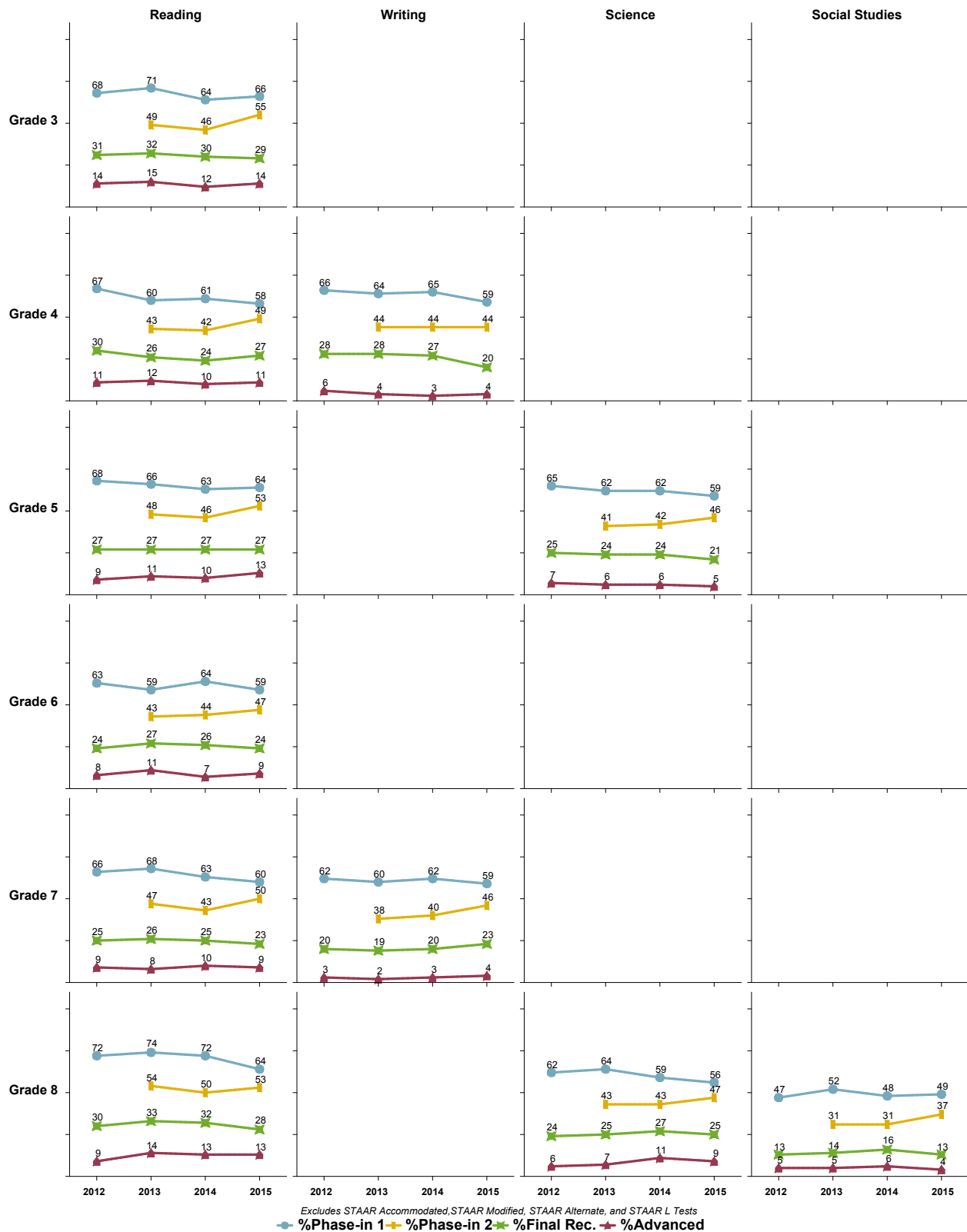
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Figure 9
HISD STAAR English and Spanish Combined by Subject and Grade Level: 2012-2015 (Spring Administration)
Percent Met Standard: Phase-in 1, Phase-in 2, Recommended, and Advanced
Students without Disabilities (Non-SWD)



