

REPORT FROM THE SUPERINTENDENT

Office of Superintendent of Schools
Board of Education Meeting of February 10, 2011

SUBJECT: BOARD MONITORING SYSTEM–GOAL 1, SECTION F: INCREASE COLLEGE READINESS.

At the February 11, 2010 meeting, the Board of Education implemented a revised Board Monitoring System in order to efficiently maintain and measure achievement of Houston Independent School District (HISD) goals and adherence to its core values. The monitoring system was designed to give district administrators clear direction on how to meet the board's expectations in these crucial areas.

Board Policy AE(LOCAL) states “[T]he administration shall report to the Board of Education on each goal and core value using the specific method and timing set out below,”

In reference to the district's **Goal 1: Increase Student Achievement**, the attached report provides information regarding section **F: Increase College Readiness**. The policy states that “*the Administration will provide the Board with a report that reflects the number and percentages of students demonstrating college readiness as defined by the Texas Higher Education Coordinating Board, and as indicated by performance on grade 11 TAKS scores as follows:*”

- *All students and each student group, that earn a 2200 or higher scale score on the mathematics portion of the TAKS test;*
- *All students and each student group that earn both a 2200 scale score on the English/Language Arts (ELA) portion of the TAKS test and a 3 or higher on the writing portion of the TAKS test;*
- *Comparisons of district and state averages for all students and students groups, and;*
- *The rate at which district students demonstrating college readiness improved as compared to the rate for which the state improved for this indicator.”*

The report shall also include “the number and percent of students scoring at or above 45 on each of the PSAT sections: critical reading, writing, and math. Participation rates will also be provided along with the percent of students meeting AP Potential for a course who actually enroll in the course. Additionally, the Board will be provided with a report showing the number and percent of students scoring at or above 21 on the ACT, and at or above 500 on each section of the SAT.”

“The report shall also include an analysis of improvements made towards the number and percentage of students graduating under the Recommended High School Program (RHSP) or higher.”

“The report shall track college-going rates, including applications to institutions of higher education, enrollments in institutions of higher education (by tier status where available), and receipt of scholarships by campus and for the district.”

This report will be prepared for the Board in February of each school year and will include data from the previous school year.”

The attached reports provide the information requested for the 2009–2010 school year.



Board Monitoring System: Indicator F

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 COLLEGE READINESS by increasing the number and percentage of all students and of each student group meeting the higher education readiness component of the Texas Success Initiative (TSI) on the TAKS in English language arts and in mathematics (Goal 1, Section F). In addition, the report presents the number and percentage of students scoring 45 or above on all sections of the PSAT, PSAT participation rates of sophomores, the number and percentage of students scoring at or above 21 on the ACT (composite), and the number and percentage of students scoring 500 or higher on all sections of the SAT. The report also includes an analysis of improvements made towards the percentage of students graduating under the Recommended High School Program (RHSP) or Distinguished Achievement Program (DAP). Finally, the report shall track college-going rates, including applications to institutions of higher education, enrollment in institutions of higher education (by tier status where available), and receipt of scholarships by campus and for the district. The percentage of students meeting AP Potential who enroll in the course is not currently tracked in the district, but procedures are being put into place to begin monitoring those data.

Findings

Percentage of Students Meeting Higher Education Readiness Criteria

- In both 2009 and 2010, on the English language arts indicator, the state had a higher percentage of students who met the higher education readiness component of the Texas Success Initiative (TSI) than HISD for all students and three of the four student groups. HISD had a higher score than the state for the White student group. The state decreased in 2010 from 2009 from 63 to 60 percent of all students meeting the higher education readiness standard, while HISD reported a one-point decline on this indicator; from 53 percent in 2009 to 52 percent in 2010 (see Figure 1).
- On the English language arts higher education readiness component of the TSI, the percentage of Hispanic students in HISD meeting the standard remained constant at 48 percent in 2009 and 2010, while the percentage of African American students meeting the standard increased from 46 percent in 2009 to 48 percent in 2010. In 2010, 75 percent of White students in HISD achieved the higher education readiness standard in English language arts, exceeding both the statewide rate of 70 percent and the district goal of 70 percent. Economically disadvantaged students in HISD decreased the percentage of students meeting the criteria for the same indicator, from 47 percent in 2009 to 46 percent in 2010.

