



Board Monitoring System: Indicator A

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 achievement of the district's goals and adherence to core values. The Board Monitoring System requires the administration to report on each goal and core value on a routine basis. The indicator currently under review is ELIMINATE THE ACHIEVEMENT GAP. The objective of this indicator is: "To eliminate any achievement gap between student groups as measured by the statewide TAKS examination" (Goal 1, Section A).

Findings

TAKS Achievement Gap

- When examining the percentage passing at the state standard on the Texas Assessment of Knowledge and Skills (TAKS) in 2009 and in 2010, the differences between white students' and Hispanic and African-American students' test scores decreased from 2009 to 2010. In 2010, the gap between white students' test scores and Hispanic students' test scores decreased in all seven subtests reported, with decreases ranging from 0.9 percentage points in reading to 5.8 percentage points in science. The 2010 gap between white students' test scores and African-American students' test scores decreased from 2009 in all subjects, with a range of 1.1 percentage points in reading to 6.4 percentage points in English science (Figure 1a and Figure 1b).
- In 2010, the largest gaps between white students' and Hispanic and African-American students' test scores were in science, with white students reporting 95.1 percent passing compared with 78.1 percent of Hispanic students and 73.8 percent of African-American students. (Figure 1a and Figure 1b).
- In 2010, the gap between white students and Hispanic students on all TAKS tests taken decreased from 2009 by 4.8 percentage points from 25.0 percent to 20.2 percent. The gap between white students and African-American students also decreased on all tests taken from 31.8 percent in 2009 to 27 percent in 2010.

(Figure 2), for a decrease of 4.8 percentage points. The decreases of 4.8 percentage points round to 5 percentage points, thus meeting the goal of a five-percentage-point decrease.

- When considering economic status at the state passing standard on the TAKS in 2009 and in 2010, there was a decrease in the gap on three of the seven subtests of the TAKS. The gap between non-economically disadvantaged students and economically disadvantaged students decreased by 2.1 percentage points in writing, by 1.4 percentage points in science, and by 2.3 percentage points in social studies. The gap between non-economically disadvantaged students and economically disadvantaged students increased on all tests taken by 1.9 percentage points, by .6 percentage points in reading, by .4 percentage points in English language arts, and by 1.4 percentage points in math (Figure 3).
- In 2010, the largest gap between economically disadvantaged students' and non-economically disadvantaged students' TAKS scores was found on the reading subtest, at 10.3 percentage points, where 92.4 percent of non-economically disadvantaged students passed at the state standard as compared to 82.1 percent of economically disadvantaged students (Figure 3).
- When examining the 2010 TAKS all tests taken indicator by economic status, the gap between non-economically disadvantaged students' and economically disadvantaged students' scores increased from 10.4 percentage points in 2009 to 12.3 percentage points in 2010 (Figure 4), not meeting the goal of a three-percentage-point decrease.

