



Board Monitoring System: Indicator E

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 Board Monitoring System will report on each goal and core value on a routine basis. The goal currently under review is to INCREASE THE PERCENT OF TAKS COMMENDED STUDENTS (Goal 1, Section E). This goal aligns with HISD's Strategic Direction for Core Initiative 3: Rigorous Instructional Standards and Supports.

Findings

Percent of TAKS Commended Students

- On the reading section of the TAKS, the percentage of commended students increased by two percentage points, from 28 percent in 2010 to 30 percent in 2011. The district did not meet the three-percentage-point target for 2011. The percentage of commended African American students increased by two percentage points, while Hispanic and White students had three-percentage-point increases from 2010 to 2011 (see **Figure 1**).
- On the mathematics section of the TAKS, the percentage of commended students increased by two percentage points, from 27 percent in 2010 to 29 percent in 2011. The district did not meet the three-percentage-point target for 2011. The percentage of commended students increased for all racial/ethnic groups, with White students showing a three-percentage-point increase from 2010 to 2011 (see **Figure 2**).
- On the writing section of the TAKS, the percentage of commended students remained constant at 30 percent in 2011. The district did not meet the three-percentage-point target for 2011. The percentage of commended students increased for White students, bringing the percentage achieving commended status in writing to 54 (+2) percent. Hispanic student performance decreased over the past year with 27 (-1) percent of students reaching commended status, while African American student performance remained steady at 24 percent from 2010 to 2011 (see **Figure 3**).
- On the science section of the TAKS, the percentage of commended students increased by four percentage points, from 25 percent in 2010 to 29 percent in 2011. The district met the three-percentage-point target for 2011. The percentage of commended students increased by more than three-percentage-points for each of the racial/ethnic groups, bringing the percentage achieving commended status in science to 20 (+4) percent for African Americans, 26 (+4) percent for Hispanics, and 57 (+7) percent for Whites (see **Figure 4**).
- On the social studies section of the TAKS, the percentage of commended students increased by two points, from 40 percent in 2010 to 42 percent in 2011. The district did not

meet the three-percentage-point target for 2011. The percentage of commended students increased for all racial/ethnic groups, bringing the percentage achieving commended status in social studies to 33 (+1) percent for African Americans, 39 (+4) percent for Hispanics, and 73 (+2) percent for Whites (see **Figure 5**).

- The number of schools showing an increase in commended status increased for reading/ELA, math, and social studies but decreased for writing and science when comparing the 2009-2010 difference to the 2010-2011 difference (see **Figure 6**).
- Sixty-three percent of students in the district maintained commended status in reading for 2010 and 2011. Forty-two percent of students, not reaching commended status in reading for 2010, reached commended status in 2011. Seventy-one percent of students in the district maintained commended status in mathematics for 2010 and 2011. Forty-one percent of students, not reaching commended status in math for 2010, reached commended status in 2011 (see **Table 2**).

Table 1 includes the *number* of students reaching commended status in 2010 and 2011 by race/ethnicity and subject.

	Reading/ELA		Math		Writing		Science		Social Studies	
	<u>2010</u>	<u>2011</u>	<u>2010</u>	<u>2011</u>	<u>2010</u>	<u>2011</u>	<u>2010</u>	<u>2011</u>	<u>2010</u>	<u>2011</u>
All	30,402	33,658	29,073	31,946	7,858	7,816	10,863	13,037	12,137	12,988
African American	6,568	6,900	4,687	5,012	1,620	1,592	1,995	2,373	2,896	2,866
Hispanic	16,219	18,466	17,116	19,080	4,600	4,439	5,802	7,153	6,119	6,952
White	5,323	5,541	4,690	4,890	1,107	1,158	2,059	2,270	2,156	2,069

Table 2 includes the *number* and *percentage* of students in the district maintaining commended status in reading for 2010 and 2011, by grade, and the *number* and *percentage* of students in the district not commended in 2010 but achieving commended status in 2011. Students in the cohort tracking analysis must have two years of data.