- Overall, the state's rate of change from 2009 to 2010 varied from constant performance for the African American group to a four-percentage-point loss for the White student group. No student group for the state increased in the percentage meeting the standard from 2009 to 2010, while HISD's rate of improvement ranged from a three-percentage-point loss for the White student group to a high of two percentage points for the African American student group. HISD did show a rate of improvement that was greater than the state for one student group, and the district's decreases from 2009 to 2010 were less than the state's for the other student groups (see Figure 2).
- HISD reported an increase in the total number of students meeting the English language arts higher education readiness criteria from 4,335 in 2009 to 4,810 in 2010. Each student group increased except White students during the same time period (see Table 1).
- On the mathematics higher education readiness component of the TSI, the state outperformed HISD in 2010 for all students, with the state reporting 66 percent and HISD with 62 percent meeting the higher education readiness indicator for mathematics. HISD outperformed the state on the higher education readiness indicator for mathematics for all other student groups in 2010, with HISD's African American student group performing at 52 percent compared to the state's performance at 49 percent; the Hispanic student group outscored the state with 60 percent compared to 58 percent; students in HISD's White student group outscored their state counterparts, with 86 percent compared to 78 percent statewide; and economically disadvantaged students in HISD reported 57 percent meeting the higher education readiness indicator in mathematics compared to 55 percent for the state (see Figure 3).
- HISD's improvement in the percentage of students meeting the TSI higher education readiness criteria in mathematics equaled the improvement for the state for the White student group from 2009 to 2010, while all other student groups showed a lower rate of improvement as the state during the same time period (see Figure 4).
- The number of HISD students meeting the higher education readiness mathematics criteria increased for each student group from 2009 to 2010. For all students, the numbers increased from 4,855 in 2009 to 5,618 in 2010 (see Table 2).

Student Performance on PSAT, ACT, and SAT

- The total number of HISD students (grades 9–11) scoring a 45 or higher on the critical reading section of the PSAT test in the fall of 2010 was 7,048, an increase from 5,070 tenth and eleventh graders in the fall of 2009. However, the percentage of test-takers scoring a 45 or higher in critical reading decreased slightly from 26 percent in 2009 to 22 percent in 2010 (see Figure 5).
- For the math section of the PSAT, the number of HISD sophomores and juniors scoring a 45 or higher increased from 6,591 in the fall of 2009 to 9,821 ninth through eleventh graders in the fall of 2010. This represents a decrease of four percentage points, from 34 percent in 2009 to 30 percent in 2010.
- On the writing section of the PSAT, 21 percent of HISD sophomores and juniors scored a 45 or higher in 2009, compared to 17 percent of ninth through eleventh graders tested in 2010. Additionally, the total number of HISD students meeting this standard in 2010 was 5,341, compared to the 4,129 in 2009.
- Participation rates for HISD sophomores have increased steadily since the fall of 2008, with 83.7 percent testing in 2008, 87.8 percent of enrolled sophomores testing in 2009, to 90.4 percent of enrolled sophomores testing in the fall of 2010. The district met its target participation rate of 90 percent (see Table 3).

- On the ACT test, the total number of HISD students with a composite score of 21 or higher increased from 734 in 2009 to 852 in 2010. While there was an increase in the number of students scoring 21 or higher, there was a decrease of four percentage points, from 39 percent in 2009 to 35 percent in 2010. The district missed its goal of 50 percent (see Figure 6).
- On the SAT from 2009 to 2010, HISD reported no gains in the percentage of students scoring 500 or higher in critical reading, math, and writing, with 33 percent meeting the standard in critical reading, 39 percent meeting the standard in math, and 31 percent meeting the standard in writing in 2010. The actual number of HISD students scoring 500 or higher on the SAT increased from 1,528 to 1,632 in critical reading, from 1,809 to 1,942 in math, and from 1,448 to 1,519 in writing from 2009 to 2010 (see Figure 7).