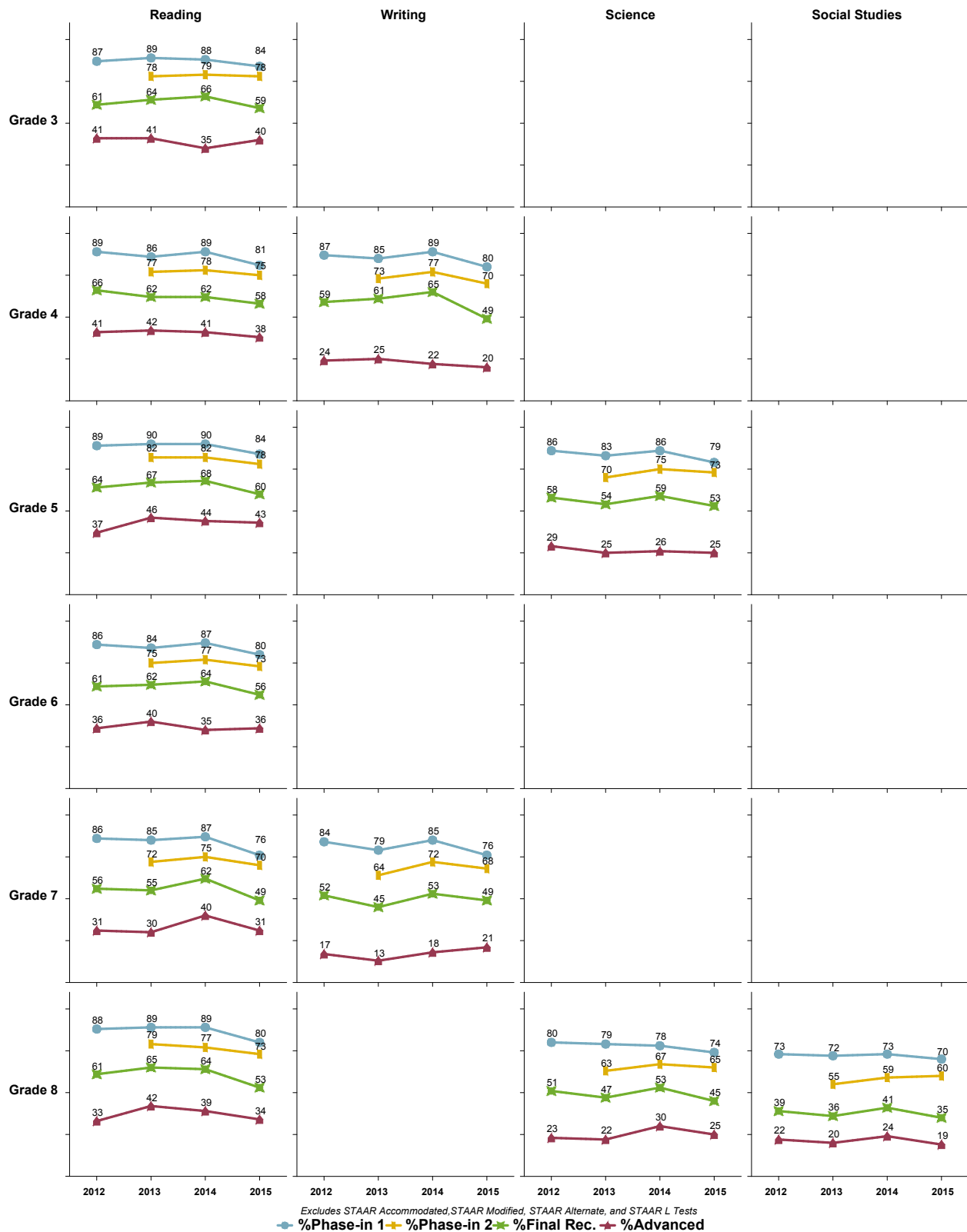
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Figure 10
HISD STAAR English and Spanish Combined by Subject and Grade Level: 2012-2015 (Spring Administration)
Percent Met Standard: Phase-in 1, Phase-in 2, Recommended, and Advanced
Economically Disadvantaged Students (Econ. Disadv.)



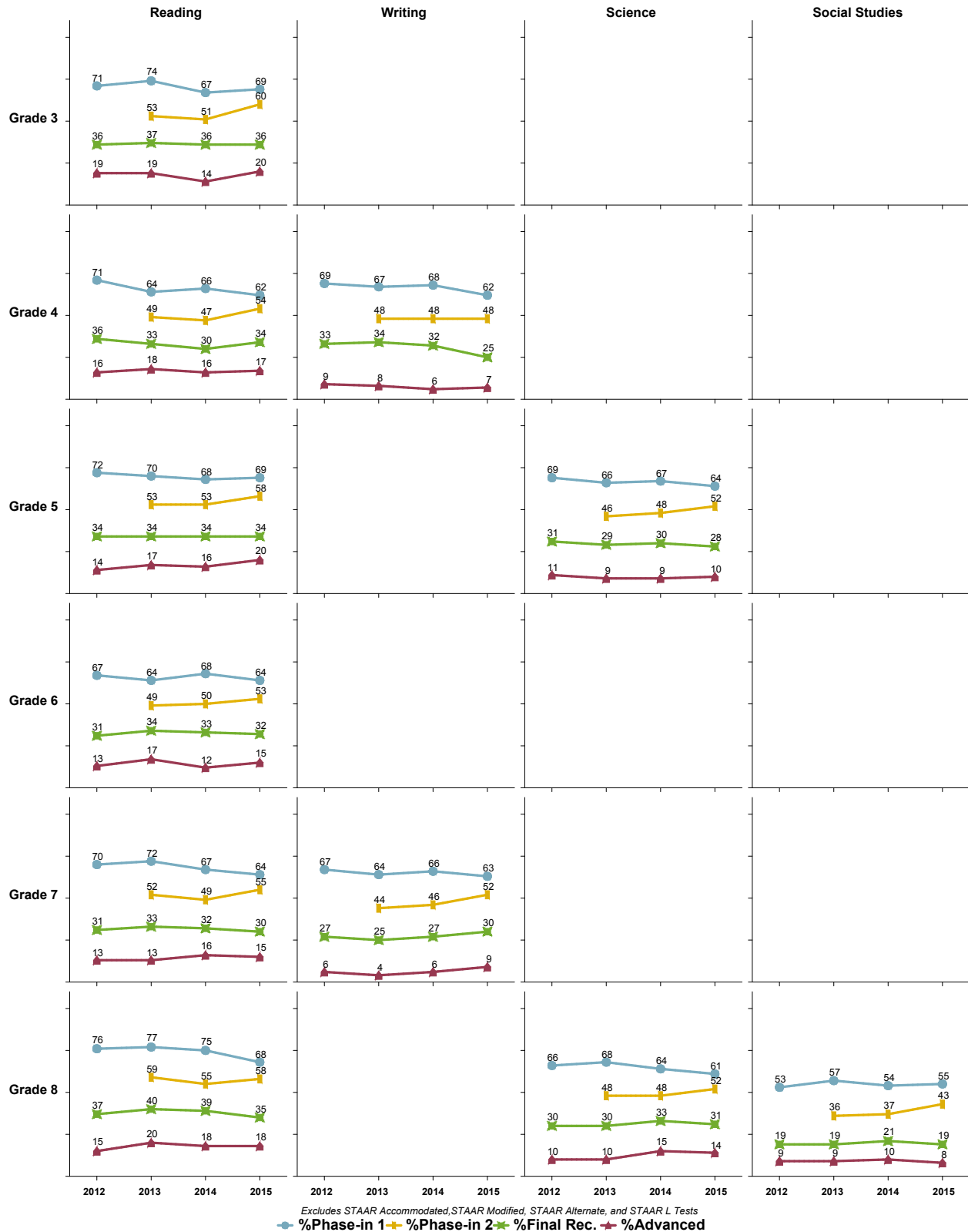
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Figure 11
HISD STAAR English and Spanish Combined by Subject and Grade Level: 2012-2015 (Spring Administration)
Percent Met Standard: Phase-in 1, Phase-in 2, Recommended, and Advanced
Non-Economically Disadvantaged Students (Non-Econ. Disadv.)