Figure 1a: HISD TAKS Percent Passing by Subject and Ethnicity: 2009 and 2010

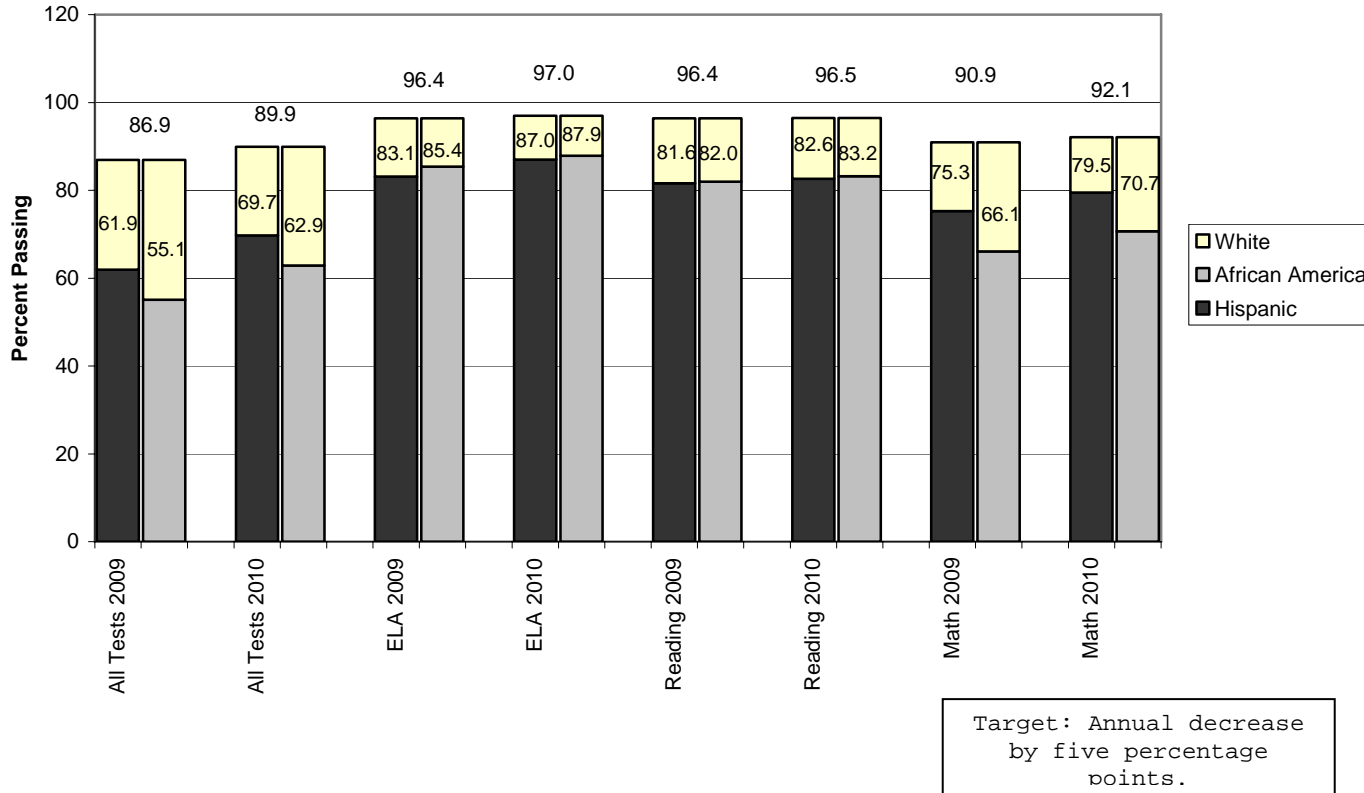


Figure 1b: HISD TAKS Percent Passing by Subject and Ethnicity: 2009 and 2010 continued