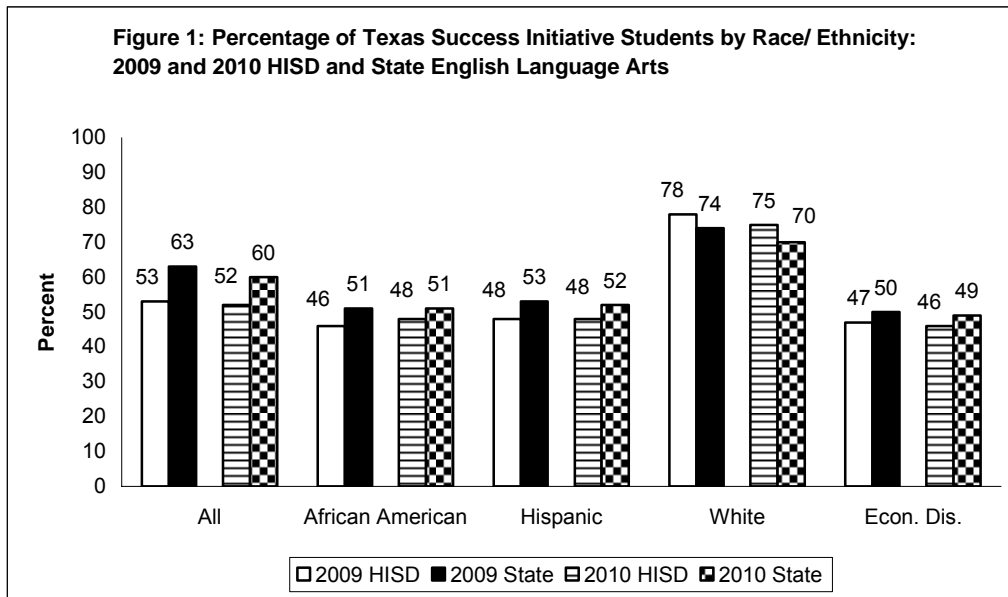
Graduates Receiving the Recommended High School Program Diploma or Higher

- The total percentage of HISD students graduating under either the Recommended High School Program (RHSP) or the Distinguished Achievement Program (DAP) increased from 85.9 percent in the class of 2008 to 86.9 percent in the class of 2009, but decreased to 86.1 for the class of 2010 (see Figure 8). The district did not meet the goal of 95 percent.
- The percentage of HISD students graduating under the Recommended High School or Distinguished Achievement Programs decreased from 2009 to 2010 for all students and for the Hispanic and White student groups. The decreases were slight for each subgroup, with all students, Hispanic, and White student groups decreasing their percentage of students receiving the RHSP or higher by 0.8, 1.0, and 1.5 percentage points, respectively, from 2009 to 2010. The percentage of HISD students graduating under the Recommended High School or Distinguished Achievement Programs increased for the African American student groups, from 80.7 percent in 2009 to 81.4 percent in 2010.
- The number of HISD students graduating in the class of 2007 under the RHSP or higher increased by 614 students, from 6,855 in 2008 to a total of 7,470 in the class of 2009. That total increased for the class of 2010 by 385 students, to 7,855 (see Table 4). For the classes of 2008 and 2009, HISD reported a higher percentage of graduates receiving the RHSP or DAP than did the state. State data for the class of 2010 are not available at the present time (Figure 9).

College-Going Rates: Applications, Enrollments, and Scholarships

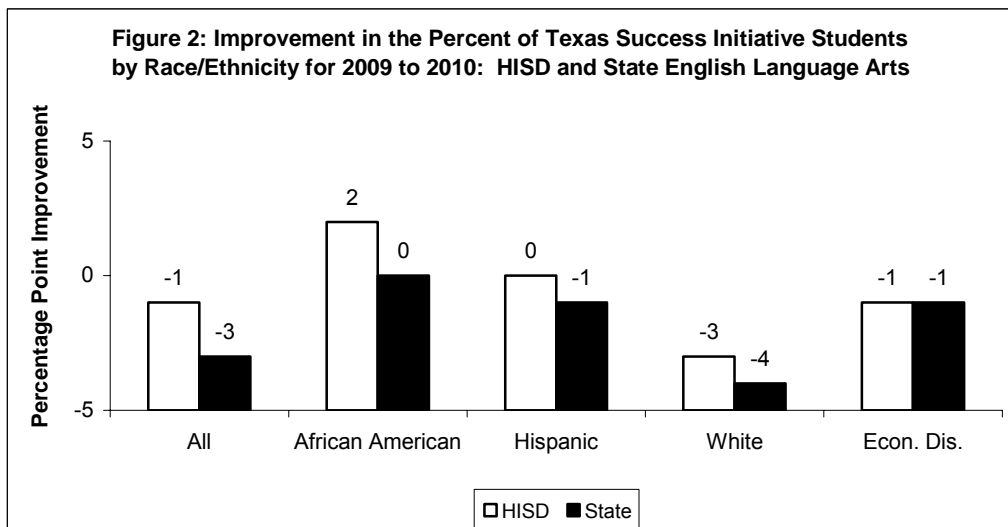
- According to Texas Higher Education Coordinating Board data, a total of 3,448 HISD students out of 8,595 graduates in 2009 submitted a total of 6,484 applications to Texas Public colleges and universities, with the majority of those students (1,783) applying to only one college (Table 5).
- The percent of HISD graduates enrolled in college for the fall semester immediately following high school graduation has increased from 51 percent in 2007, to 53 percent in 2008, and again to 54 percent for 2009. Twice as many graduates enrolled in 4-year institutions (36 percent) as opposed to 2-year institutions (18 percent) in the class of 2009 (see Figure 10).
- HISD graduates were awarded a total of \$51,430,434.00 in scholarship money in the class of 2009, and for the class of 2010, that total increased to \$97,133,202.00. Graduates from DeBakey and Bellaire had the highest combined totals in scholarship dollars awarded (see Table 6).

