# REPORT FROM THE SUPERINTENDENT

Office of the Superintendent of Schools
Board of Education Meeting of October 15, 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 Assessment of Academic Readiness (STAAR) in mathematics for grades 3–8,
- Districtwide Education Value-Added Assessment System® (EVAAS®) growth measure scores in reading and mathematics (grades 3–8), and
- Percentage of highly effective teachers who are retained and the percentage of ineffective teachers who are exited.

# Board Monitoring Systems (BMS)

As of October 1, 2015
(Reflects updated results from prior year.)

**2014-2015 School Year**

| | | 2012-2013 | 2013-2014 | 2014-2015 |
|---|---|---|---|---|
| **Student Achievement** | | | | |
| **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 | 14.1 |
| Percent of Students at Level II - Satisfactory Academic Performance STAAR Standard (3-8) | Math | 67.1 | 68.6 | 69.0 |
| Percent of Students at Level I - Unsatisfactory Academic Performance STAAR Standard (3-8) | Math | 32.9 | 31.4 | 31.0 |
| 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 (ELA Total) | N/A | N/A | 54.9 |
| Percent of Students at or above 50th percentile on Norm Reference Test in Grades 1-5 | Math (Math Total) | N/A | N/A | 63.3 |
| Percent of Students at or above 50th percentile on Norm Reference Test in Grades 6-8 | Reading (ELA Total) | N/A | N/A | 37.7 |
| Percent of Students at or above 50th percentile on Norm Reference Test in Grades 6-8 | Math (Math Total) | N/A | N/A | 45.0 |
| Districtwide EVAAS Growth Measure Scores in Reading (Grades 3-8) | Reading | 0.2 | -0.1 | 0.1 |
| Districtwide EVAAS Growth Measure Scores in Math (Grades 3-8) | Math | 0.2 | 0.2 | -0.1 |
| **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 | |
| **Consistency** | | | | |
| **Perception Survey - Rigorous Education** | | | | |
| Percent of Parents Satisfied with Rigorous Education | | 92 | 93 | 94 |
| Percent of Students Who Feel Challenged with Coursework | | 70 | 70 | 71 |
| **Students** | | | | |
| Percent of Students Satisfied with Teachers Having High Expectations | | 88 | 91 | 90 |
| **Teachers** | | | | |
| Percent of Highly Effective Teachers Who are Retained (EVAAS ≥ 2.0) | | 87.6 | 87.9 | 88.1 |
| Percent of Ineffective Teachers Who are Exited (EVAAS ≤ -2.0) | | 24.4 | 25.0 | 23.2 |
| **Parents** | | | | |
| Percent of Parents Satisfied with Consistent Education | | 86 | 88 | 88 |
| **Principals** | | | | |
| Percent of Principals Satisfied with Central Office Services | | 64 | 71 | 74 |
| **Safety and Environment** | | | | |
| **Levels of Offenses** | | | | |
| Number of Level III Offenses-Suspension/Optional Removal to Disciplinary Alternative Education | | 5,917 | 5,800 | 5,716 |
| Number of Level IV Offenses - Required Placement in a Disciplinary Alternative Education Program | | 1,109 | 1,160 | 1,291 |
| Number of Level V Offenses - Expulsion for Serious Offenses | | 53 | 42 | 57 |
| Number of Bullying Incidents | | 139 | 168 | 115 |
| **Perception Survey - Safety and Environment** | | | | |
| Percent of Parents Satisfied with Safety | | 86 | 90 | 90 |
| Percent of Parents Satisfied with Environment | | 90 | 91 | 91 |
| Percent of Students Satisfied with Safety | | 74 | 76 | 76 |
| Percent of Students Satisfied with Environment | | 72 | 72 | 72 |
| Percent of Teachers Satisfied with Safety | | 77 | 80 | 82 |
| Percent of Teachers Satisfied with Environment | | 70 | 70 | 74 |
| Percent of Principals Satisfied with Safety | | 94 | 95 | 95 |
| Percent of Principals Satisfied with Environment | | 90 | 91 | 91 |

- *Adjusted to one decimal place to match report.*

# Board Monitoring System: STAAR 3-8 Mathematics 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 Math. *(Please note that the passing rates for STAAR reading tests in grades 3-8 were provided in August.)*

| Board Monitoring Scorecard | | | | | |
|---|---|---|---|---|---|
| | **Student Achievement:** | **Subject** | **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 | 14.1 |
| | Percent of Students at Level II - **Satisfactory** Academic Performance STAAR Standard (3-8) | **MATH** | 67.1 | 68.6 | 69.0 |
| | Percent of Students at Level I - **Unsatisfactory** Academic Performance STAAR Standard (3-8) | **MATH** | 32.9 | 31.4 | 31.0 |

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

The State Board of Education adopted new rigorous math standards in April 2012 with implementation for grades K-8 in the 2014-2015 school year. Because of the substantial changes made to the mathematics curriculum standards, the STAAR math tests were also revised and new passing standards were recently set. TEA released the spring 2015 STAAR mathematics results on September 4, 2015.

**2015 STAAR Gr 3-8 Mathematics Key Findings:**

- The number of students tested has increased in 1st – 7th grade since 2012.
- Although results are not directly comparable to prior years, math passing rates stayed constant at the Satisfactory level across grades; however, there are by-grade differences.

- The STAAR mathematics results show that 5th grade students had the highest passing rates for all proficiency standards.
- The grade level performance gaps show that for both Spring 2012 and Spring 2015, the performance gaps between White and African American student groups are greater than the gaps between White and Hispanic student groups.
- White and Asian student groups continue to outperform all other groups while African American student group performance remains the lowest across all grade and proficiency levels.

**Administrative Response**

**Secondary Curriculum and Development:**

To build on the first year of implementing the new Texas Essential Knowledge and Skills (TEKS) grades 3-5 mathematics, Elementary Curriculum and Development is supporting campuses in the following ways:

- **Produced Grade 3, 4, 5 Problem Solving Journals:** Aligned to the New Math TEKS, follows the scope & sequence and spirals problem-solving questions into daily math block, connected to new math rubrics for scoring open-ended items
- **Provided New Math Problem Solving Rubrics** : Instructional explanation page for grading open-ended items, student exemplars for open-ended items on the Snapshot included on the teacher directions page, student exemplars being embedded into our unit planning guide formative assessments for grades 1-5
- **Created a First 25 Days of Math Launch Document**: Provides structure and mini-lessons for implementing essential math routines and procedures in the classroom, 5 exemplar videos created, adaptable K-5 with grade-level differentiation recommendations
- **Math Teacher Development Specialist Campus-Specific Professional Development**: Elementary Math TDS are providing job-embedded support and training as a part of district-wide training with an emphasis on Elementary Transformation campuses.
- **Providing Online Math Learning Opportunities:** The elementary math curriculum and professional development team are creating videos and online learning opportunities in partnership with Professional Support and Development. Topics include: How to use the math problem solving rubric; How to utilize problem solving journal journals; Lower-grades Fraction Concepts—how to use linear models to teach developing fraction concepts.
- **Continual updates to HISD Curriculum Unit Planning Guides & Formative assessments**: Math curriculum specialists are analyzing recently released reporting category information from Student Assessment to identify where we need additional support in HISD elementary math documents according to data: building more robust examples, activities accordingly (e.g., 4$^{th}$ grade geometry/measurement low performance, working to bolster those guides/examples); in addition, have been working to create more structure in the Unit Planning Guides with clearer arrangement of background information (by TEKS), and activities that follow a unit-specific recommended sequence of instruction (by TEKS).

**Secondary Curriculum and Development:**

The Secondary Curriculum and Development math team continues to place emphasis on Process Standards (in instruction and planning) as well as the tracking of critical TEKS over time, via formative assessments. Any differences that occurred between 2013-2014 and 2014 – 2015 are most likely due to a shift to more rigorous TEKS that include algebraic expectations moved into middle school. Continued efforts are being made to make Algebra 1 accessible to more students on more campuses in addition to