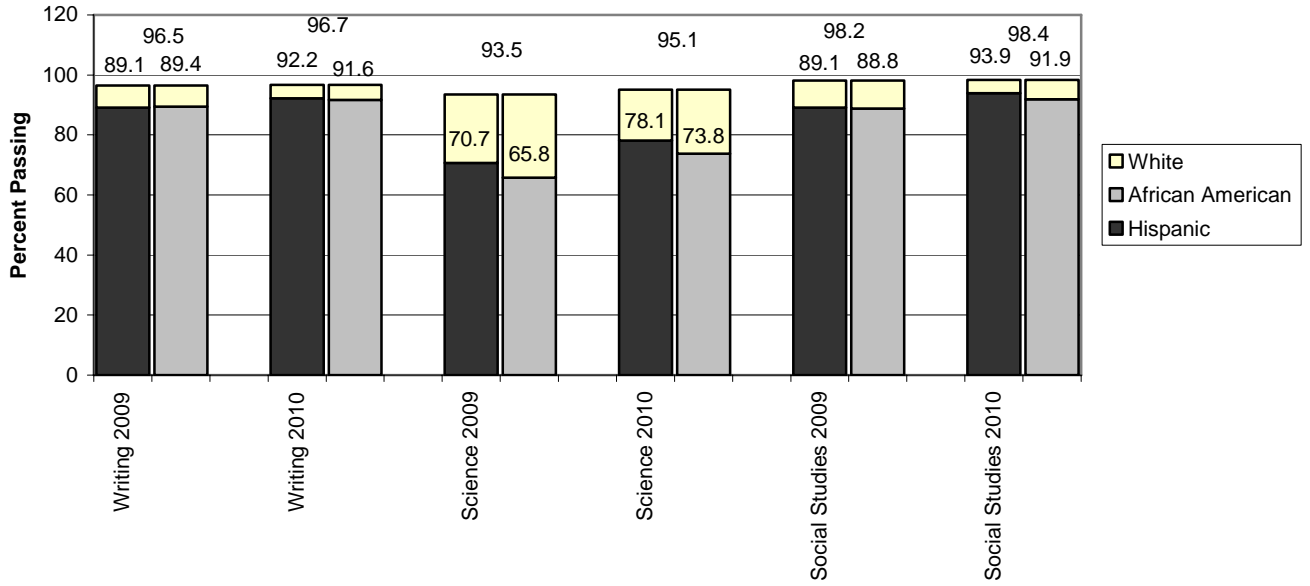
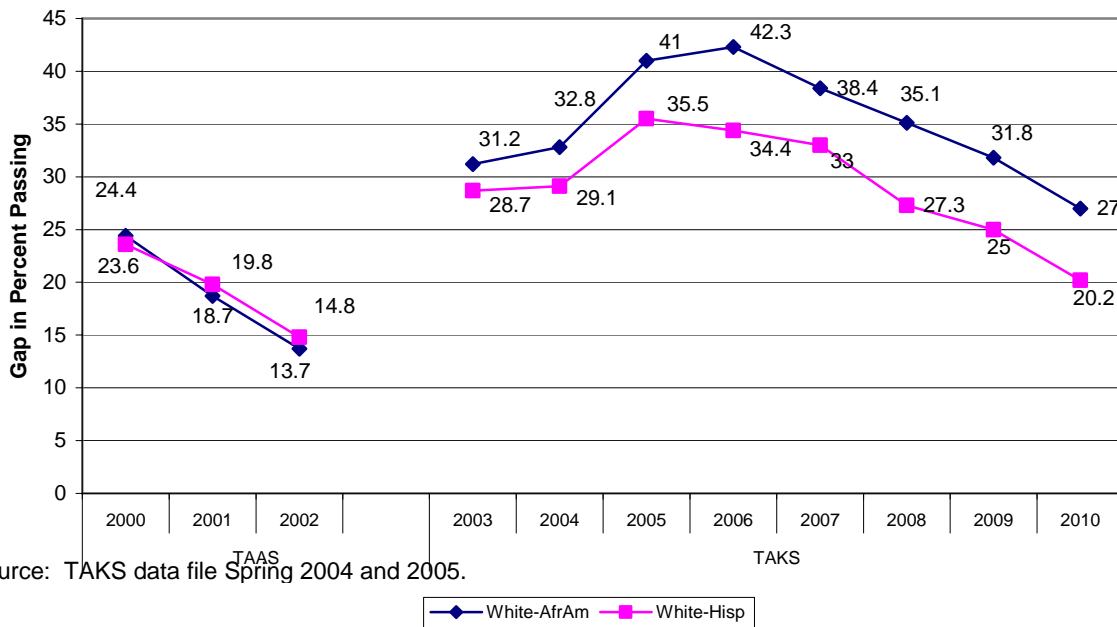


Figure 2: HISD All Tests Taken Gap by Race/Ethnicity



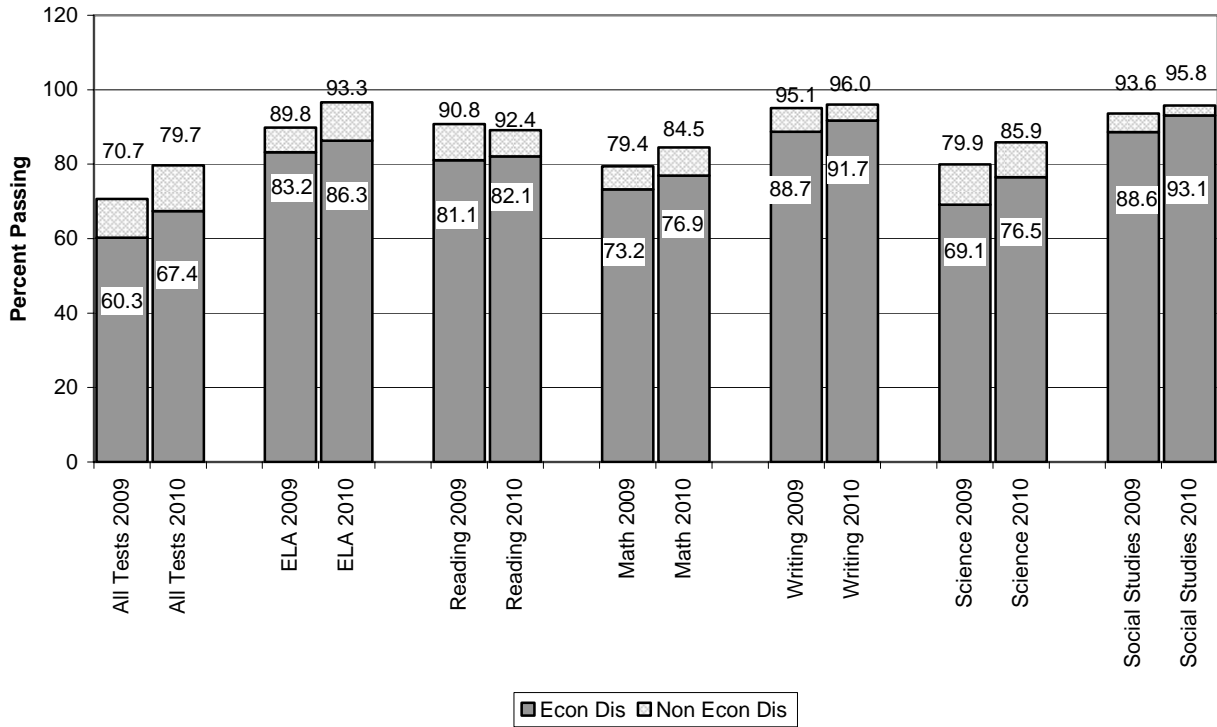
Source: TAKS data file Spring 2004 and 2005.