The qualifying scores for higher education readiness in English language arts for the Texas Success Initiative (TSI) are scale scores of 2200 on the exit-level TAKS English language arts test with a written composition score of '3' or higher on the writing component.



Target 2012:
70%

Source: Academic Excellence Indicator System 2009–2010



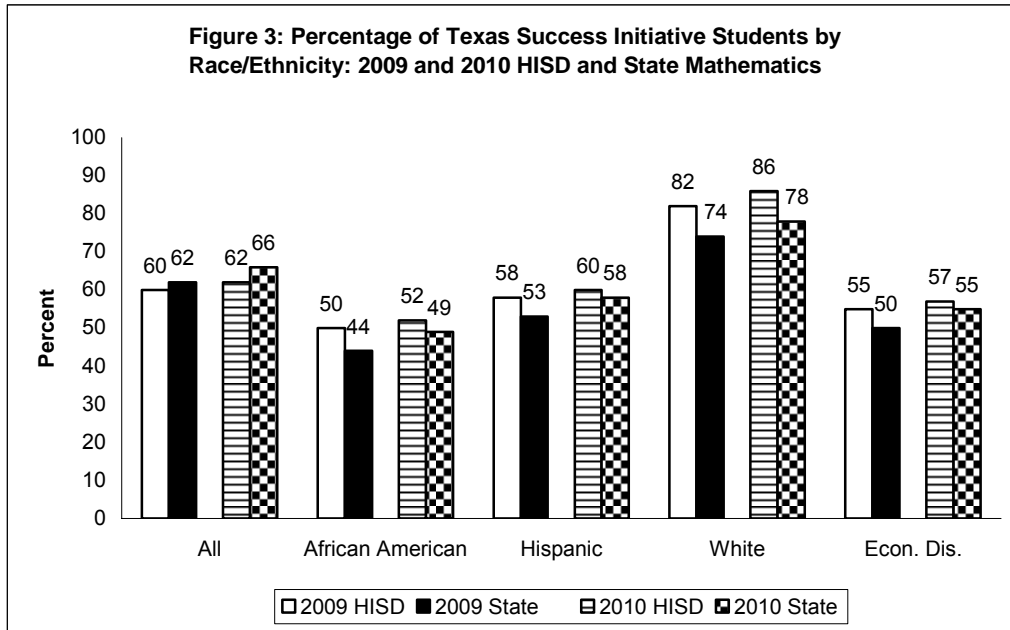
Source: Academic Excellence Indicator System 2009–2010

Table 1: Counts of Students Meeting Texas Success Initiative Criteria by Race/Ethnicity: English Language Arts for HISD