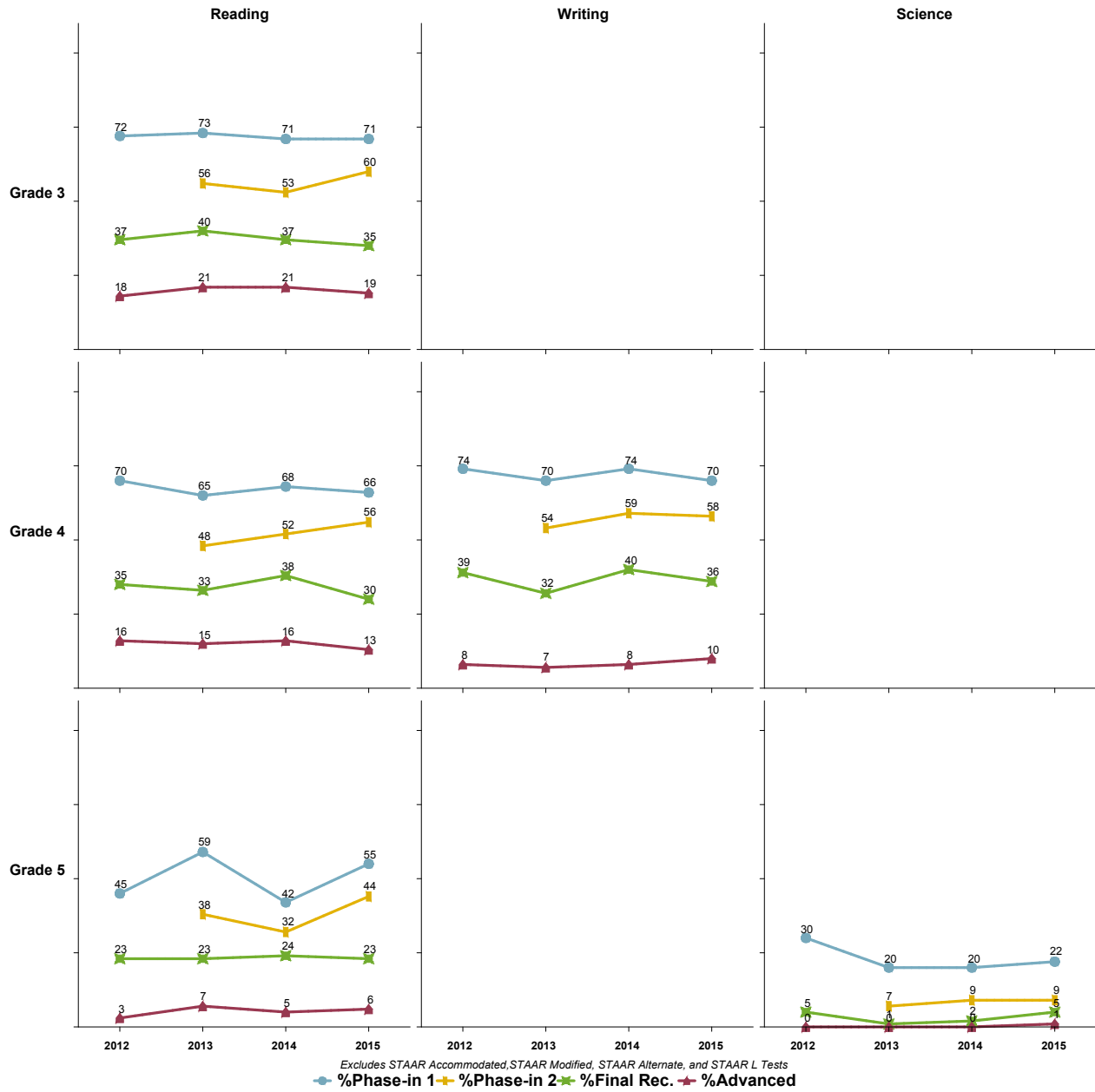
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Figure 12
HISD STAAR English Only by Subject and Grade Level: 2012-2015 (Spring Administration)
Percent Met Standard: Phase-in 1, Phase-in 2, Recommended, and Advanced
All Students



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Figure 13
HISD STAAR Spanish Only by Subject and Grade Level: 2012-2015 (Spring Administration)
Percent Met Standard: Phase-in 1, Phase-in 2, Recommended, and Advanced
All Students



All points reflect the most current data available and may differ slightly from data previously reported. For grades and subjects with multiple administrations, 1st administration results are used. North Forest schools are excluded in 2012 & 2013.