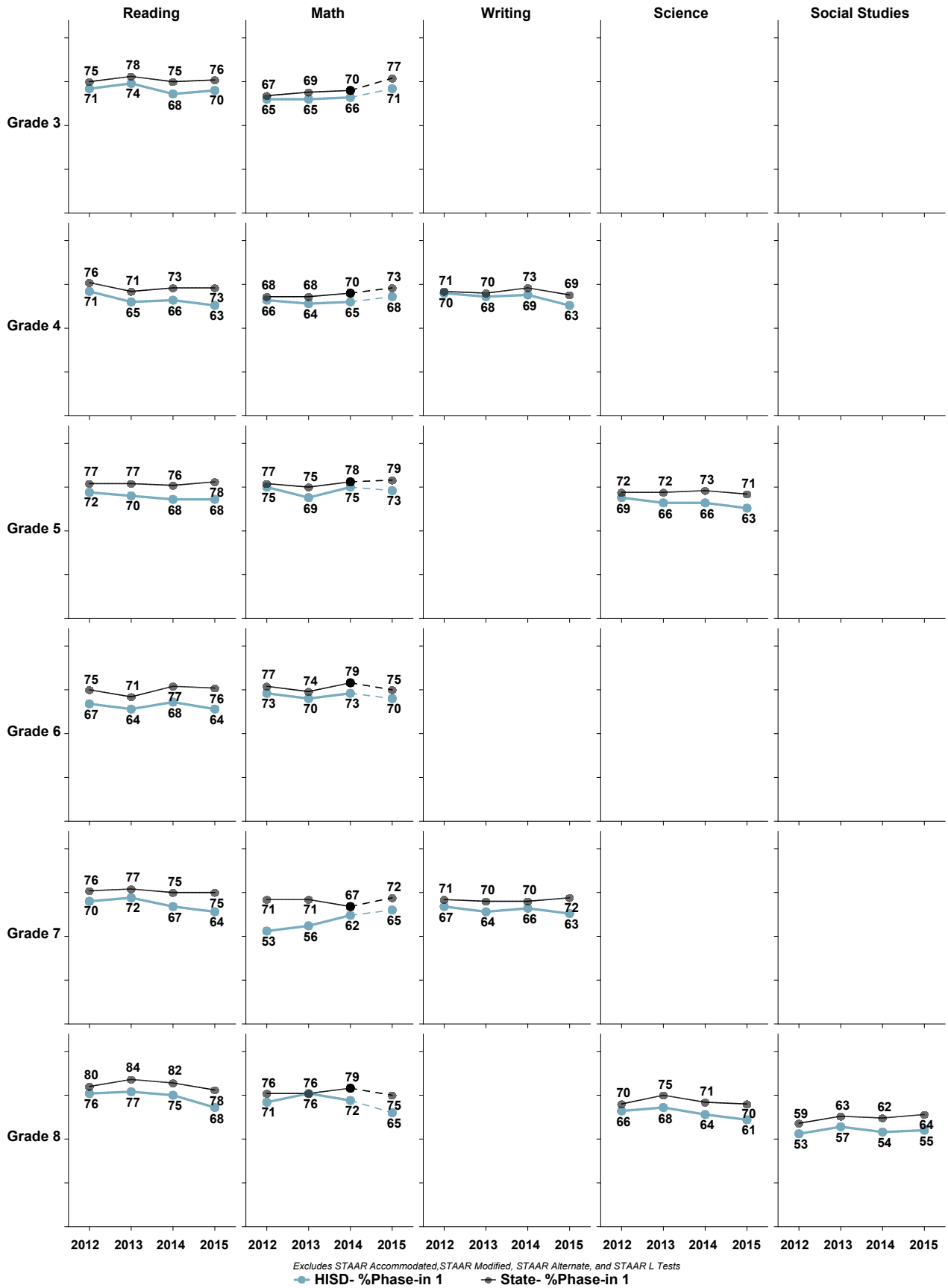
increased training for middle school graphing calculator use. More content and pedagogy training will be provided to middle school teachers since mathematical content shifts from concrete mathematics to abstract concepts as students move from elementary TEKS to middle school TEKS (For example, introductory calculus concepts such as slope and rate of change are introduced in middle school). 2015-2016 Department Chairperson meetings are addressing culturally relevant instructional strategies that can be represented in campus PLCs. Instructional materials are inclusive of new, engaging activities and instructional strategies that leverage technology to include personalized learning experiences for students.

# 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. 2015 math results are not comparable with those of prior years due to different standards. For grades and subjects with multiple administrations, 1st administration results are used. North Forest schools are excluded in 2012 & 2013.*

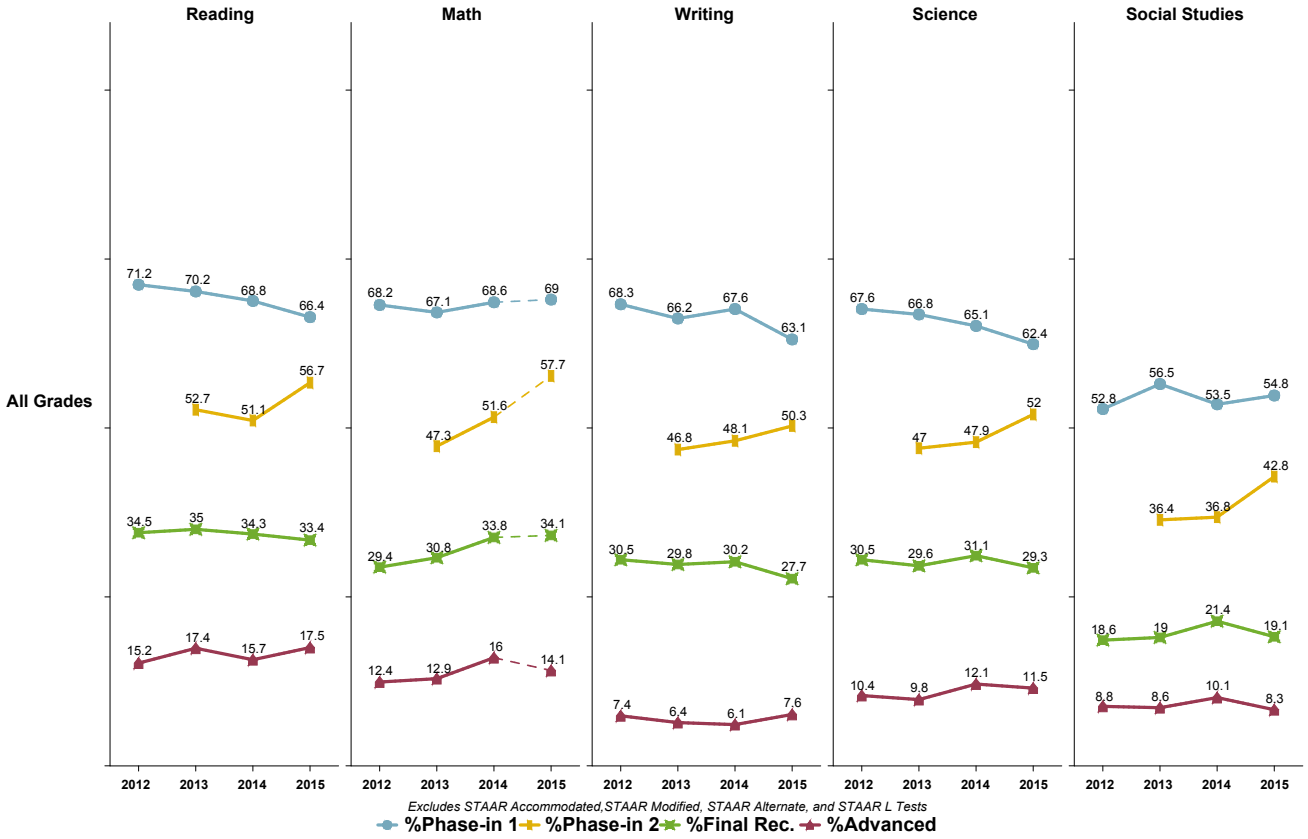
Source: TEA-Pearson STAAR Student Data Files

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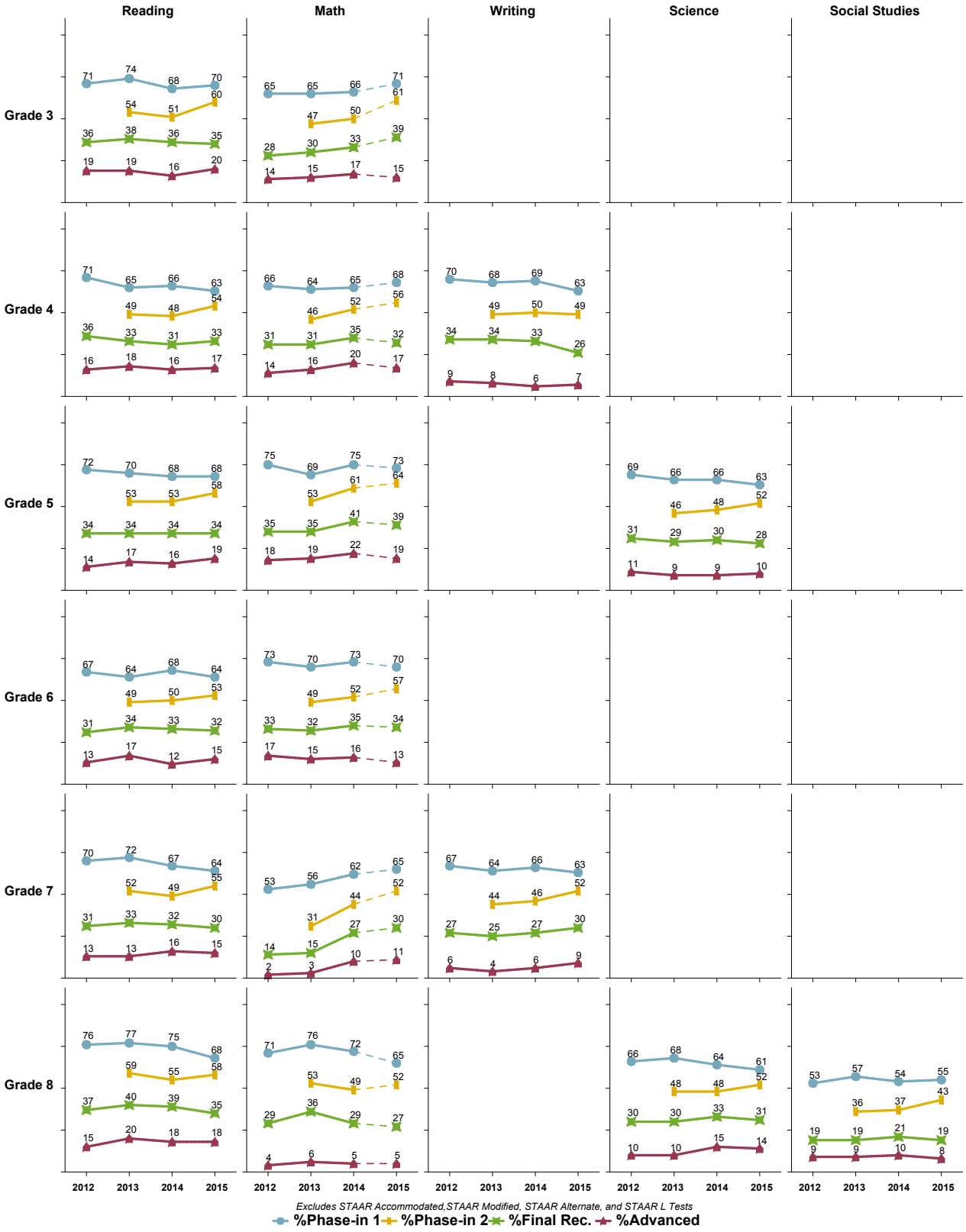
*Note: The percent met standard at the phase-in 1 and advanced standards in reading and math are included in the Board Monitoring System (BMS).*