Table 2: Number and Percentage of Students Reaching Commended Status in Reading: 2009 and 2010 (Cohort Tracker)

Grade	#Commended	#Commended	%Commended	#Not	#Moved to	%Moved to
	<u>2010</u>	2010 and <u>2011</u>	2010 and <u>2011</u>	Commended <u>2010</u>	Commended <u>2011</u>	Commended <u>2011</u>
03	6,098	3,768	62	7,301	4,914	67
04	3,518	2,299	65	9,244	4,321	47
05	2,910	2,003	69	7,180	3,214	45
06	2,851	1,843	65	7,230	2,634	36
07	2,308	1,985	86	7,801	3,981	51
08	3,443	1,878	55	5,552	2,499	45
09	2,360	939	40	8,081	1,639	20
10	1,240	810	65	7,176	1,758	24
Total	24,728	15,525	63	59,565	24,960	42

*grade 11 not included because two years of data can not be tracked

Table 3 includes the *number* and *percentage* of students in the district maintaining commended status in mathematics for 2010 and 2011, by grade, and the *number* and *percentage* of students in the district not commended in 2010 but achieving commended status in 2011.

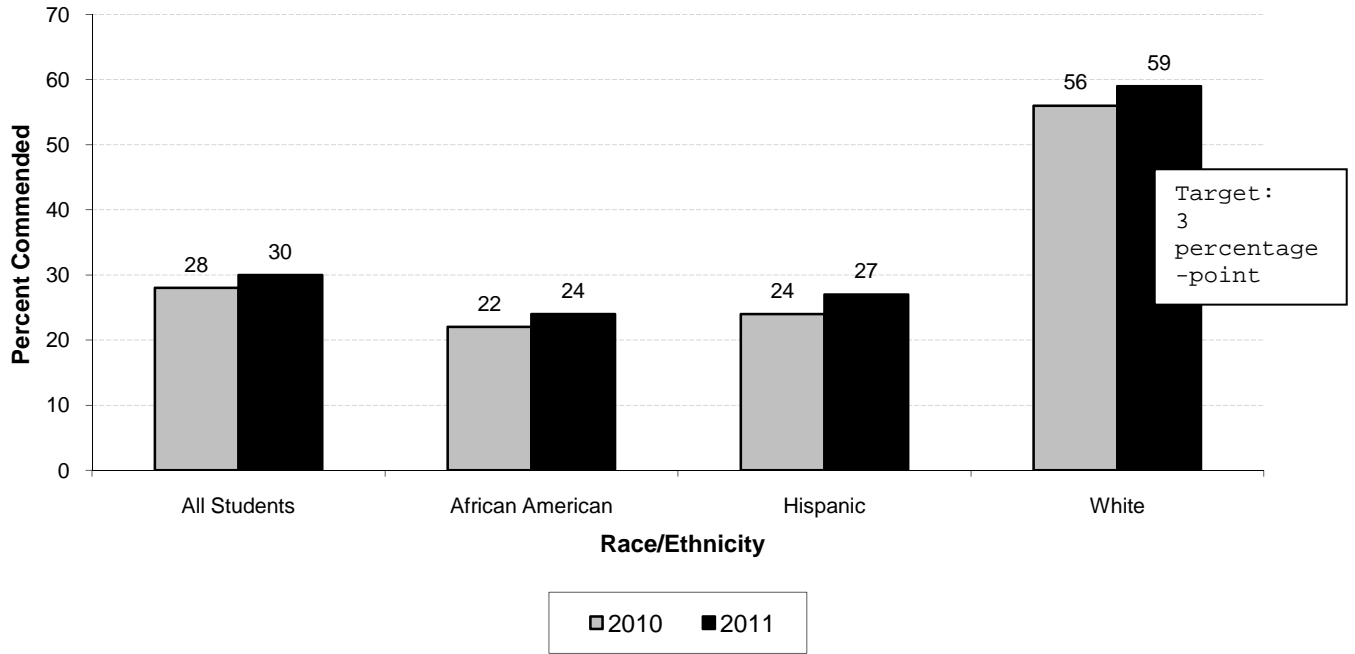
Table 3: Number and Percentage of Students Reaching Commended Status in Math: 2010 and 2011 (Cohort Tracker)

Grade	#Commended	#Commended	%Commended	#Not	#Moved to	%Moved to
	<u>2010</u>	2009 and <u>2011</u>	2010 and <u>2011</u>	Commended <u>2010</u>	Commended <u>2011</u>	Commended <u>2011</u>
03	4,182	3,199	76	9,305	5,572	60
04	4,973	3,755	76	7,863	5,450	69
05	4,149	2,579	62	5,994	3,269	55
06	2,865	1,810	63	7,261	2,338	32
07	2,085	1,516	73	8,054	2,325	29
08	1,914	1,429	75	7,017	2,125	30
09	2,308	1,422	62	7,943	1,739	22
10	1,490	1,252	84	6,895	2,045	30
Total	23,966	16,962	71	60,332	24,863	41

*grade 11 not included because two years of data can not be tracked

Figure 1 includes the *percentage* of students reaching commended status in READING for 2010 and 2011 by race/ethnicity.

