

REPORT FROM THE SUPERINTENDENT

Office of Superintendent of Schools
Board of Education Meeting of December 12, 2013

SUBJECT: BOARD MONITORING UPDATE ON PERCENT OF STUDENTS AT OR ABOVE STANDARD ON THE SAT/ACT READING AND MATH SECTIONS COMBINED

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 is an Executive Summary containing supporting evidence of district progress for the 2012–2013 school year, specifically for the percent of students at or above standard on the SAT/ACT Reading & Math Sections Combined. After final print of the agenda, Figure 3 on page 2 of 2 was revised to change the state Class of 2011 and 2012 average scores from 20.8 to 20.5; Figure 4 on page 2 of 2 was revised to change the state Class of 2012 average score from 1434 to 1422. This report addresses Rigorous Education: College and Career Readiness.



Board Monitoring Systems (BMS)

As-Of Date: December 12, 2013

2012-2013 School Year

Rigorous Education

Student Achievement

		2010-2011	2011-2012	2012-2013
Percent of Students at Level III - Advanced Academic Performance STAAR Standard	Reading	Not Applicable	15.2	17.4
Percent of Students at Level III - Advanced Academic Performance STAAR Standard	Math		12.4	12.9
Percent of Students at Level II - Satisfactory Academic Performance STAAR Standard	Reading		71.2	70.1
Percent of Students at Level II - Satisfactory Academic Performance STAAR Standard	Math		68.2	67.1
Percent of Students at Level I - Unsatisfactory Academic Performance STAAR Standard	Reading		28.8	29.9
Percent of Students at Level I - Unsatisfactory Academic Performance STAAR Standard	Math		31.8	32.9
Percent of Students at Level III - Advanced Academic Performance STAAR EOC	Reading		6.1	12.4
Percent of Students at Level III - Advanced Academic Performance STAAR EOC	Math		13.2	17.9
Percent of Students at Level II - Satisfactory Academic Performance STAAR EOC	Reading		59	65
Percent of Students at Level II - Satisfactory Academic Performance STAAR EOC	Math		79	78.2
Percent of Students at Level I - Unsatisfactory Academic Performance STAAR EOC	Reading		41	35
Percent of Students at Level I - Unsatisfactory Academic Performance STAAR EOC	Math		21	21.8
Percent of Students at or above 50th percentile on Norm Reference Test in Grades K-5	Reading	55.6	54.7	53.5
Percent of Students at or above 50th percentile on Norm Reference Test in Grades K-5	Math	67.2	62.7	62.1
Percent of Students at or above 50th percentile on Norm Reference Test in Grades 6-8	Reading	39.6	39.5	37.1
Percent of Students at or above 50th percentile on Norm Reference Test in Grades 6-8	Math	61.5	56.2	55.9
Districtwide EVAAS Scores in Reading (2011-12 Data Updated)	Reading	1.9	0.1	0.3
Districtwide EVAAS Scores in Math (2011-12 Data Updated)	Math	2.8	-0.9	0.2

College and Career Readiness:

% Students Enrolling in Higher Education Within 1 Year of High School Graduation	59	60	
% Students at or above standard on the SAT/ACT Reading & Math Sections Combined	20	14.8 *	
% Students at or above benchmark score on the PSAT	13.8	13.6	21.4 *

Graduation & Dropout

Four-Year Cohort Graduation Rate	81.2	81.7	
Percent of Students (in a High School Cohort) Who Dropped Out	10.8	11.3	

Perception Survey - Rigorous Education

Percent of Parents Satisfied with Rigorous Education	Not Applicable	92
Percent of Students Who Feel Challenged with Coursework		70

Students

Percent of Students Satisfied with Teachers Having High Expectations	Not Applicable	88
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Parents

Percent of Parents Satisfied with Consistent Education	Not Applicable	86
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Teachers

Percent of Highly Effective Teachers Who are Retained	90.9	87.2	87.6
Percent of Ineffective Teachers Who are Exited	18	20.3	24.4

Principals

Percent of Principals Satisfied with Central Office Services	Not Applicable	65
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Levels of Offenses

# of Level III Offenses - Suspension/Optional Removal to Disciplinary Alternative Education Program	5,884	4,987	5,917
# of Level IV Offenses - Required Placement in a Disciplinary Alternative Education Program	1,286	1,173	1,109
# of Level V Offenses - Expulsion for Serious Offenses	87	68	53
# of Number of Bullying Incidents	151	125	139

Perception Survey - Safety and Environment

Percent of Parents Satisfied with Safety	Not Applicable	86
Percent of Parents Satisfied with Environment		89
Percent of Students Satisfied with Safety		74
Percent of Students Satisfied with Environment		72
Percent of Teachers Satisfied with Safety		77
Percent of Teachers Satisfied with Environment		70
Percent of Principals Satisfied with Safety		94
Percent of Principals Satisfied with Environment		90

Consistency

Safety and Environment



Board Monitoring System: SAT/ACT Benchmarks

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 or above standard on the SAT/ACT reading & math sections combined.