Board Monitoring System: STAAR EOC Performance

EXECUTIVE SUMMARY

Purpose

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Board Monitoring Scorecard					
Rigorous Education	Student Achievement:	Subject	2012-2013	2013-2014	2014-2015
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^ Excludes STAAR M, -L, -A, Alt., and Alt. 2 results.

2015 STAAR Algebra I, English I and II EOC Key Findings:

- The number of first-time students tested has increased in each subject over time.
- When compared to last year's results, the percentage of students meeting the highest standard of **Advanced increased** for the All Students group for Algebra I for both high-school and middle-school students and for English I/English II performance.
- The percentage of middle-school students (grades 7 and 8) meeting the highest standard of **Advanced increased** 10 percentage points from 2014 to 2015 while satisfactory rates increased to 98.8%.
- The 2015 STAAR EOC results for students at the Satisfactory Standard show **slight declines** when compared to 2014 results for high-school students in English Language Arts and Algebra I.
- The percentage of students meeting next year's higher standard of **Satisfactory phase-in 2 increased** for the All Students group.
- When comparing the "First Spring Administered" STAAR EOC gap results to the 2015 gap results between White, African-American, and Hispanic students (first-time testers only), the gaps appear to be **slightly decreasing and/or stable over time** for Algebra I and English I. English II appears to have the **greatest gaps** between those same student groups.
- In 2012, 3, 500 EOC tests were administered to ELL students. In 2015, that number increased to 8,300 EOC tests. This represents a **130% increase** in the number of EOC tests administered to ELL students in four years.
- 3% of all students taking the **new STAAR A** English I and English II assessments met the phase-in 1 standard; and the Algebra I STAAR A passing rates for all students was 14%.
- The percentage of students who met the phase-in 1 standard on the **new STAAR Alternate 2** EOC assessments ranged from 84% on Algebra I to 90% on English II.

Administrative Response:

Secondary Curriculum and Development

After reviewing the 2014–2015 STAAR EOC results, the Office of Secondary Curriculum and Development confirmed that recent changes in staffing structure, literacy priorities, and digital content are needed to increase student achievement in HISD at the secondary level. We will continue to prioritize literacy strategies in all content areas, develop teachers of reading intervention classes, and work with external literacy partners to further the work of *Literacy By 3* at the secondary level. In spring 2015, a Director of Secondary Literacy was hired to focus on efforts in grades 6–12. Our department has completed a reorganization to ensure that our staff who develop curriculum are also part of the implementation of professional learning for teachers throughout the summer and during the school year. Five Transformation Institutes are being offered during the summer of 2015 to support 2000+ secondary teachers in the development of content knowledge, pedagogy, technology integration, the use of formative assessments, project-based learning, and Reader's/Writer's workshop.