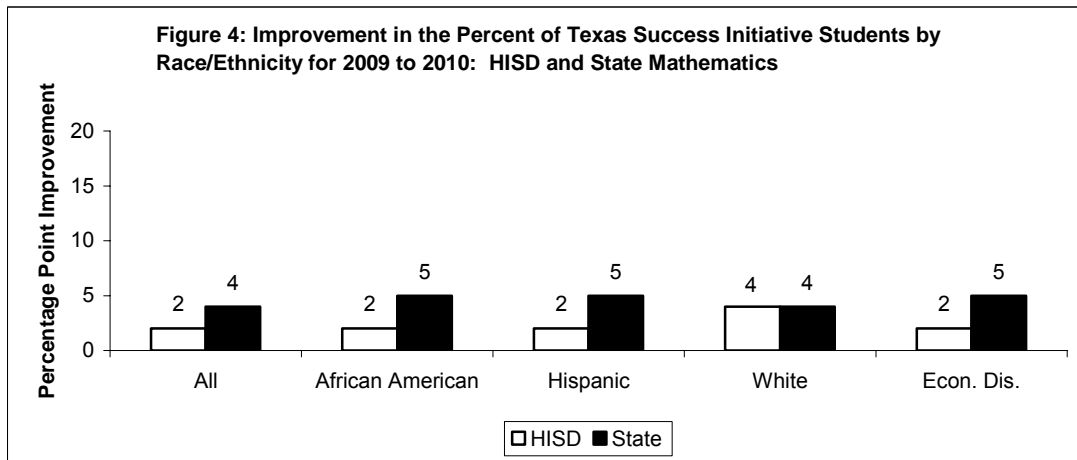
	All	African American	Hispanic	White	Econ. Dis.
2009	4,335	1,135	2,076	793	2,317
2010	4,810	1,345	2,372	752	2,821

Source: TEA, State Gold Performance Data Tables, 2009–2010

The qualifying scores for higher education readiness in mathematics for the TSI are scale scores of 2200 on the exit-level TAKS mathematics test.