Figure 1. Percentage of TAKS Commended Students by Race/Ethnicity: 2010 and 2011 Reading

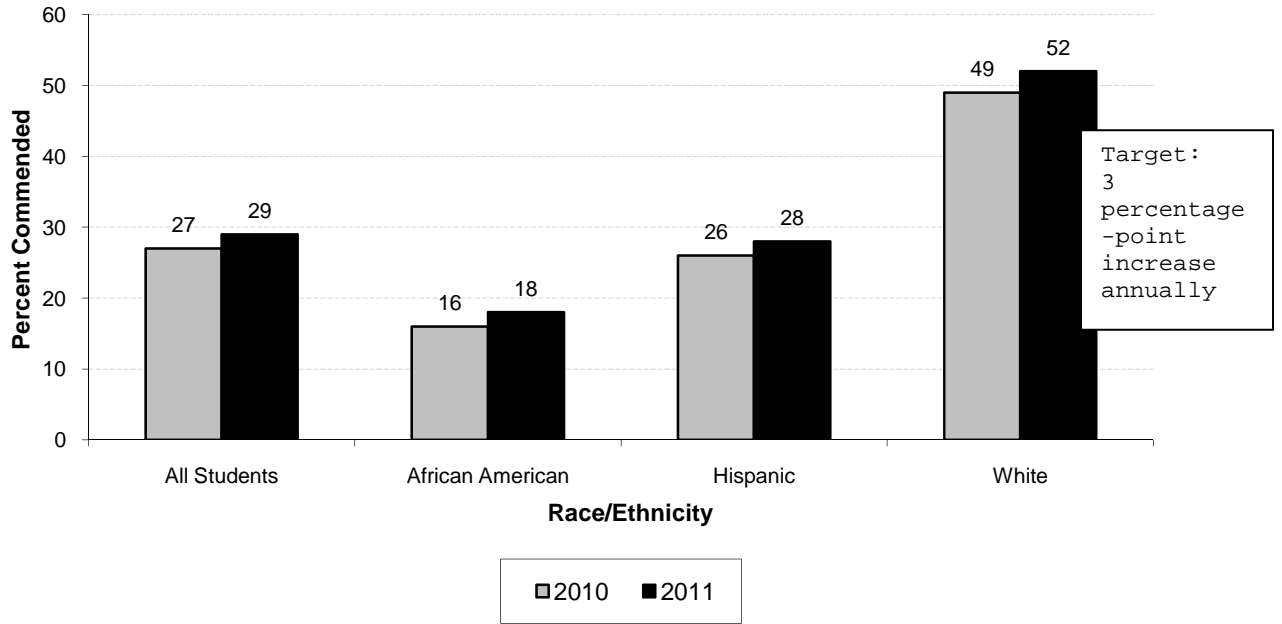


*Note: The percentage commended for the reading TAKS is for grades 3–11. Both English and Spanish TAKS results are used where available, and only the first administrations of reading and math are used.

*Source: TEA TAKS Data Files: 2010, 2011

Figure 2 includes the *percentage* of students reaching commended status in MATHEMATICS for 2010 and 2011 by race/ethnicity.

Figure 2. Percentage of TAKS Commended Students by Race/Ethnicity: 2010 and 2011 Math