Secondary Schools Office

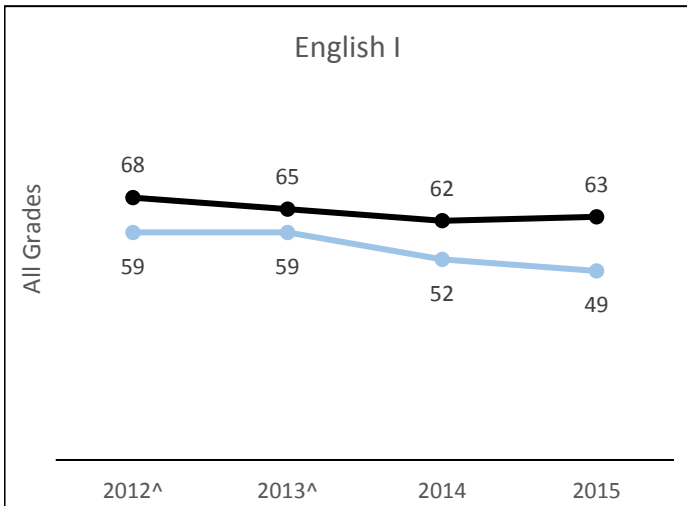
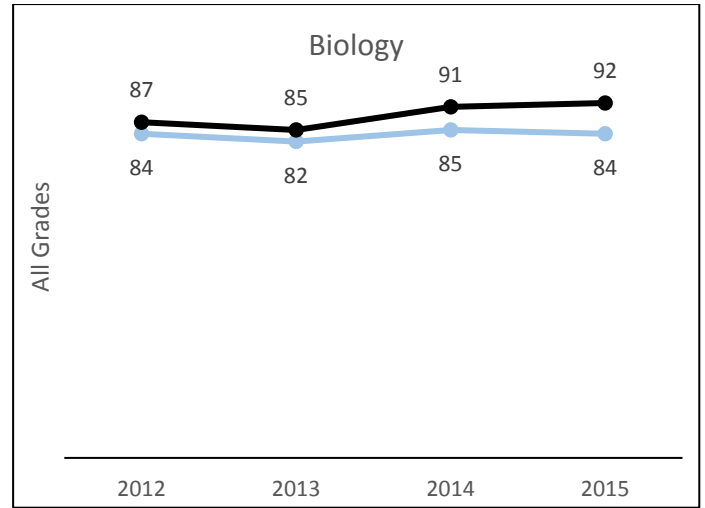
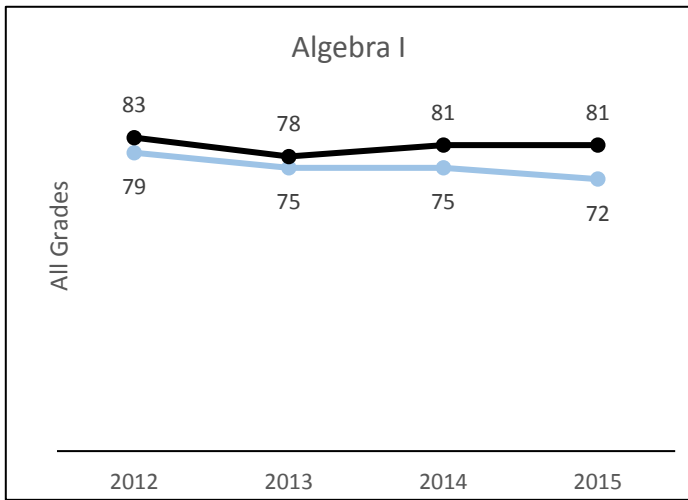
- Implementation of the "mission-minded" practices:
 - Data-Driven Instruction
 - Scholar Adult Culture
 - Planning and Instruction
 - Observation and Feedback
- Continue providing differentiated, strategic supports based on identified strengths and challenges
- Linked Learning, PowerUp
- Secondary Literacy framework that is supported by Secondary Reading Initiative's (SRI's) universal screener

- Increase Advanced Placement/International Baccalaureate (AP/IB) participation and passing rates with underrepresented populations
- Instructional Leadership Team (Professional Learning Communities)
- Re-tester support plan
- Technology Integration
- Minimum of two administrative instructional rounds per semester
- Lead4ward will provide targeted professional development in all content areas. It will include on-site coaching around data analysis at targeted schools.
- High-school teachers will participate in an ongoing Lead4ward training series on curriculum mapping beginning this summer.
- High-school staffs are analyzing master schedules and student data to ensure that the most effective teachers are paired with our struggling students.
- Administrators and teachers will participate in targeted professional development that is designed to build capacity using the HUB and increase effectiveness of the digital conversion.

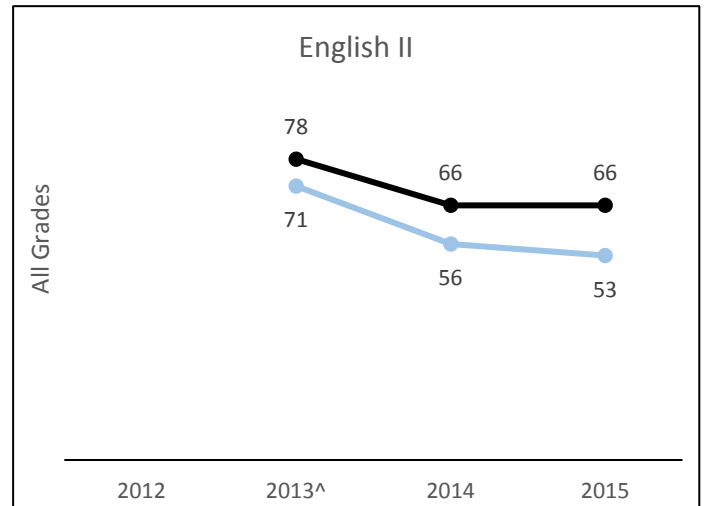
Office of Special Education Services

- Scale up the implementation of Universal Design for Learning (UDL) in curriculum development by embedding four positions in the curriculum departments paid by the special education department; provide districtwide site license to Goalbook (www.goalbookapp.com) and Kurzweil to incorporate UDL strategies in instructional planning and delivery; and work with the curriculum departments to use Kurzweil to adapt the district-level assessment modeled after STAAR-Accommodated.
- Provide professional development and monitor the use of appropriate and effective instructional accommodations based on students' ability/disability and ensure these accommodations are also provided during all assessments: formal/informal, formative/summative, state/national.
- Increase inclusive options for students with disabilities from pre-kindergarten–grade 12 so they receive tier one instruction by content area experts.
- Another way to improve student outcomes is system-wide implementation of a Multi-Tiered System of Supports (MTSS) incorporating Response to Intervention that is well-articulated, understood, and uniformly practiced across the district.