Source: TEA-Pearson STAAR Student Data Files

# 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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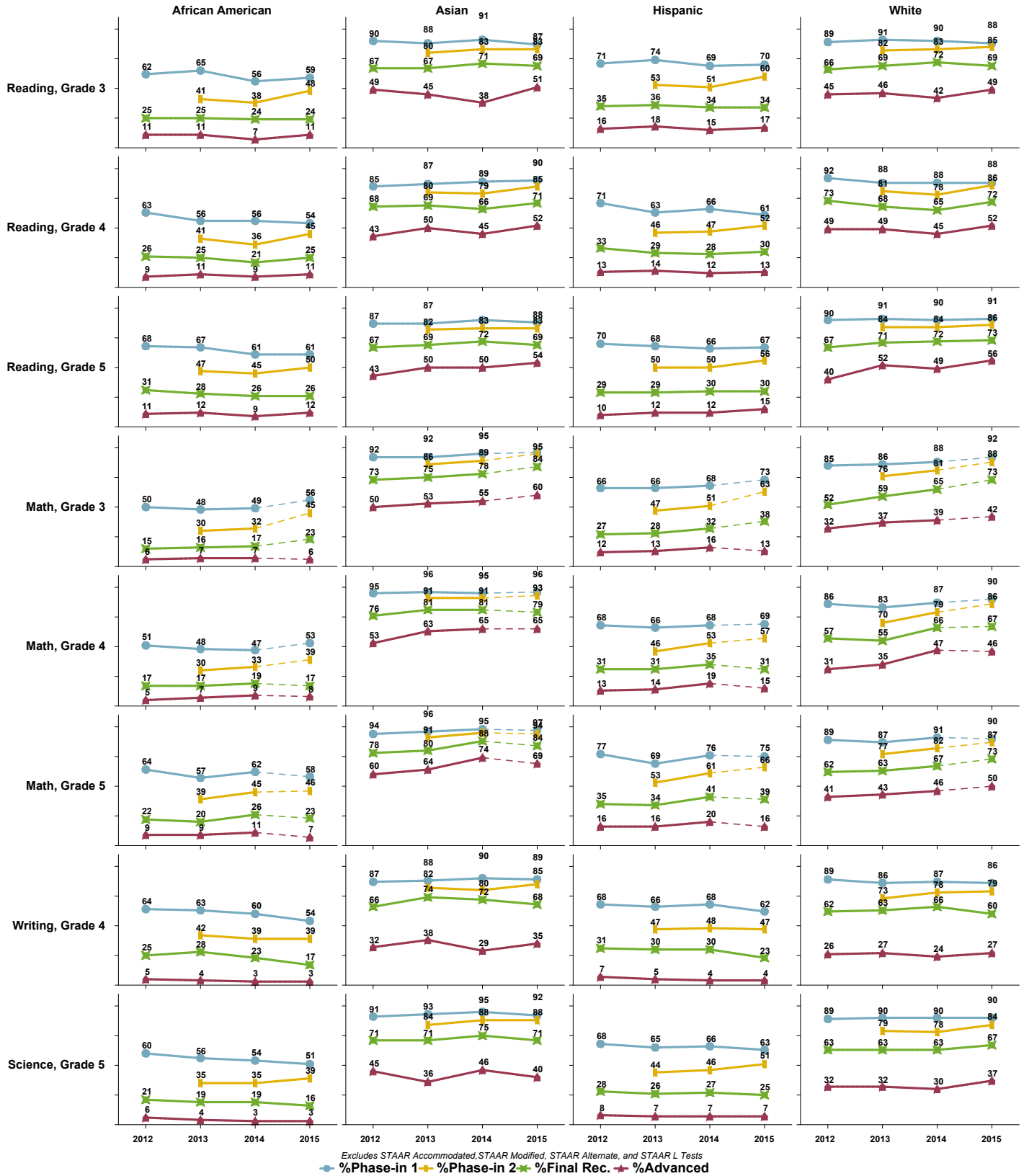
Source: TEA-Pearson STAAR Student Data Files

**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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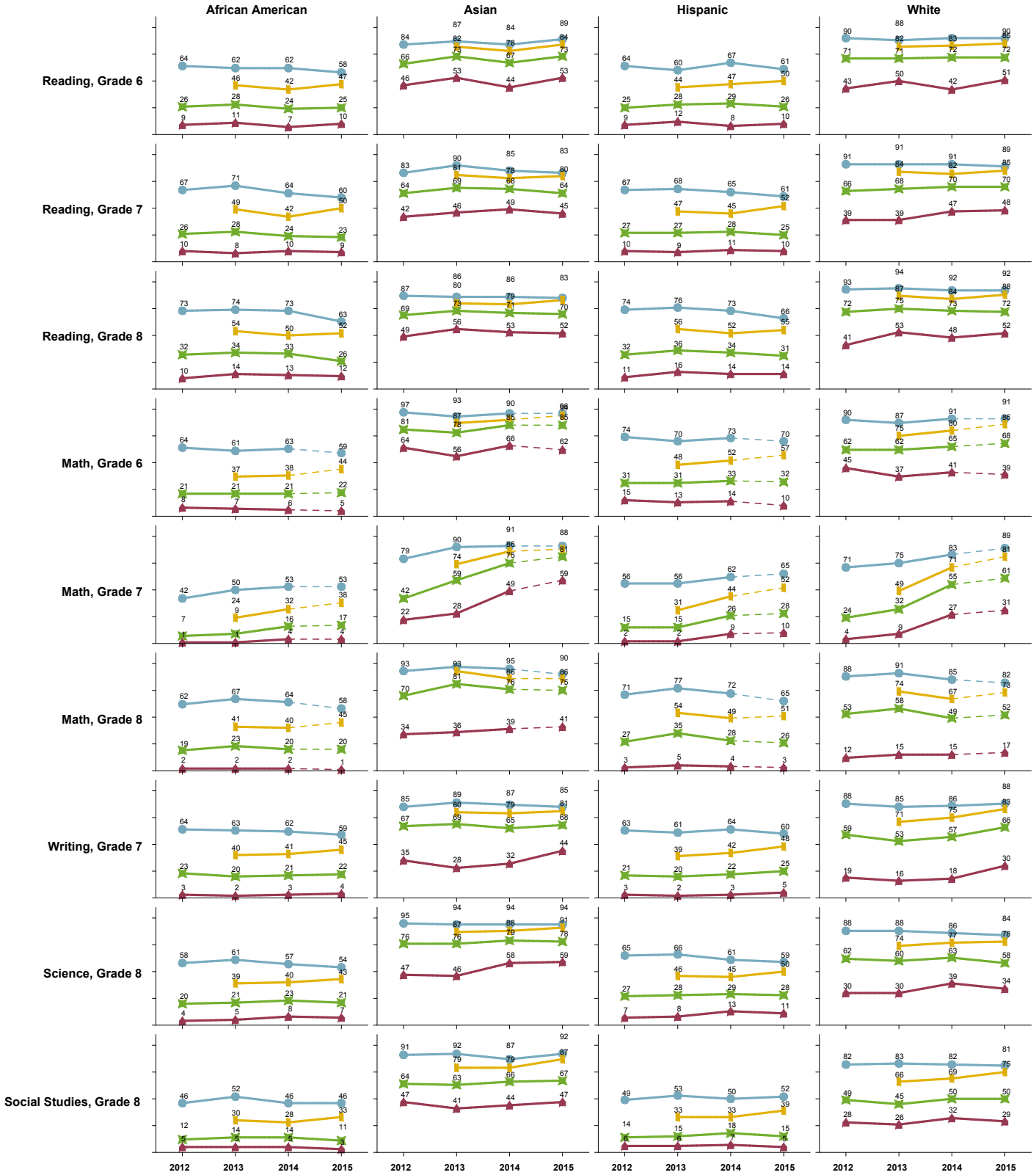
Source: TEA-Pearson STAAR Student Data Files

**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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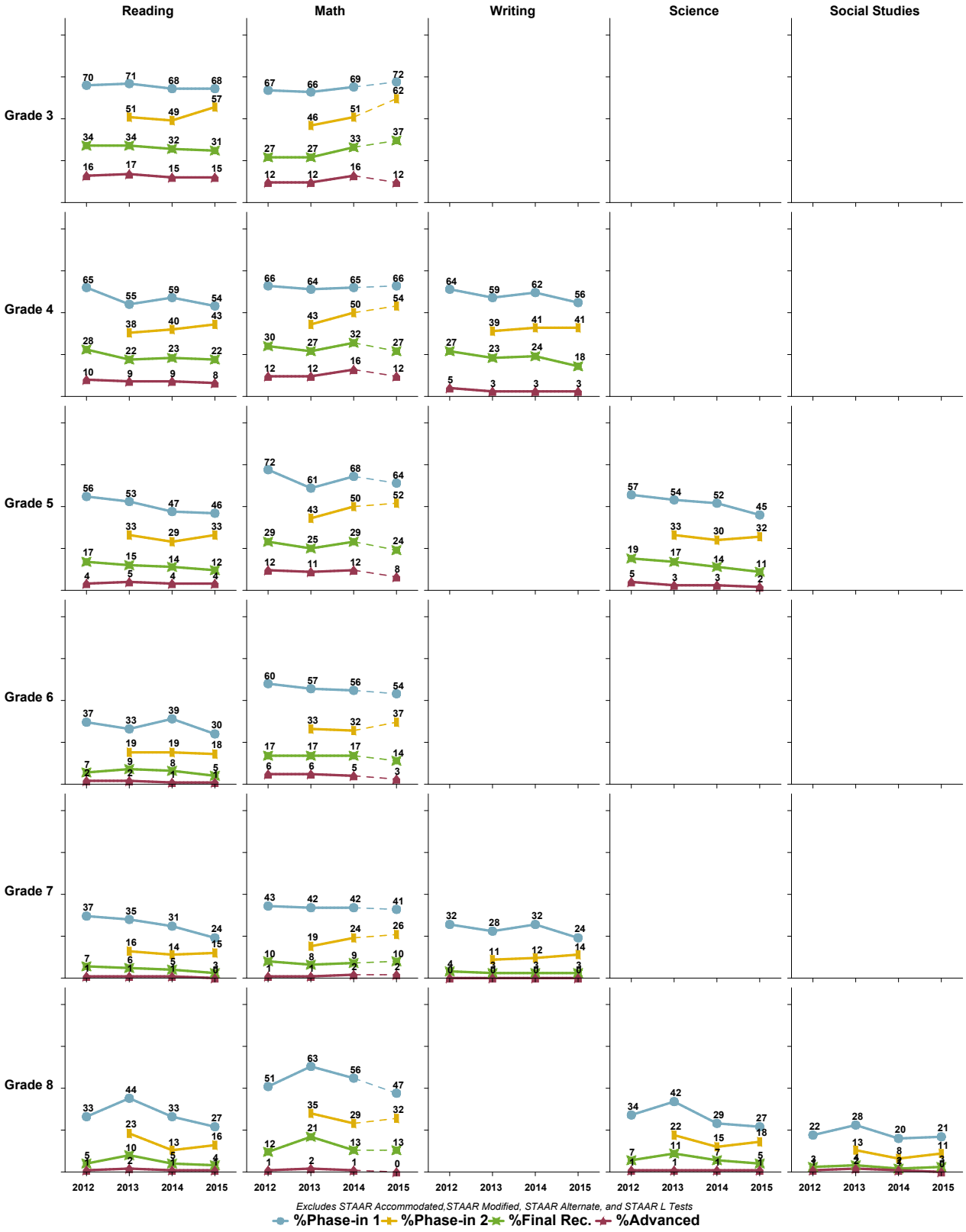
Source: TEA-Pearson STAAR Student Data Files