Data by Gender:

Table 1: HISD TAKS Percent Passing All Tests Taken Gap by Ethnicity by Gender

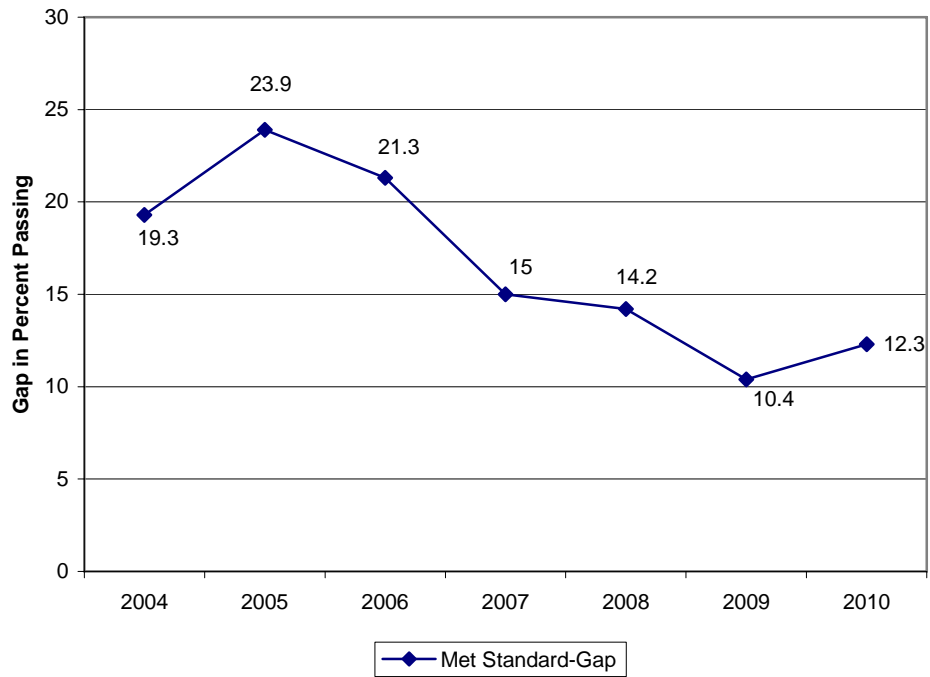
Ethnicity	2009		2010	
	<u>Male</u>	<u>Female</u>	<u>Male</u>	<u>Female</u>
Hispanic	60.8	63.4	68.3	71.2
African American	53.0	57.3	60.4	65.2
White	85.8	88.3	89.5	90.4

Figure 3: HISD TAKS Percent Passing by Subject and Economic Status: 2009 and 2010



Target: Annual decrease by three percentage points.

Figure 4: HISD All Tests Taken Gap by Economic Status



Source: TEA, TAKS data file Spring 2004–2009.

Data by Gender :

<u>Economic Status</u>	<u>2009</u>		<u>2010</u>	
	<u>Male</u>	<u>Female</u>	<u>Male</u>	<u>Female</u>
Econ Dis	59.0	61.9	65.8	69.0
Non-Econ Dis	69.1	72.5	78.4	81.0