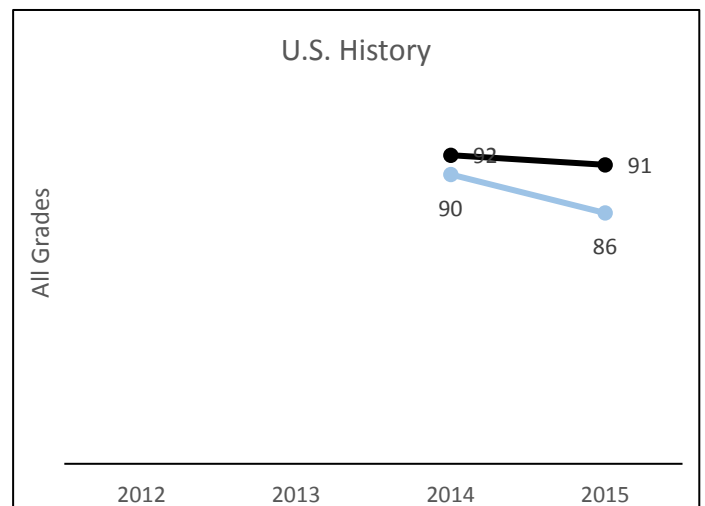
Figure 1
HISD STAAR EOC by Subject: 2012-2015 (Spring Administration)
Percent Met Phase-in 1 Standard
HISD and State - All Students Tested



^2012 and 2013 English I reading only



^2013 English II reading only

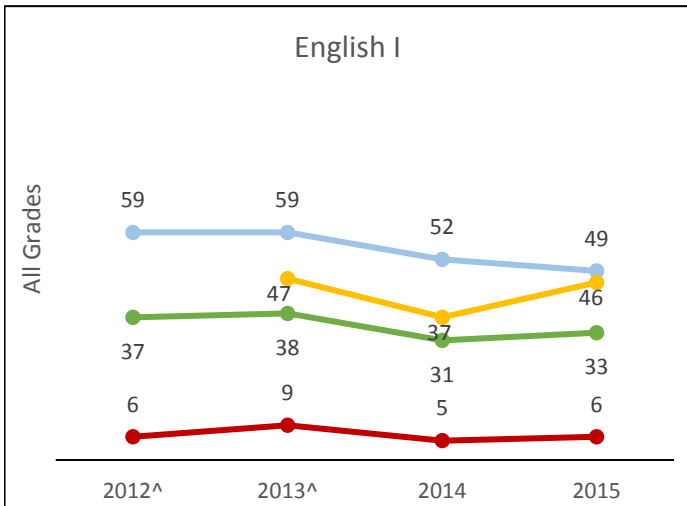
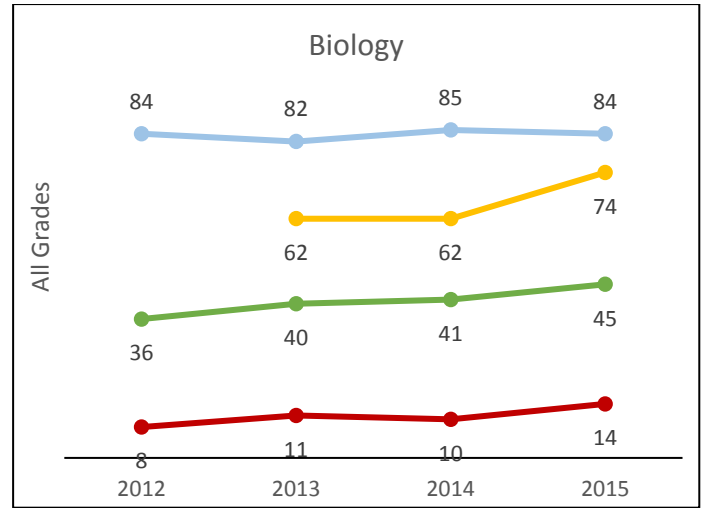
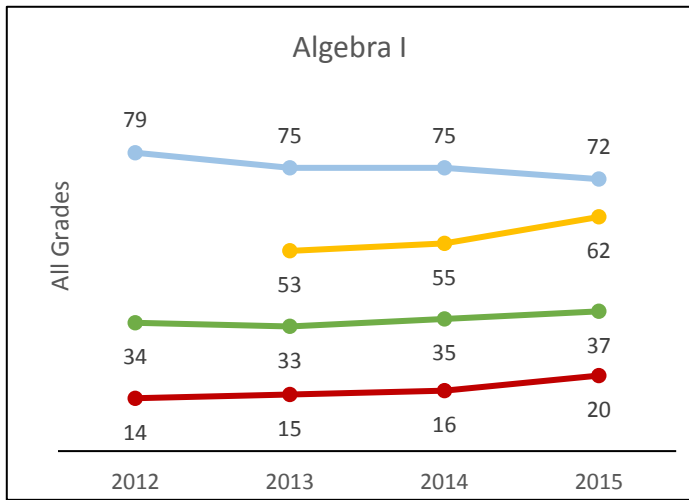


—●— HISD Phase-In 1 —●— State Phase-In 1

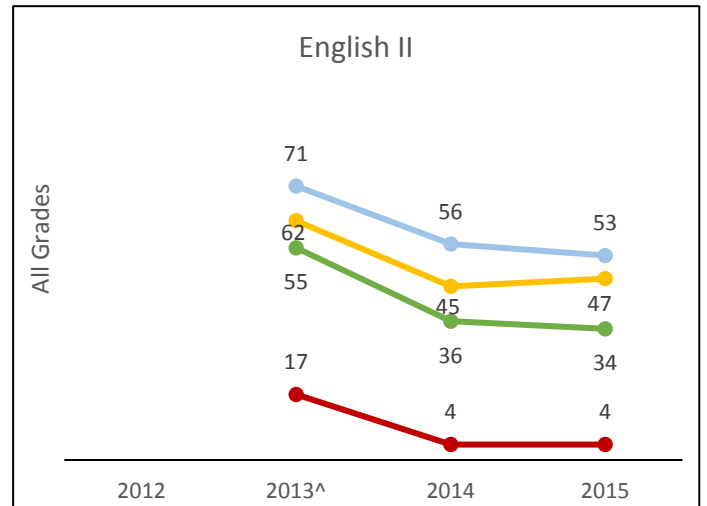
North Forest schools are excluded in 2012 & 2013
Excludes STAAR L, M, A, Alternate and Alternate 2 Tests
Source: TEA-Pearson summary reports; various years