Source: Academic Excellence Indicator System 2009–2010

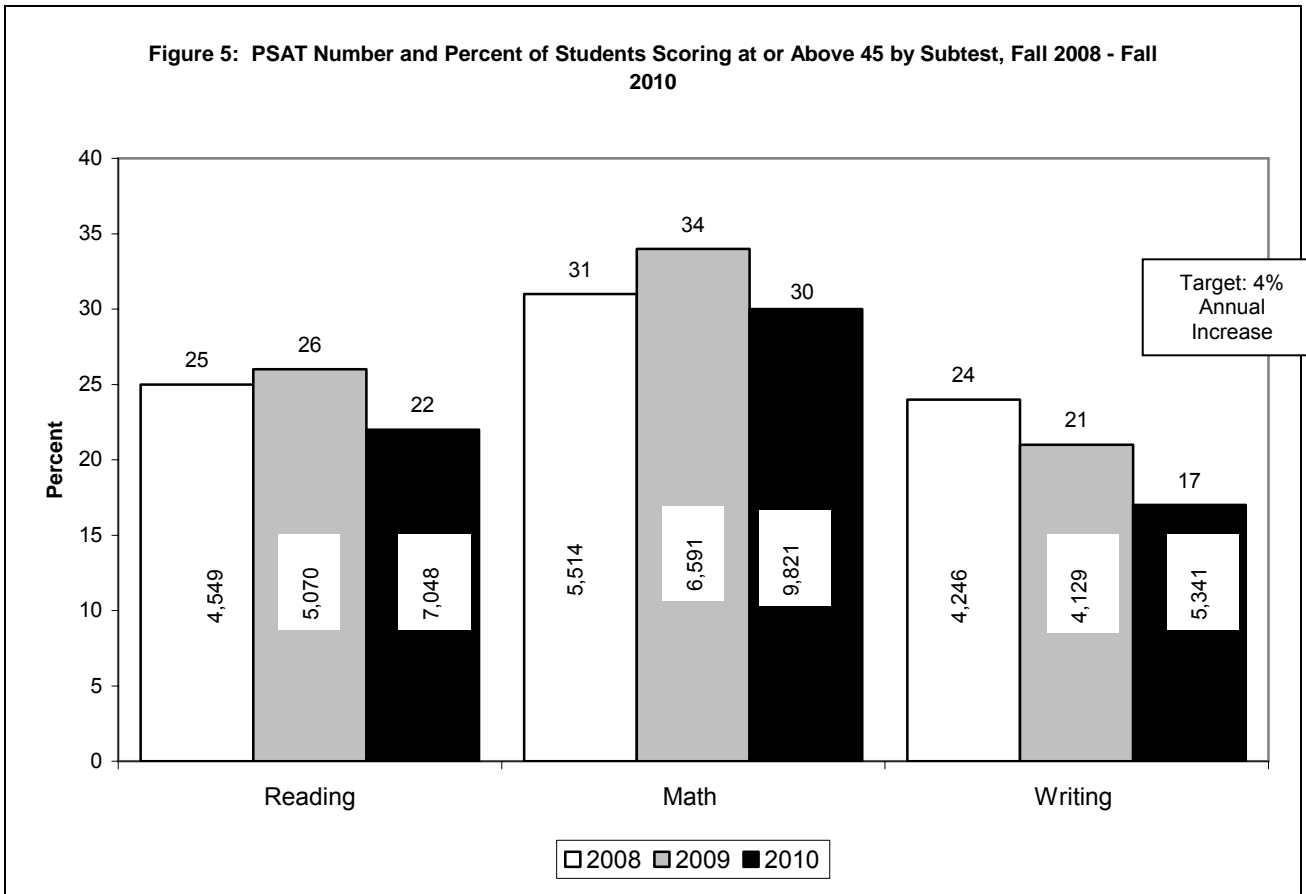


Source: Academic Excellence Indicator System 2009–2010

Table 2: Counts of Students Meeting Texas Success Initiative Criteria by Race/Ethnicity: Mathematics for HISD

	All	African American	Hispanic	White	Econ. Dis.
2009	4,855	1,204	2,445	825	2,710
2010	5,618	1,436	2,925	864	3,447

Source: TEA, State Gold Performance Data Tables, 2009–2010



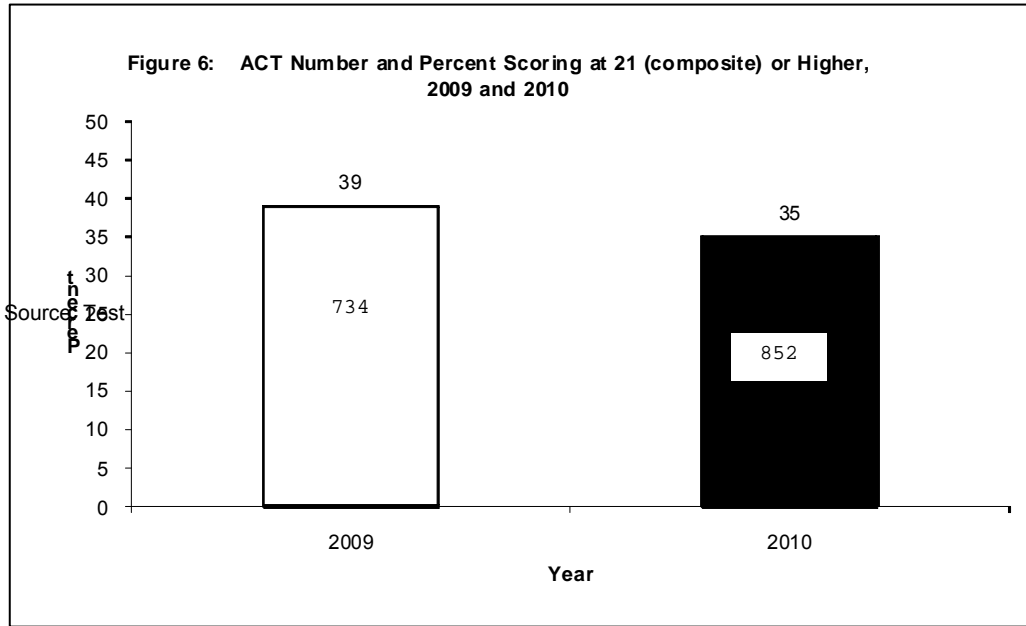
Source: Test Contractor Data Files, 2008–2010. 2009 data from files provided by College Board to include 3 new campuses.
 Note: 2008–2009 results include only grades 10–11; 2010 PSAT results include grades 9–11.