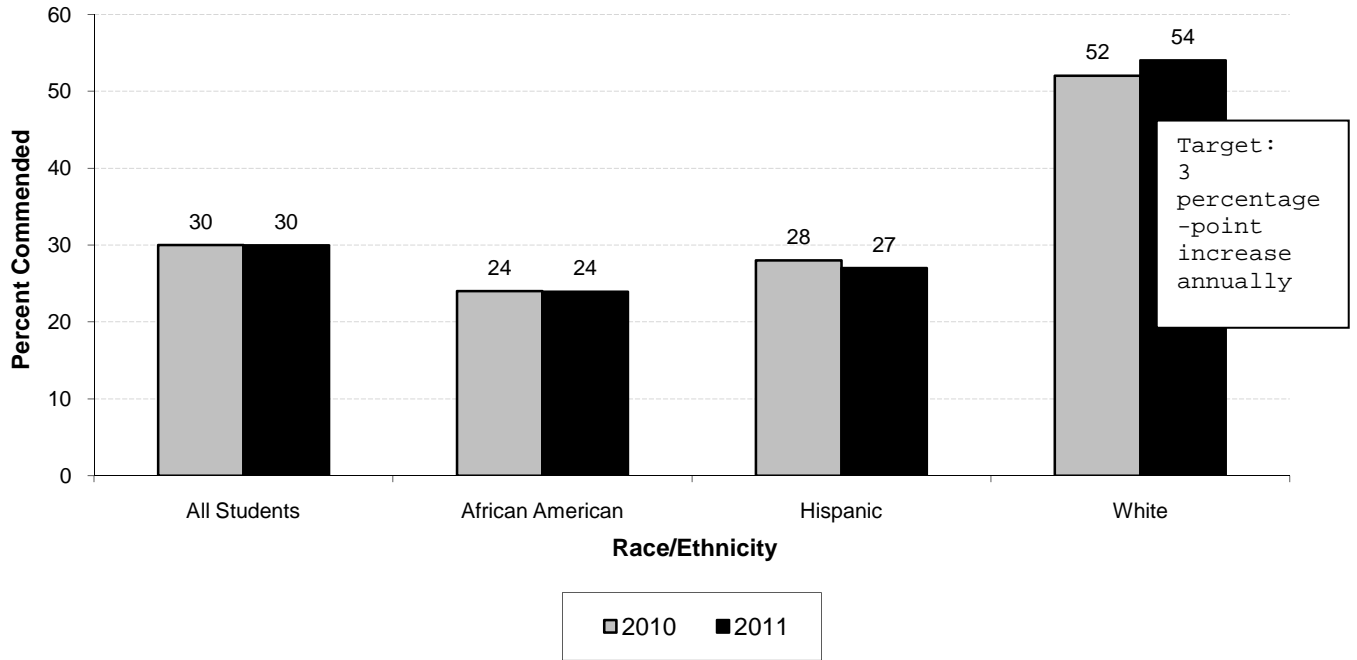


*Note: The percentage commended for the math TAKS is for grades 3–11. Both English and Spanish TAKS results are used where available, and only the first administrations of reading and math are used.

*Source: TEA TAKS Data Files: 2010, 2011

Figure 3 includes the *percentage* of students reaching commended status in WRITING for 2010 and 2011 by race/ethnicity.

Figure 3. Percentage of TAKS Commended Students by Race/Ethnicity: 2010 and 2011 Writing