Figure 2

HISD STAAR EOC by Subject: 2012-2015 (Spring Administration)
Percent Met Standard: Phase-in 1, Phase-in 2, Recommended, and Advanced
All Students Tested



^2012 and 2013 English I reading only



^2013 English II reading only



North Forest schools are excluded in 2012 & 2013

Excludes STAAR L, M, A, Alternate and Alternate 2 Tests

Source: TEA-Pearson summary reports; various years

Table 1. HISD STAAR EOCs
by Subject: 2012 to 2015 (Spring Administration)
FIRST-TIME TESTED STUDENTS ONLY
Number Tested and Percent Met Phase-In 1 Standard
English Language Learners (ELLs)^

STAAR EOCs - Subject and Test Version	2012		2015		2012 - 2015 Change Over Time	
	# Tested	% Met	# Tested	% Met	# Tested	% Met
Algebra I - STAAR	874	61%	1,087	56%	213	-5%
Algebra I - STAAR L	405	32%	907	36%	502	4%
Algebra I ELLTotals	1,279	52%	1,994	47%	715	-5%
Biology - STAAR	765	57%	1,087	66%	322	9%
Biology - STAAR L	319	35%	933	32%	614	-3%
Biology ELLTotals	1,084	51%	2,020	50%	936	-1%
U.S. History - STAAR	--	--	608	59%	608	59%
U.S. History - STAAR L	--	--	275	36%	275	36%
U.S. History ELLTotals	-	0%	883	52%	883	52%
English I - STAAR (2012 Reading only)	1,215	13%	1,988	11%	773	-2%
English II - STAAR	--	--	1,400	11%	1,400	11%
English I and II ELLTotals	1,215	13%	3,388	11%	2,173	-2%
ELL EOC Test Totals (not unique counts)	3,578	38%	8,285	34%	4,707	-5%

^Excludes STAAR M, A, Alt., and Alt. 2 results

Source: TEA-Pearson STAAR Summary Reports, various years

In 2012, approximately 3,500 EOC tests were administered to ELL students. Four years later, in 2015, almost 8,300 tests were administered. This represents a 130% **increase** in the number of EOC tests administered to ELL students.

Table 2. HISD STAAR EOCs
by Subject: 2015 (Spring Administration)
FIRST-TIME TESTED STUDENTS ONLY
Number Tested and Percent Met Phase-In 1 Standard
Students with Disabilities^

2015 STAAR EOC by Subject	STAAR			STAAR (A) Accommodated Only			STAAR (Alt. 2) Alternate 2 Only			STAAR, A, and Alt. 2 Combined Totals		
	# Tested	# Met	% Met	# Tested	# Met	% Met	# Tested	# Met	% Met	# Tested	# Met	% Met
Algebra I	736	273	37%	251	35	14%	201	169	84%	1,188	477	40%
Biology	737	394	53%	231	51	22%	200	177	89%	1,168	622	53%
English I	773	124	16%	220	6	3%	199	179	90%	1,192	309	26%
English II	639	86	13%	160	4	3%	157	136	87%	956	226	24%
U.S. History	547	285	52%	180	47	26%	174	155	89%	901	487	54%

^Excludes STAAR L

Source: TEA-Pearson STAAR Summary Report, May 2015



Board Monitoring System: Graduation and Dropout

EXECUTIVE SUMMARY

Purpose

The Houston Independent School District (HISD) exists to strengthen the social and economic foundation of Houston by assuring its youth the highest-quality elementary and secondary education available anywhere. In fulfilling this goal, HISD's Board of Education has designed a program to systematically monitor the district's goals and core values. The following results inform the progress of the district as it relates to rigorous education, specifically College and Career Readiness: Four-Year Cohort Graduation Rate and the Percent of Students (in a High School Cohort) Who Dropped Out. The data presented are aligned to the state accountability calculations.

Rigorous Education	College and Career Readiness	Class of 2012	Class of 2013	Class of 2014
	Four-Year Cohort Graduation Rate*	81.7	81.6	81.8
	Percent of Students (in a High School Cohort) Who Dropped Out*	11.3	11.1	10.8

**State Accountability Calculation with Exclusions*

Key Findings:

- The four-year cohort graduation rate with exclusions slightly **increased** from 81.6 to 81.8, an increase of 0.2 percentage points.
- The four-year longitudinal dropout rate **decreased** from 11.1 to 10.8, a decrease of 0.3 percentage points.
- The number of students graduating in the Class of 2014 was 9,071 which exceeded the number of graduating students in the Class of 2013 by 18 students.