Board Monitoring Scorecard			
Rigorous Education	Student Achievement: College and Career Readiness	2010-2011	2011-2012
	% of students at or above standard on the SAT/ACT Reading & Math Sections Combined	20.0%	*14.8%

** The 2010-2011 indicator did not include SAT School-Day testing and therefore is not comparable with the 2011-2012 indicator that does include SAT School-Day testing.*

The percent of students at or above standard on the SAT/ACT reading and math sections combined is reported by the Texas Education Agency (TEA) in the Texas Academic Performance Report (TAPR) which replaced the Academic Excellence Indicator System (AEIS) in 2013. In 2013, the Texas Education Agency changed the SAT indicator to include SAT writing. Therefore, the 2010-2011 SAT indicator is not comparable with the 2011-2012 SAT indicator.

Findings

Although there is no comparison for the current indicator, our performance relative to the state and Region 4 is shown in **Figure 1**. In reviewing the data it is evident that our performance, in part, is lower than the state and the region because the district continues to test more students (see **Figure 2**). The class of 2012 is also the first class of students to include the results of SAT School-Day testing. The impact of the additional SAT testers can be seen in **Figure 4**.

Figure 1. SAT/ACT Percent at or Above Criterion

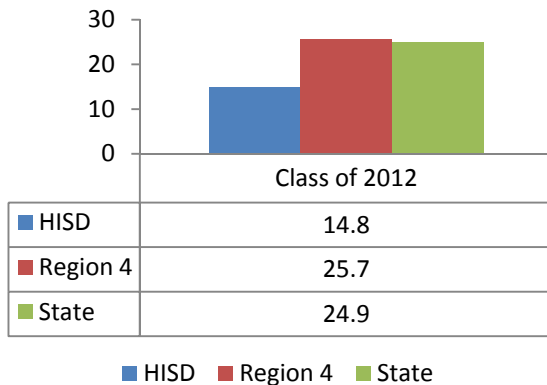


Figure 2. SAT/ACT Percent of Class Tested

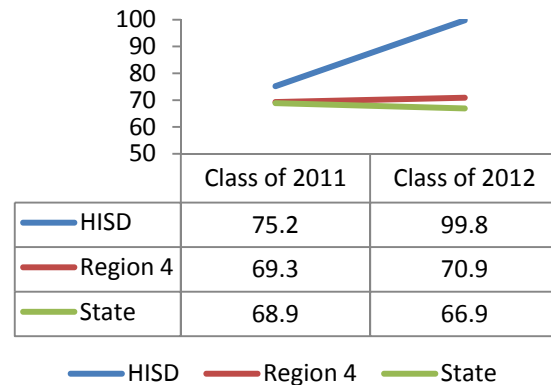


Figure 3. Average ACT Scores

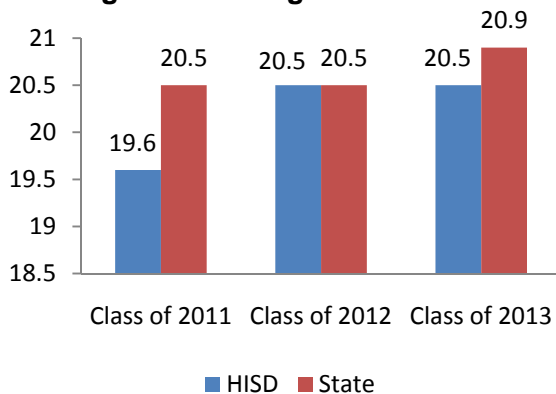
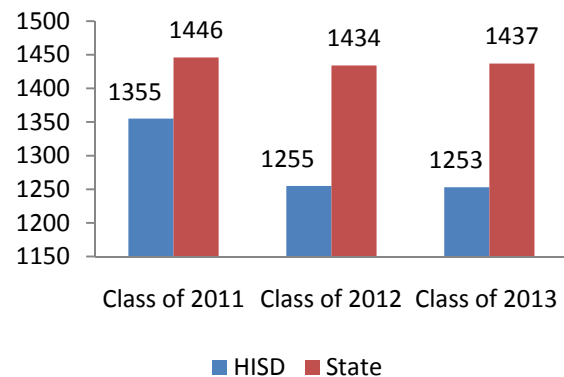


Figure 4. Average SAT Scores



Administrative Response

- HISD contracted with the Andover Company for SAT prep materials. Almost all juniors and some seniors are being exposed to these materials as a regular part of their instruction, year-long.
- The re-energized focus on helping students prepare and feel more comfortable with the SAT is expected to also improve participation rates.
- The change of the SAT School-Day testing to April from February should also provide an opportunity to better prepare students.
- A number of schools were also piloting SAT labs, taking their cue from the success of the grad labs.
- There was an increase in the number of juniors tested in the 2013 SAT school-day test which should translate into increased numbers of students for the class of 2014 having test results.
- With a change to the STAAR graduation requirements and an increase in academic rigor, the expectations are that this should translate into improved performance for the class of 2015.