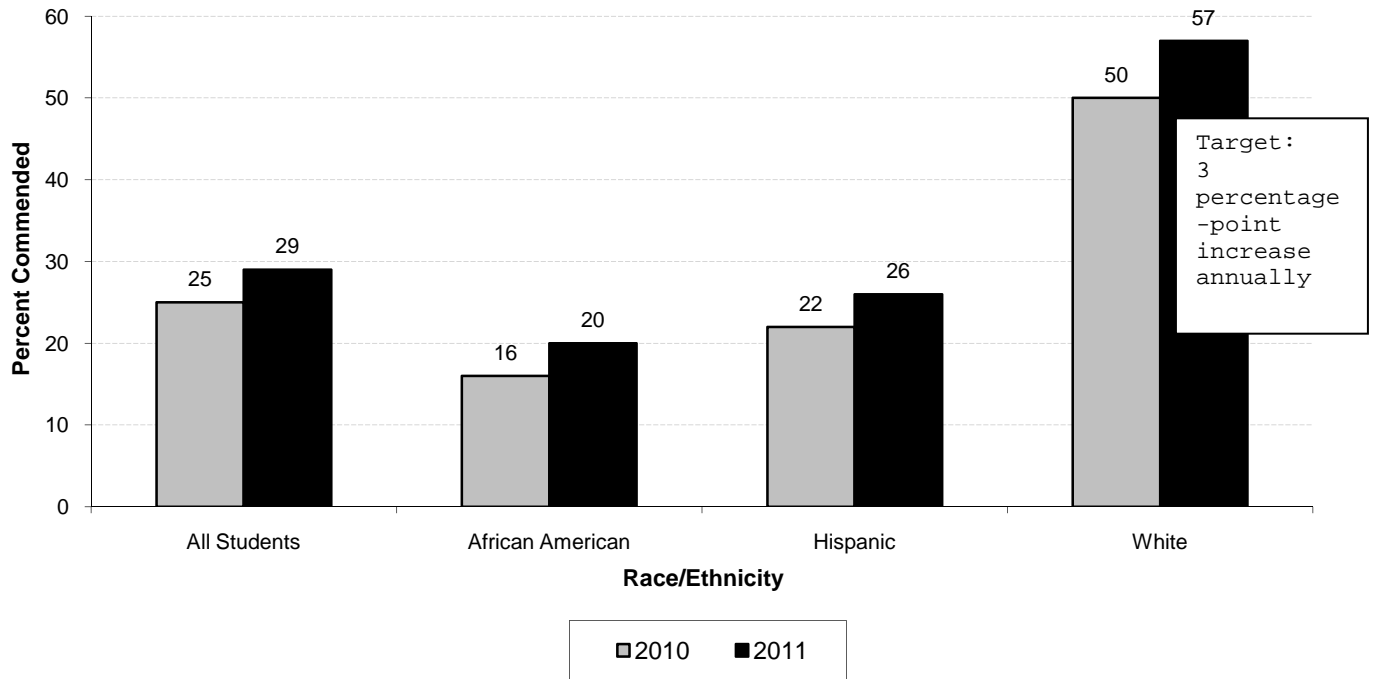


Note: The percentage commended for the writing TAKS is for grades 4 and 7. Both English and Spanish TAKS results are used where available.

*Source: TEA TAKS Data Files: 2010, 2011

Figure 4 includes the *percentage* of students reaching commended status in SCIENCE for 2010 and 2011 by race/ethnicity.

Figure 4. Percentage of TAKS Commended Students by Race/Ethnicity: 2010 and 2011 Science