Administrative Response:

Drop Out Prevention Office

The following **priorities** have been established by the Drop-Out Prevention Office to effectively increase the graduation rate and decrease the dropout rate:

- Identify and develop action plans for students who are most at-risk of dropping out of school with the assistance of the Early Warning Indicator System (located on the Principal and A4E Dashboards), district data, campus-based Graduation Support Meetings, and Attendance Meetings.
- Consult, develop, and support new strategies with the Counseling and Guidance, Multilingual, Special Education, College Readiness, and Career and Technology Education offices, to increase the graduation rate and college readiness of those identified students most at-risk of dropping out of school.
- Support and collaborate with the district's My Brother's Keeper and the Multi-Tiered Systems of Support initiatives (MTSS) to reduce the dropout rate and increase the graduation rate among identified students.
- Support dropout recovery programs such as Middle College High School, Advanced Virtual Academy, REACH, Grad Labs, and Liberty with continued support of Grad Support Walk, phone banking, and the Career Expo for Overage Students.
- Provide optimal procedural attendance training through district-wide or individual consultation for campuses most at-need due to the attendance rate and/or dropout rates. These schools may not necessarily be identified as Improvement Required schools.
- Increase knowledge of new truancy law and help build capacity regarding truancy interventions to be conducted by the district team of Student Case Workers.
- Support and provide case management, social service referral, and action plans for students to return to school on behalf of the district team of Student Case Workers in conjunction with the campus.

In addition to the priorities, the Drop-Out Prevention Office will **continue to implement the following:**

- Encourage all schools, through awareness and promotion, of best year-long attendance practices, which ultimately provides a solid foundation for future high school graduation.
- Encourage social responsibility of local law enforcement, service agencies, and surrounding communities by promoting Youth Watch, an initiative created to increase public awareness of the need to reduce the dropout rate and increase the graduation rate.
- Partner with accredited community alternative education partners to help graduate students with a high school diploma to prevent an overage student from dropping out of school. Conversely, these community education partners refer to HISD Drop-Out Recovery Programs as well.

Career Readiness Office

With the understanding that students in career and technical education pathways historically graduate at a higher rate and dropout at a lower rate than their peers not engaged in career education, Houston ISD embarked on the **Linked Learning initiative** to mobilize all students to engage in career education. Through this initiative, students are better able to connect their in-class learning in core academics with the world beyond the school walls.

In order to recruit students into such programming, the district has dedicated career counselors at comprehensive high schools as part of the federal Race to the Top Grant and through the development of a district level guidance and counseling team. This team oversees both college and career guidance as well as the district's "Plan Your Path" initiative that guides students and families through the new state graduation plan and endorsements.



































































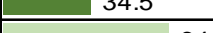





Students also perform better by engaging in dual credit programming which is why the district continues to expand opportunities for students to complete dual credit coursework. The Futures Academies have increased enrollment over the last two years and have seen increased graduation rates. Development of dual credit, Level One certificates at schools have increased and expansion to additional college partnerships have opened the door wider to additional dual credit opportunities.

Increased participation in CTE and dual credit was noticeable in the 2014–2015 school year through these efforts and the expected impact is that it will increase student achievement.

School Offices

The school offices were recently reorganized with a focus on clustering schools according to greatest need. There are now three different secondary offices with some of our most challenging schools under the transformational office. These schools will be part of a smaller cluster with one School Support officer for every five schools. The five schools will consist of four transformational campuses and one demonstration campus. This should help school offices keep closer supervision on those schools in greatest need. According to this report, the majority of the schools with greatest need are now placed under transformation which should allow for closer supervision of dropouts.

**Figure 1. HISD Graduation and Dropout Rates By Student Group: With Exclusions
Classes of 2012, 2013 and 2014**

Group	Class	Class N	Graduation Rate	Dropout Rate
All Students	2012	11,030	 81.7	 11.3
	2013	11,062	 81.6	 11.1
	2014	11,088	 81.8	 10.8
African American	2012	3,299	 79.9	 14.1
	2013	3,218	 79.2	 14.3
	2014	3,048	 78.4	 15.2
American Indian	2012	37	 73.0	 16.2
	2013	41	 78.0	 12.2
	2014	30	 86.7	 6.7
Asian	2012	413	 92.3	 4.8
	2013	411	 88.3	 6.8
	2014	428	 93.2	 4.0
Hispanic	2012	6,165	 80.4	 11.3
	2013	6,344	 80.6	 10.9
	2014	6,418	 81.6	 10.1
Pacific Islander	2012	27	 96.3	 3.7
	2013	27	 92.6	 3.7
	2014	21	 85.7	 4.8
White	2012	1,014	 90.2	 5.1
	2013	945	 91.7	 4.0
	2014	1,067	 87.5	 5.8
Multiracial (Two or More Races)	2012	71	 94.4	 1.4
	2013	76	 94.7	 3.9
	2014	76	 86.8	 6.6
Economically Disadvantaged	2012	7,611	 82.8	 10.7
	2013	7,959	 81.3	 11.0
	2014	7,938	 81.1	 11.7
Ever ELL in HS (identified ELL any time in gr. 9-12)	2012	1,266	 59.5	 20.5
	2013	1,370	 56.6	 20.7
	2014	1,530	 59.7	 19.2
ELL (identified ELL in grade 12)	2012	608	 36.7	 34.0
	2013	732	 37.6	 33.6
	2014	713	 34.5	 34.5
Students w Disabilities	2012	1,109	 64.6	 21.3
	2013	1,059	 71.0	 16.8
	2014	1,069	 69.7	 16.6