**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)**

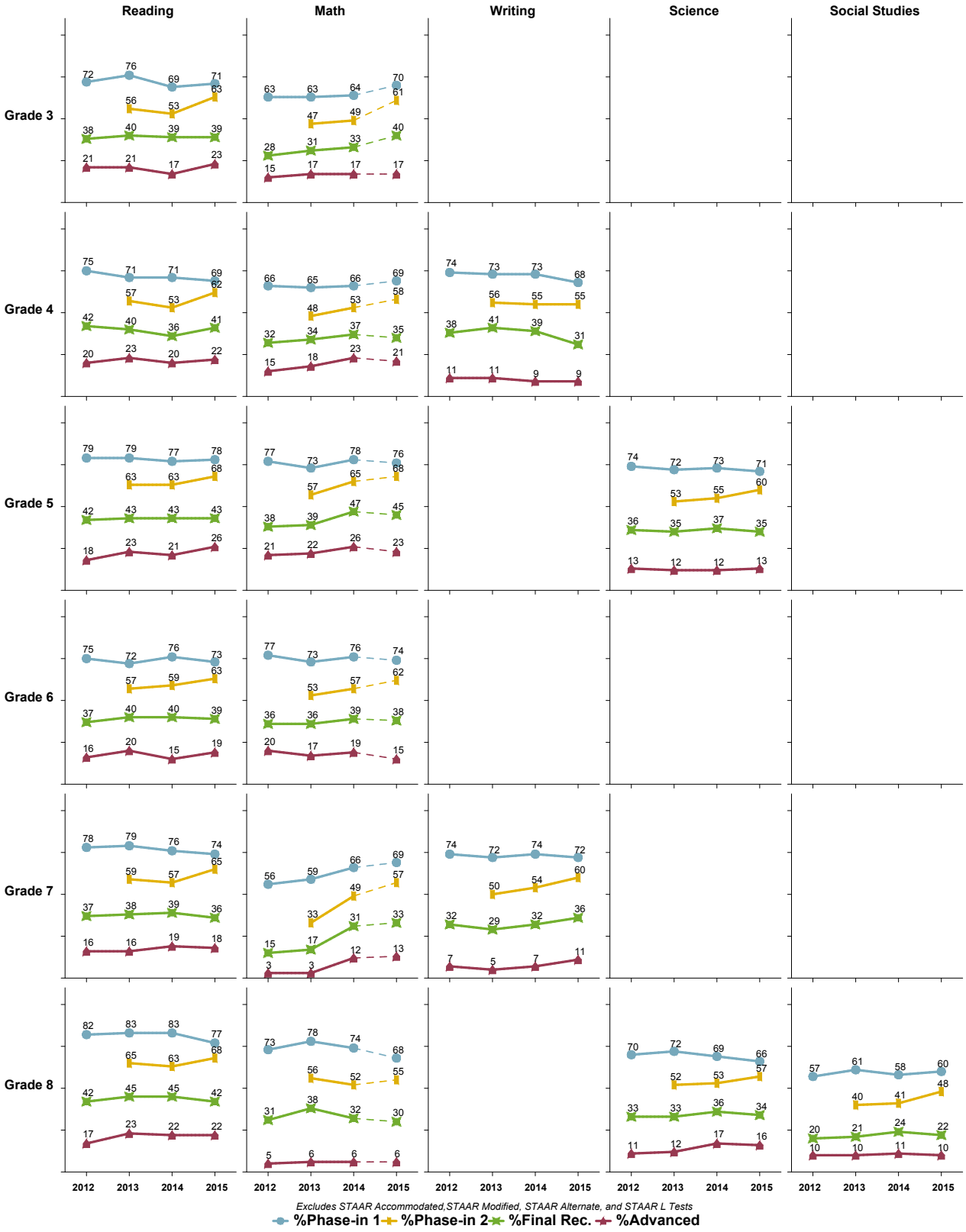



*All points reflect the most current data available and may differ slightly from data previously reported. 2015 math results are not comparable with those of prior years due to different standards. For grades and subjects with multiple administrations, 1st administration results are used. North Forest schools are excluded in 2012 & 2013.*

Source: TEA-Pearson STAAR Student Data Files

# 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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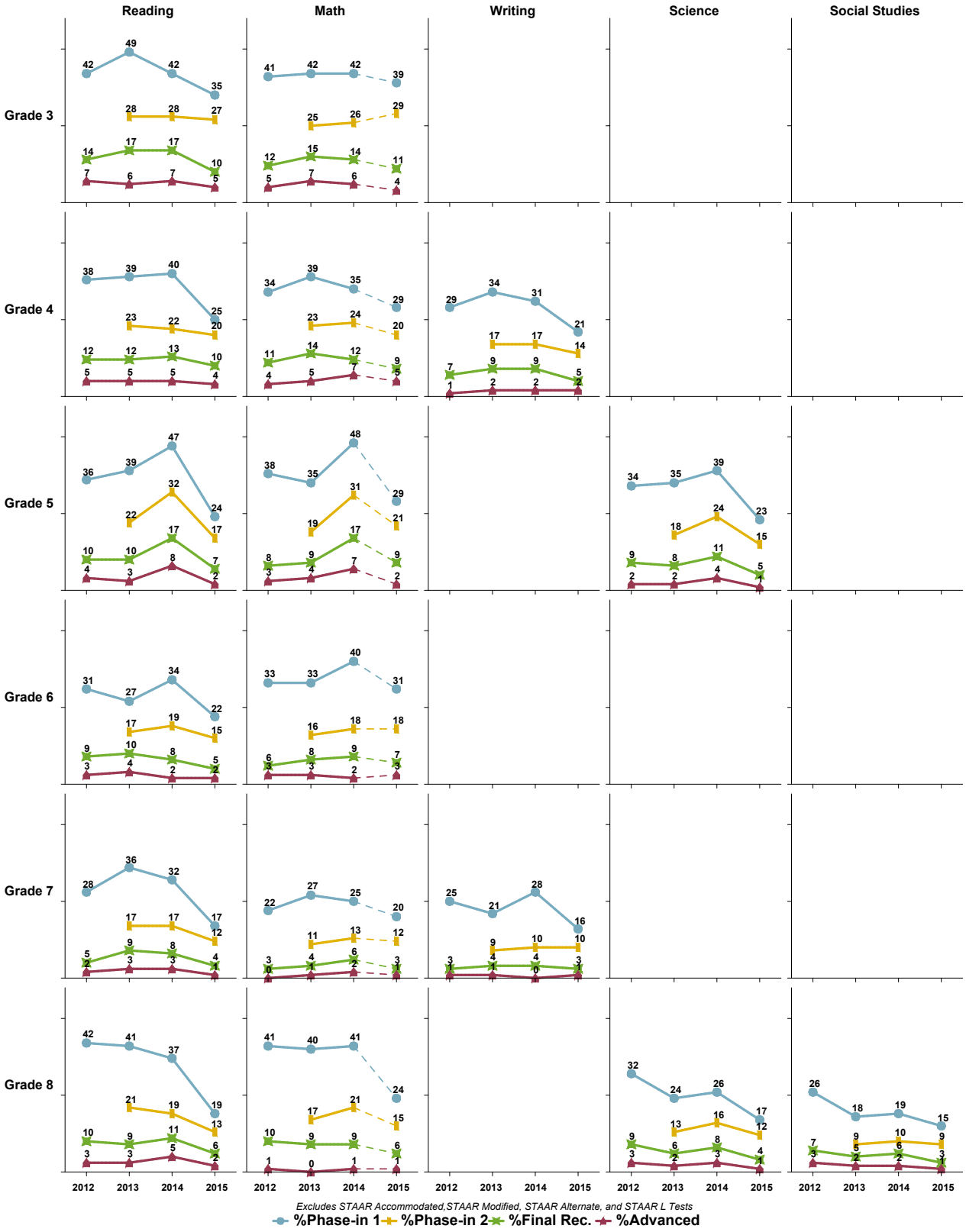
Source: TEA-Pearson STAAR Student Data Files