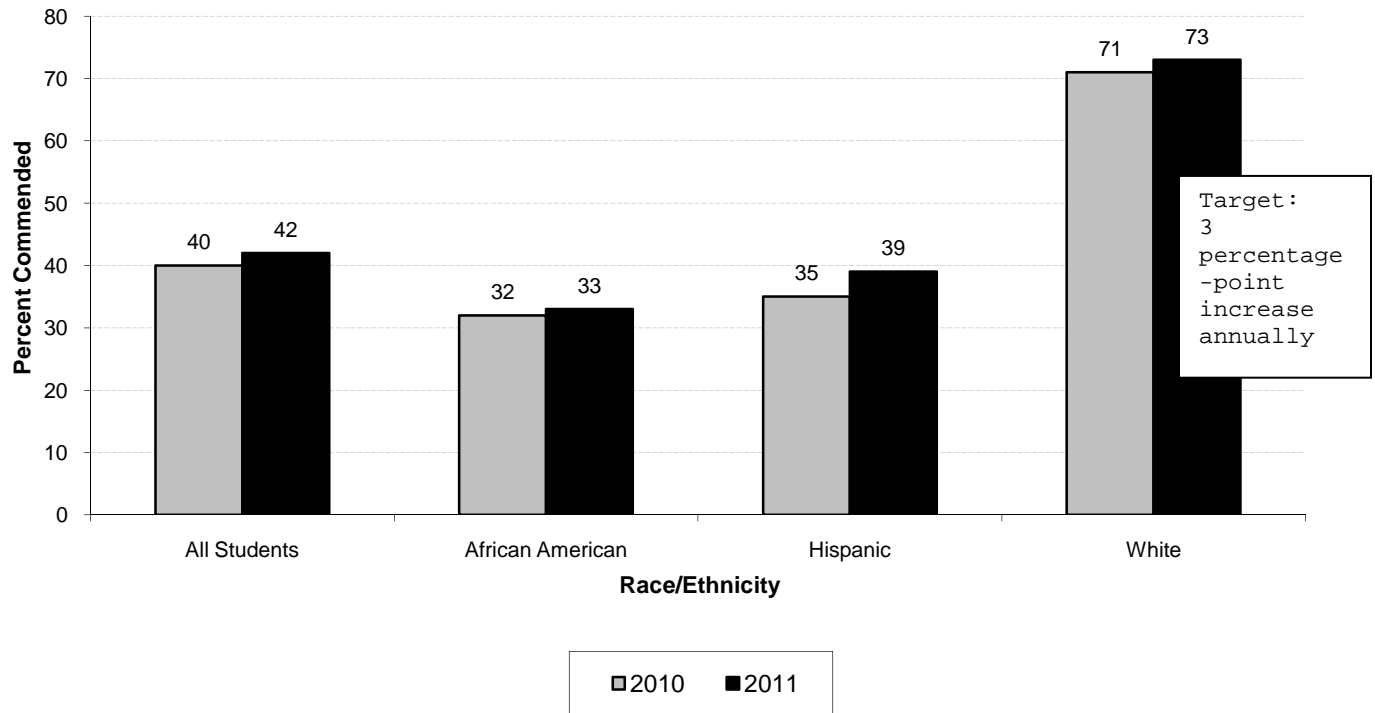


*Note: The percentage commended for the science TAKS is for grades 5, 8, 10, and 11. Both English and Spanish TAKS results are used where available.

*Source: TEA TAKS Data Files: 2010, 2011

Figure 5 includes the *percentage* of students reaching commended status in SOCIAL STUDIES for 2010 and 2011 by race/ethnicity.

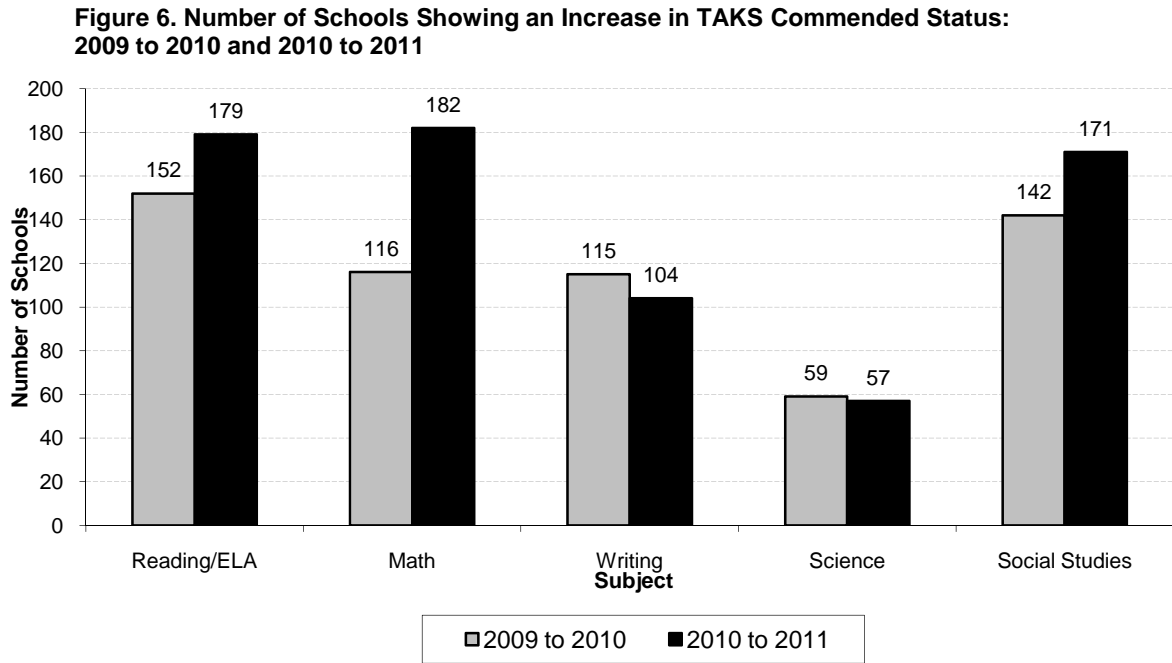
Figure 5. Percentage of TAKS Commended Students by Race/Ethnicity: 2010 and 2011 Social Studies



*Note: The percentage commended for the social studies TAKS is for grades 8, 10, and 11.

*Source: TEA TAKS Data Files: 2010, 2011

Figure 6 includes a comparison of the *number* of schools showing an increase in TAKS commended status from 2009 to 2010 and from 2010 to 2011.



Source: TAKS Data File 2009-2011