**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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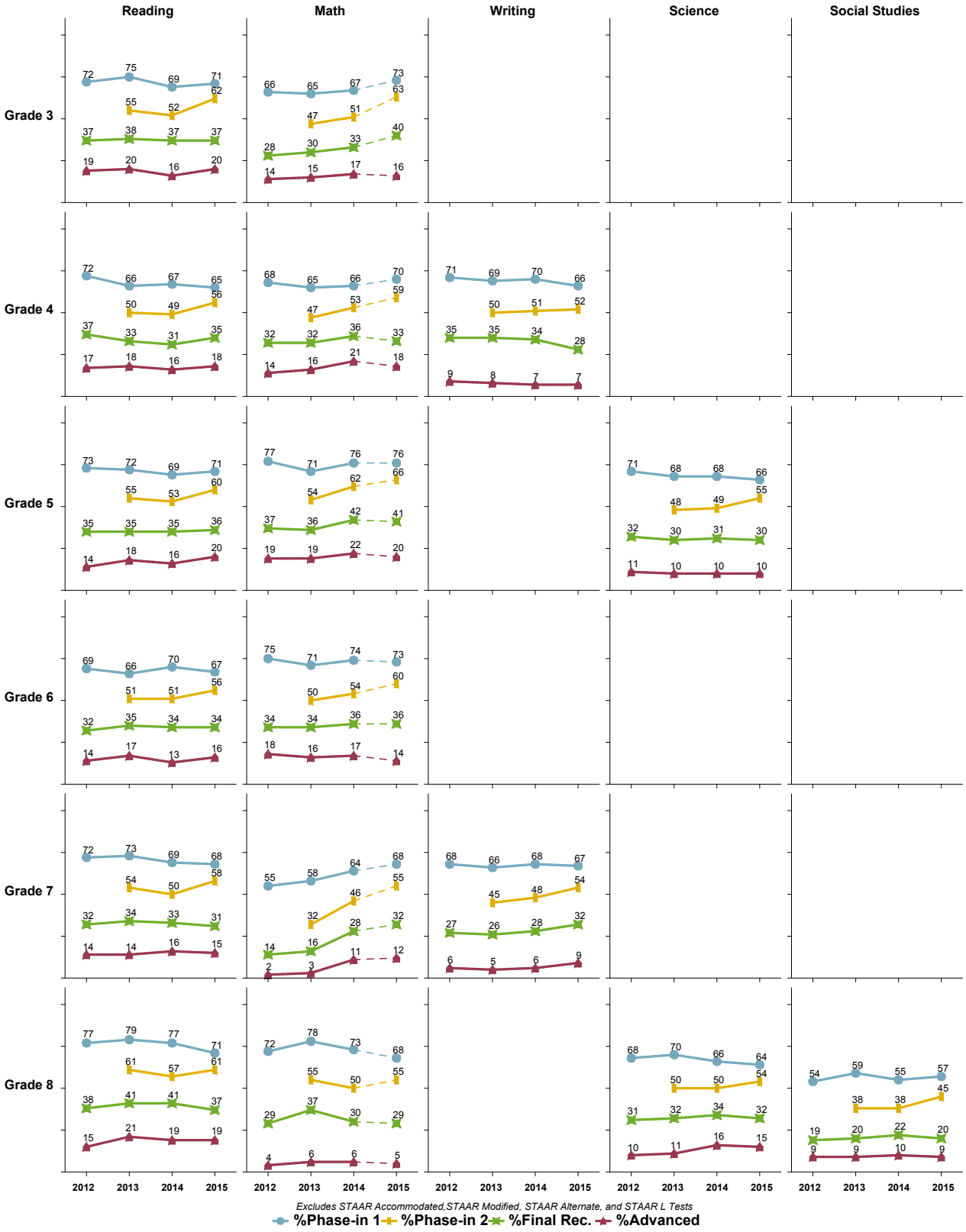
Source: TEA-Pearson STAAR Student Data Files

**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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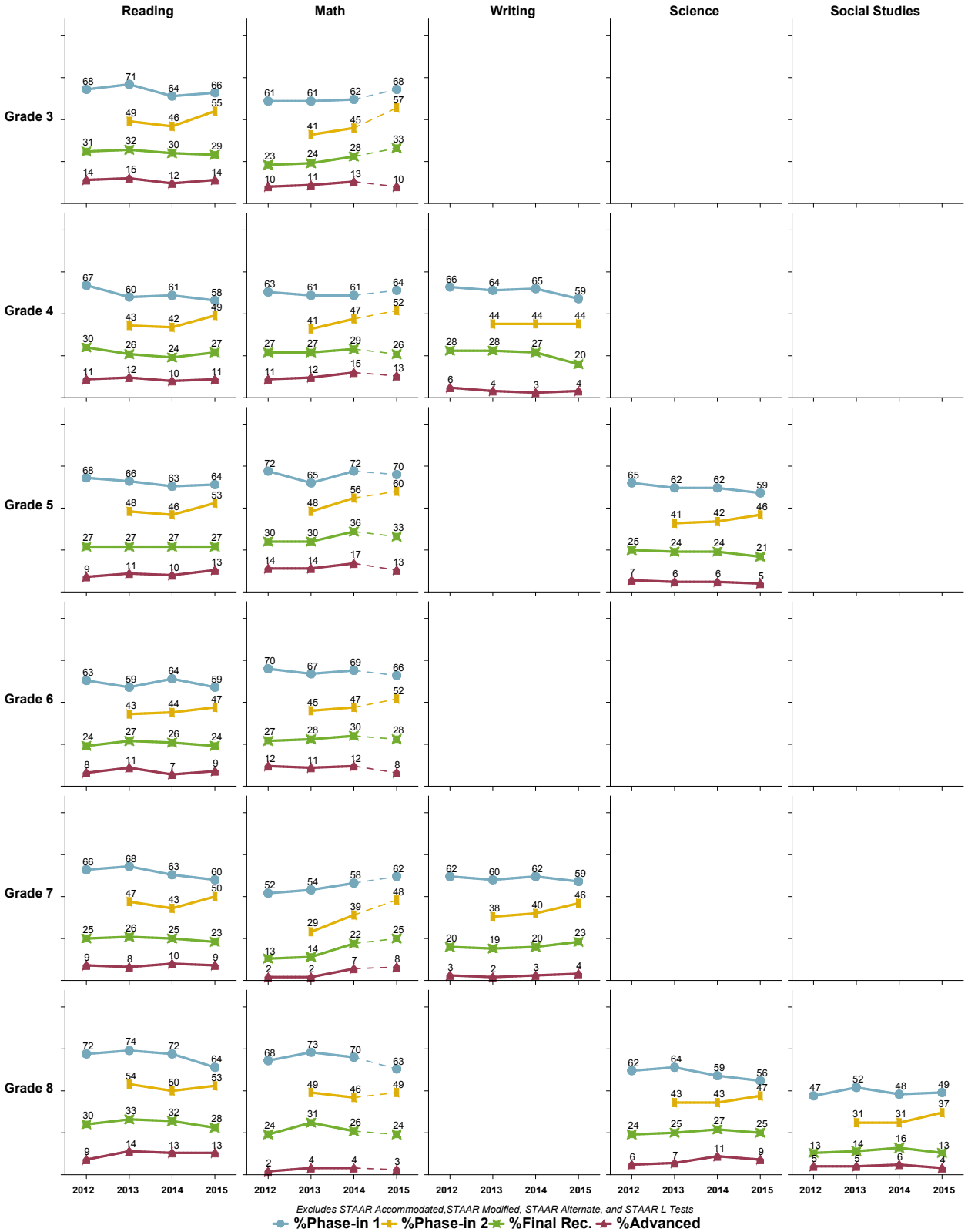
Source: TEA-Pearson STAAR Student Data Files

**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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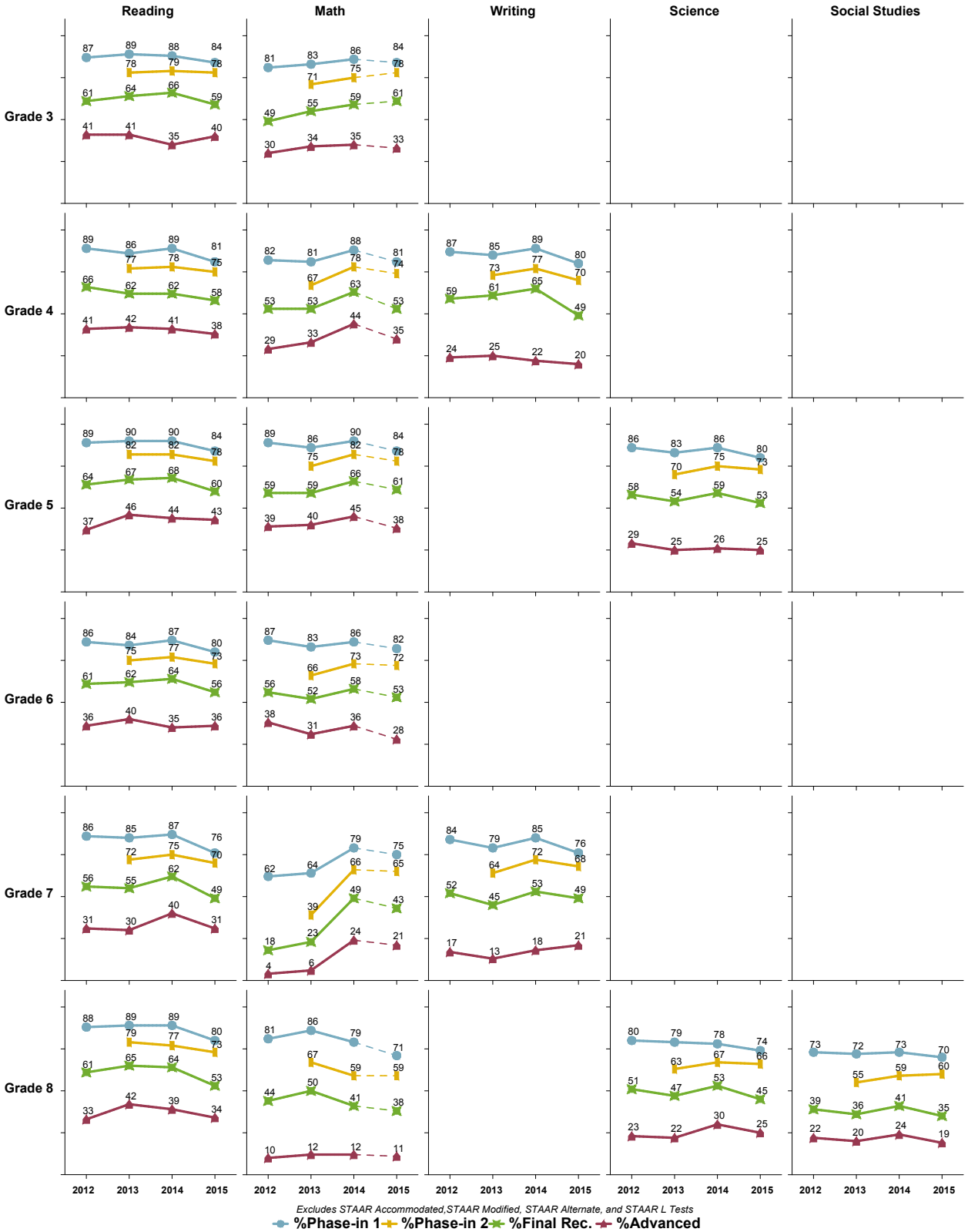
Source: TEA-Pearson STAAR Student Data Files

# 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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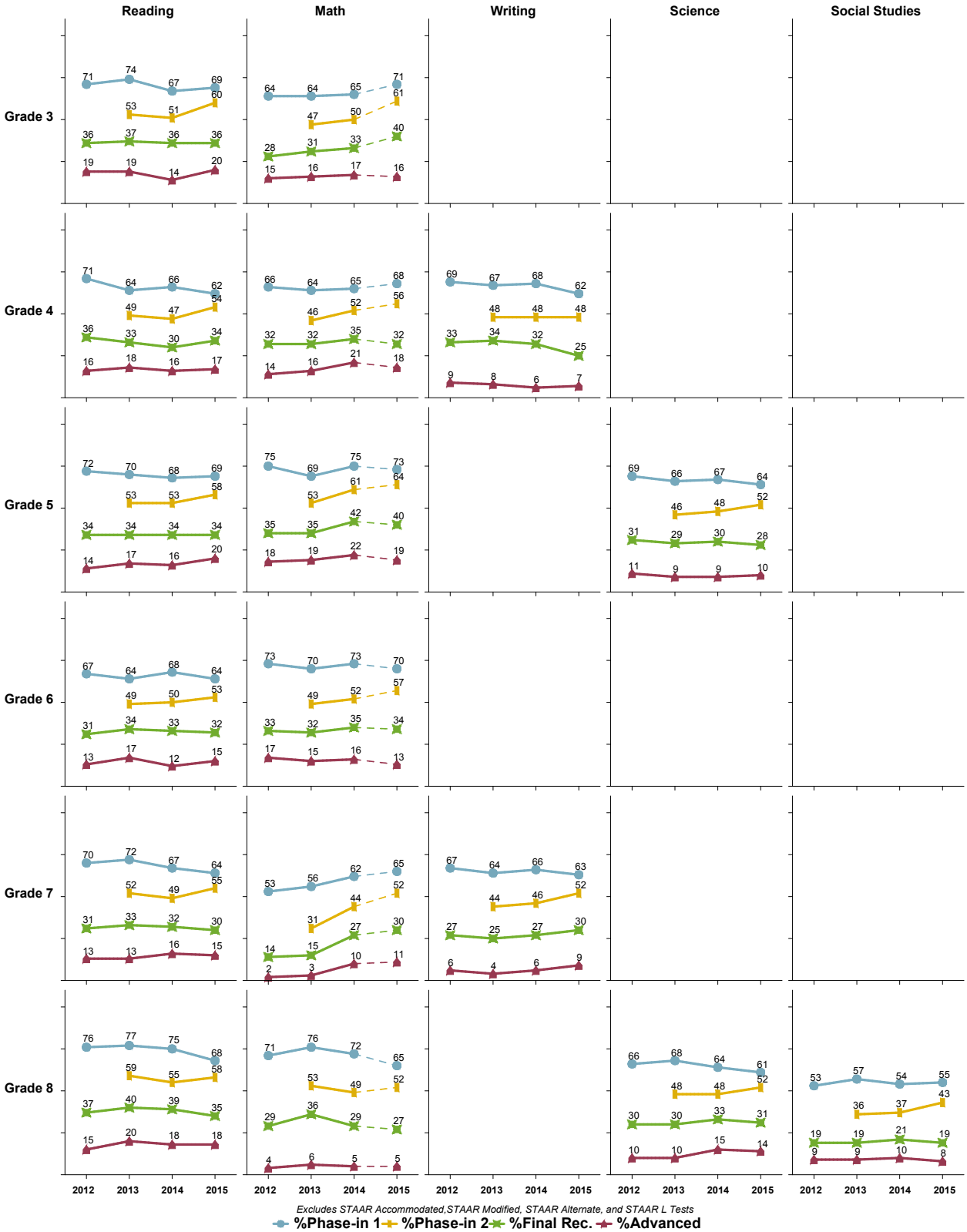
Source: TEA-Pearson STAAR Student Data Files

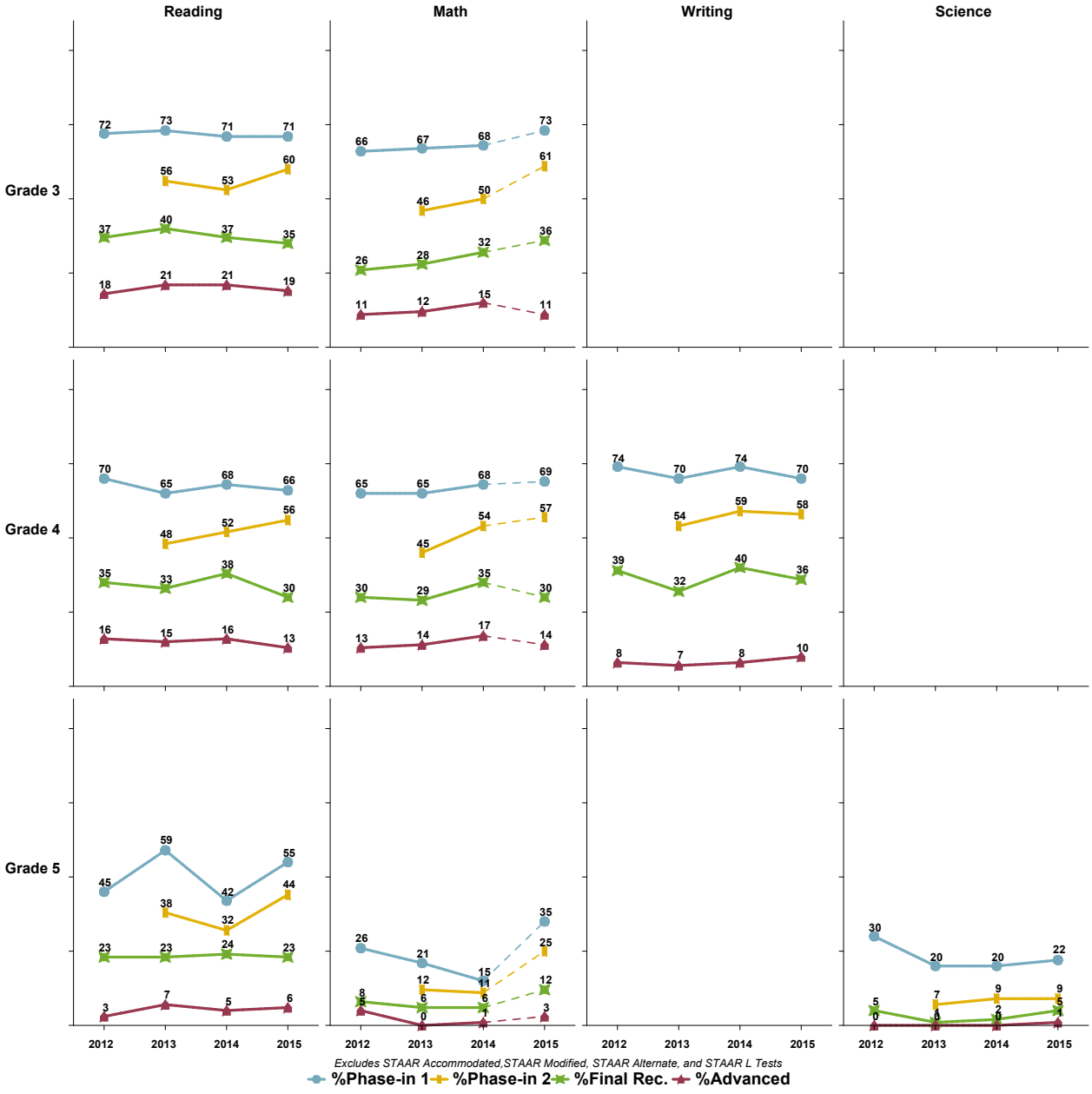
**Figure 12**
HISD STAAR English Only by Subject and Grade Level: 2012-2015 (Spring Administration)
Percent Met Standard: Phase-in 1, Phase-in 2, Recommended, and Advanced
**All Students**




*All points reflect the most current data available and may differ slightly from data previously reported. 2015 math results are not comparable with those of prior years due to different standards. For grades and subjects with multiple administrations, 1st administration results are used. North Forest schools are excluded in 2012 & 2013.*

Source: TEA-Pearson STAAR Student Data Files

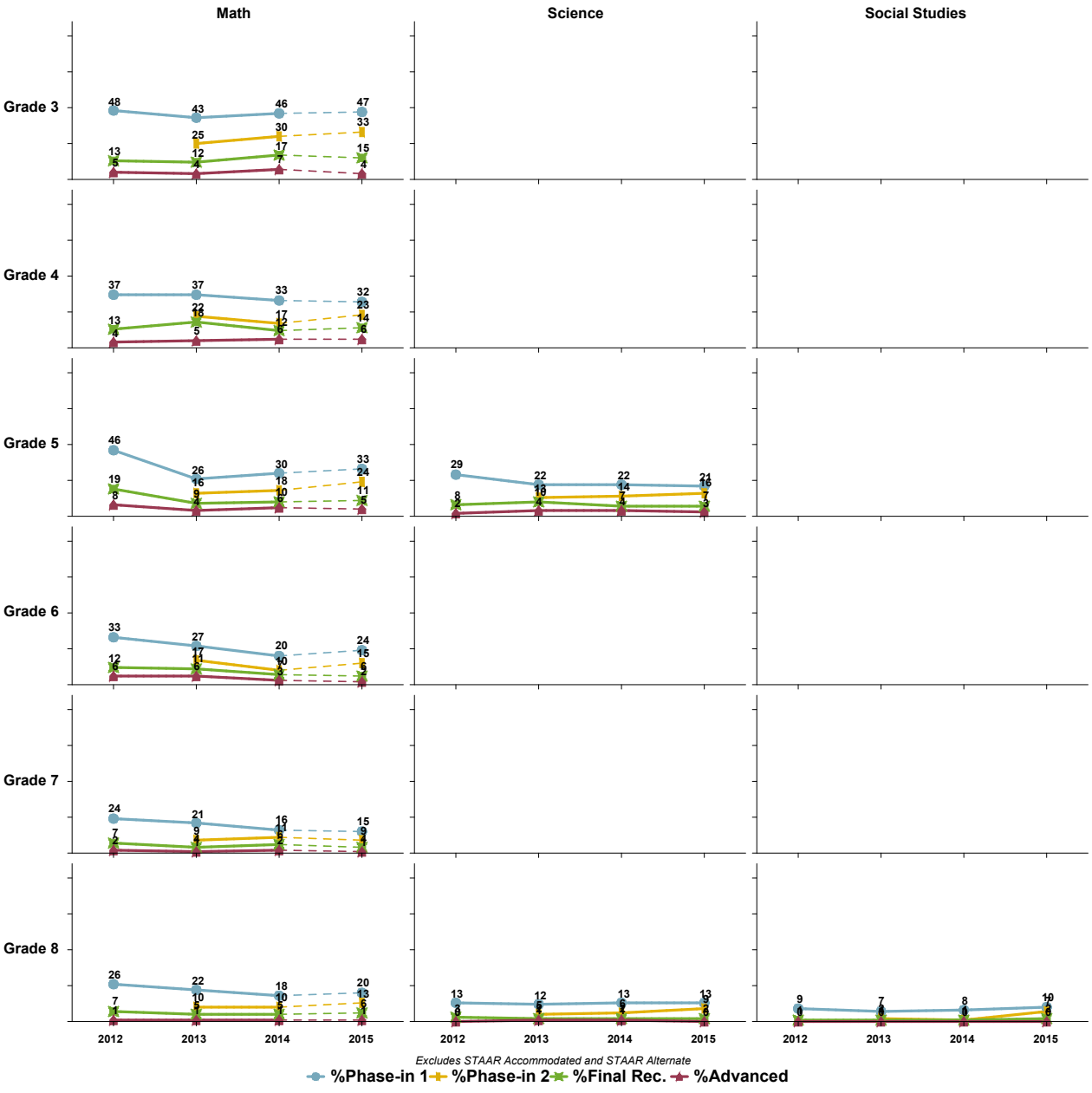
**Figure 13**
HISD STAAR Spanish Only by Subject and Grade Level: 2012-2015 (Spring Administration)
Percent Met Standard: Phase-in 1, Phase-in 2, Recommended, and Advanced
**All Students**




*All points reflect the most current data available and may differ slightly from data previously reported. 2015 math results are not comparable with those of prior years due to different standards. For grades and subjects with multiple administrations, 1st administration results are used. North Forest schools are excluded in 2012 & 2013.*

Source: TEA-Pearson STAAR Student Data Files

**Figure 14**
HISD STAAR L 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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Source: TEA-Pearson STAAR Student Data Files

# Board Monitoring System: Student Achievement

## 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 student achievement regarding district-wide Educational Value-Added Assessment System (EVAAS) growth measure scores in reading and in math, as defined below.

| Board Monitoring Scorecard | | | | |
|---|---|---|---|---|
| | Student Achievement | 2012–2013 | 2013–2014 | 2014–2015* |
| Rigorous Education | Districtwide EVAAS Growth Measure Scores in Reading (Grades 3–8) | 0.2 | -0.1 | 0.1 |
| | Districtwide EVAAS Growth Measure Scores in Math (Grades 3–8) | 0.2 | 0.2 | -0.1 |

* Only includes grades 4–8

### Changes in Methodology

- In 2014–2015, the EVAAS analyses using STAAR and Iowa/Logramos results were conducted separately. Because of this change, please note the following implications which are listed below and shown in **Table 1**:
    - The gain model, which requires consecutive grade level and subject testing, could only be used for reading and math in grades 4–8. The analysis for all other grade levels and subjects used the predictive model.
    - The reference group for the reading and math grade 3 analyses and for all Iowa/Logramos subjects and grade levels is the district, which means there are no district-level results for these subjects and grade levels.
    - Because the reference group changed to the district in 2014–2015 for reading and math in grade 3 and for all Iowa/Logramos subjects and grade levels and to the Texas Consortium in science for grades 5 and 8 and in social studies for grade 8, the 2014–2015 results cannot be directly compared to results from previous years where a different reference group was used.
    - Because of the changes in analysis, only one year of EVAAS values are being reported for grades 3-8.

| Table 1. EVAAS Models and Reference Groups by Assessment | | | | | |
|---|---|---|---|---|---|
| **Assessment** | **Model Used** | **Reference Group** | **Reports provided for:** | | |
| | | | **District** | **School** | **Teachers** |
| STAAR Reading and Math in grade 3 | Predictive | District | | ✓ | ✓ |
| STAAR Reading and Math in grades 4-8 | Gain | State | ✓ | ✓ | ✓ |
| STAAR Science in grades 5 and 8 | Predictive | Texas Consortium | ✓ | ✓ | ✓ |
| STAAR Social Studies in grade 8 | Predictive | Texas Consortium | ✓ | ✓ | ✓ |
| Iowa (Language in grades 3-8; Science in grades 4, 6, and 7; Social Studies in grades 4-7) | Predictive | District | | ✓ | ✓ |
| STAAR EOC | Predictive | Texas Consortium | ✓ | ✓ | ✓ |

## Results

- In 2015, the district's reading growth measure was 0.1 and the math growth measure was -0.1 for grades 4–8.

- Graphs are presented on page 3 in **Figure 1** for reading and math in grades 4–8. Because of the changes made to the models used, there are no district-level values for reading or math in grade 3, language, science in grades 4, 6, and 7, and social studies in grades 4–7. Also, because the model used for science in grades 5 and 8 and for social studies in grade 8 changed to the predictive model and the reference group changed to the Texas Consortium, the values from 2014 cannot be directly compared to the values from 2015.

    - In grades 4–8, reading growth was higher than that of the state overall, particularly in grades 4, 5, and 7. Although reading growth was lower than that of the state in grades 6 and 8, growth increased from 2014. Reading EVAAS uses the STAAR exam to assess growth.

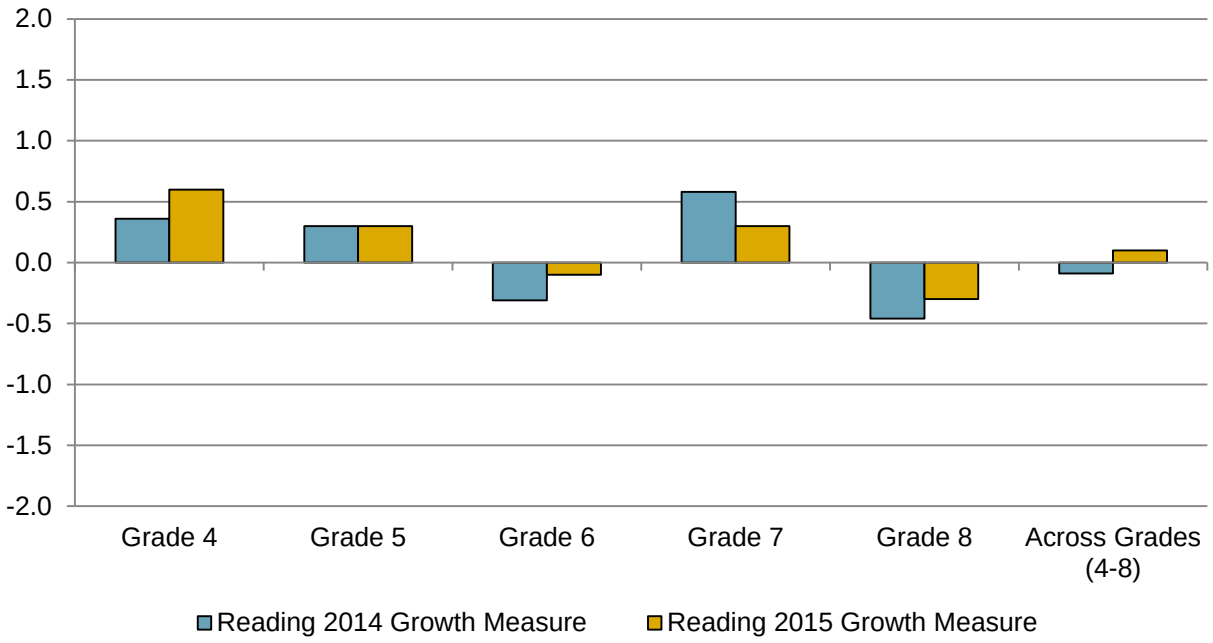
    - In math, grade 5 was the only grade that showed higher growth as compared to the state. Math EVAAS uses the STAAR exam to assess growth. Since the STAAR math assessment was new for the 2014–2015 school year, its results will not be used for appraisals.

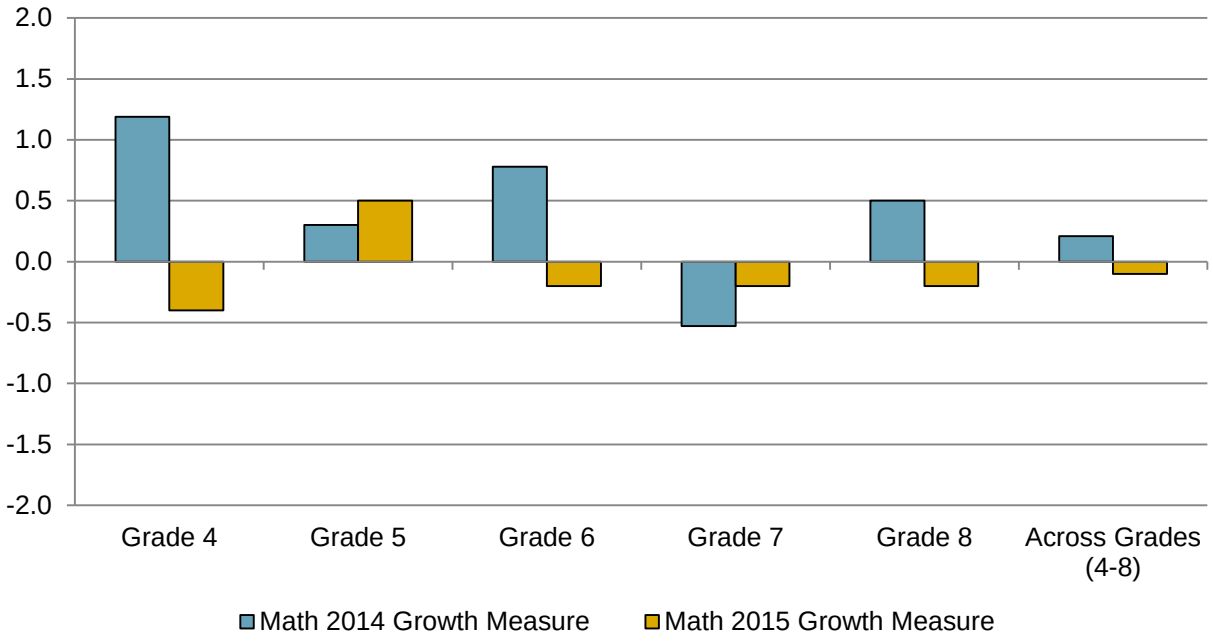
    - In science, there was evidence that students in grades 5 and 8 met the growth standard. In grade 5, the gain index was -0.61, and in grade 8, the gain index was -0.73.

    - In social studies grade 8, the gain index was -0.68, which means there was evidence that students met the growth standard.

- **Table 2** shows the STAAR End-of-Course (EOC) 2015 value-added growth measure and gain index for each of the five EOC exams. The district exceeded the growth standard by at least one standard error in Algebra I. In English I and Biology, the district met the growth standard. The district did not meet the growth standard in English II by at least one standard error and in U.S. History by at least two standard errors. Compared to the 2014 EOC value-added results, which can be found in **Table 3**, the district showed improvements in English I and Biology.

**FIGURE 1. STAAR 4-8 Reading and Math Value-Added Growth Measure Scores, 2014 and 2015**



| Table 2. STAAR EOC Value-Added By Subject, 2015 | | |
|---|---|---|
| **STAAR EOC Exam** | **Growth Measure** | **Gain Index** |
| Algebra I | 22.3 | 1.30 |
| English I | 2.9 | 0.35 |
| English II | -10.2 | -1.75 |
| Biology | -4.6 | -0.27 |
| U.S. History | -38.4 | -2.11 |

| Table 3. STAAR EOC Value-Added By Subject, 2014 | | |
|---|---|---|
| **STAAR EOC Exam** | **Growth Measure** | **Gain Index** |
| Algebra I | 54.4 | 3.44 |
| English I | -9.5 | -0.83 |
| English II | 5.0 | 0.64 |
| Biology | 5.3 | 0.36 |
| U.S. History | -3.9 | -0.34 |

| Legend | | | |
|---|---|---|---|
| **Color** | **Growth Measure Compared to the Growth Standard** | **Gain Index** | **Interpretation** |
| Blue | At least 2 standard errors above | 2.00 or greater | Significant evidence that students exceeded the growth standard |
| Light Blue | Between 1 and 2 standard errors above | Between 1.00 and 2.00 | Moderate evidence that students exceeded the growth standard |
| Green | Between 1 standard error above and 1 standard error below | Between -1.00 and 1.00 | Evidence that students met the growth standard |
| Yellow | Between 1 and 2 standard errors below | Between -2.00 and -1.00 | Moderate evidence that students did not meet the growth standard |
| Red | More than 2 standard errors below | Less than -2.00 | Significant evidence that students did not meet the growth standard |

## ADMINISTRATIVE RESPONSE

- The expansion of Literacy By 3 initiative for grades 4 and 5 will allow schools to meet the individualized Reading needs for all students. The district's purchase of additional resources will assist campuses in closing the achievement gap.
- We expect to see an improvement in our Grade 4 & 5 Reading STAAR scores this year. Common Literacy By 3 Walkthrough Forms and Look Fors will calibrate expectations and assist monitoring campus implementation.
- iStation, formative assessments, and the DRA will help to provide frequent monitoring of student progress in regards to skill development, campus and individual reading progress.
- Professional development in the area of Math has been calendared with a specific focus on planning and best practice in grades 3-5.

- There was a focus on literacy in middle schools with all schools being required to have comprehensive literacy plans. Part of this included monitoring of iStation. Grade 6th & 7th showed progress with 8th grade showing a small decline.

- The new math standards required a lot of staff development as well as a shift in the strategies to teach 6th – 8th grade math. Continuous professional development will continue to be utilized to strengthen the teachers instructional delivery of the new math standards.

- Algebra 1 showed a significant increase in progress with no changes in the standards for 2014-2015 school year. Teachers will be trained on the new algebra 1 standards that will be in effect for 2015-2016.

- There was a focus on in the area of Science and Social Studies. This focus which involved Professional Development for teachers resulted in improved progress for both Science and Social Studies in 8th grade.

# Board Monitoring System: Teachers

## 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 retention of highly effective teachers and removal of ineffective teachers, as defined below.

| Board Monitoring Scorecard | | | | |
|---|---|---|---|---|
| Consistency | Teachers | 2012–2013 | 2013–2014 | 2014–2015* |
| | Percent of Highly Effective Teachers Who are Retained (EVAAS ≥ 2.0) | 87.6 | 87.9 | 88.1 |
| | Percent of Ineffective Teachers Who are Exited (EVAAS ≤ -2.0) | 24.4 | 25.0 | 23.2 |

* Because the STAAR 3-8 math test was new for the 2014–2015 school year, composite EVAAS scores were calculated without math.

### Findings

- Highly Effective Teachers are defined as teachers with an EVAAS Cumulative Teacher Gain Index of 2.0 or greater.
    - For the 2014–2015 school year, there were 842 teachers with a Cumulative Teacher Gain Index of 2.0 or higher out of 3,835 teachers with an EVAAS score. Since the STAAR 3-8 math test was new for the 2014–2015 school year and not used for appraisal purposes, this total number does not include any teachers who only taught math in grades 3-8. Of the 842 teachers with a Cumulative Teacher Gain Index of 2.0 or higher, 742 (88.1%) were retained.
    - For the 2013–2014 school year, there were 832 teachers with a Cumulative Teacher Gain Index of 2.0 or higher out of 4,457 teachers with an EVAAS score. Of these, 731 (87.9%) were retained.
    - For the 2012–2013 school year, there were 695 teachers with a Cumulative Teacher Gain Index of 2.0 or higher out of 4,469 teachers with an EVAAS score. Of these, 609 (87.6%) were retained.

| Table 1. Highly Effective Teachers | | | | |
|---|---|---|---|---|
| **School Year** | **Total # with EVAAS** | **# Highly Effective** | **% Highly Effective** | **% Retained** |
| 2012–2013 | 4,469 | 695 | 15.6 | 87.6 |
| 2013–2014 | 4,457 | 832 | 18.7 | 87.9 |
| 2014–2015 | 3,835 | 842 | 22.0 | 88.1 |

- Ineffective Teachers are defined as teachers with an EVAAS Cumulative Teacher Gain Index of -2.0 or less.
    - For the 2014–2015 school year, there were 922 teachers with a Cumulative Teacher Gain Index of -2.0 or lower out of the 3,835 teachers with an EVAAS score. This number does not include any teachers who only taught math in grades 3-8. Of these, 214 (23.2%) are no longer with the district. Of these 214 teachers, 56 were first-year teachers and 34 were second-year teachers.
    - For the 2013–2014 school year, there were 805 teachers with a Cumulative Teacher Gain Index of -2.0 or lower out of the 4,457 teachers with an EVAAS score. Of these, 201 (25.0%) are no longer with the district.
    - For the 2012–2013 school year, there were 1,099 teachers with a Cumulative Teacher Gain Index of -2.0 or lower out of the 4,469 teachers with an EVAAS score. Of these, 268 (24.4%) are no longer with the district.

| Table 2. Ineffective Teachers | | | | |
|---|---|---|---|---|
| **School Year** | **Total # with EVAAS** | **# Ineffective** | **% Ineffective** | **% Exited** |
| 2012–2013 | 4,469 | 1,099 | 24.6 | 24.4 |
| 2013–2014 | 4,457 | 805 | 18.1 | 25.0 |
| 2014–2015 | 3,835 | 922 | 24.0 | 23.2 |

- District-wide, of the 11,963 teachers in the 2014–2015 school year, 10,265 (85.8%) were retained. Of the 12,374 teachers in the 2013–2014 school year, 10,138 (81.9%) were retained. Of the 11,737 teachers in the 2012–2013 school year, 9,699 (82.6%) were retained. Retention rates of highly effective teachers exceeded the district retention rate of all teachers for each of the last three years.

**ADMINISTRATIVE RESPONSE**

- Our staff reviews helped us align our vision for retaining highly qualified teachers.
- Effective use of the Appraisal and Develop System is being utilized to coach, develop and train teachers with a specific emphasis on developing teachers.