Table 3: Fall 2008–2010 Sophomore PSAT Participation Rates

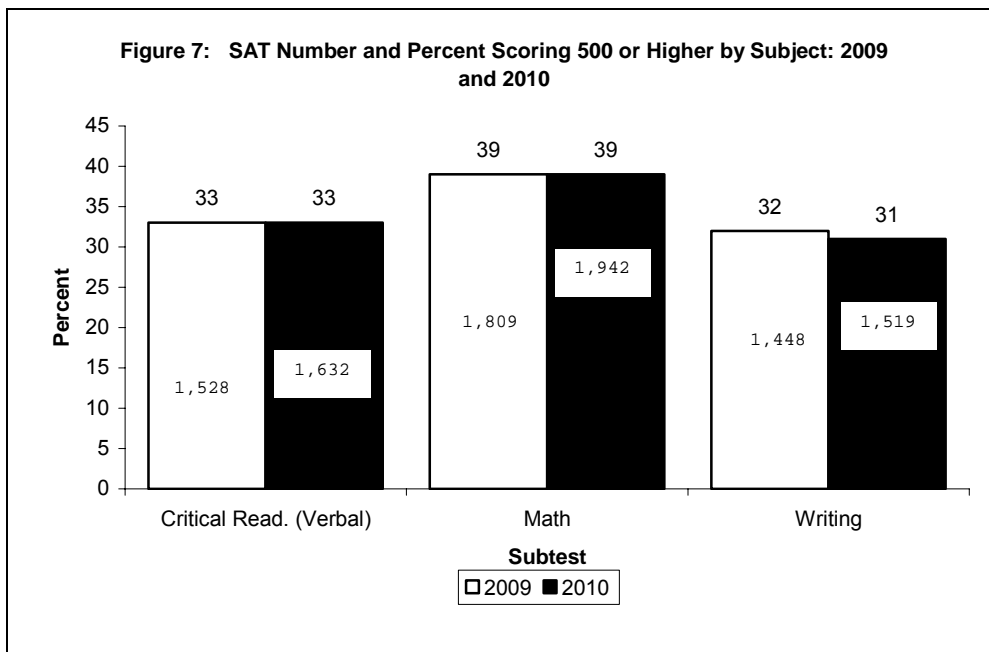
	Enrolled	N Taking	Percent
Fall 2008	12,242	10,245	83.7
Fall 2009	12,320	11,002	89.3
Fall 2010	12,412	11,221	90.4

Target 2012:
90%
Participation

Source: 2008–2010 PEIMS Fall Submission

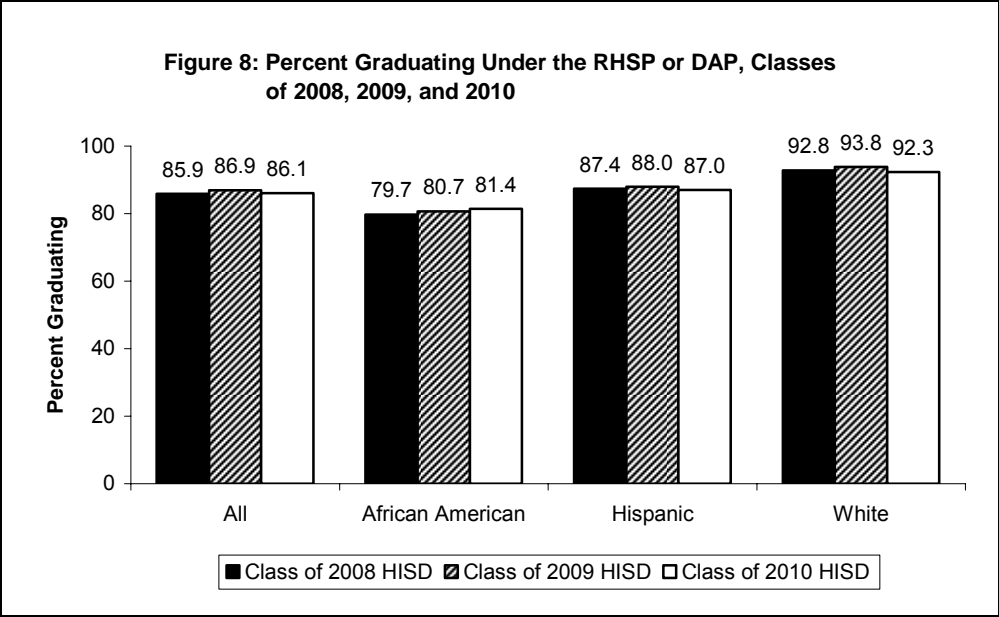


Target 2012:
50%



Target 2012:
50%

Source: Test Contractor Data Files, 2009–2010
Note: No observed difference in writing due to rounding.



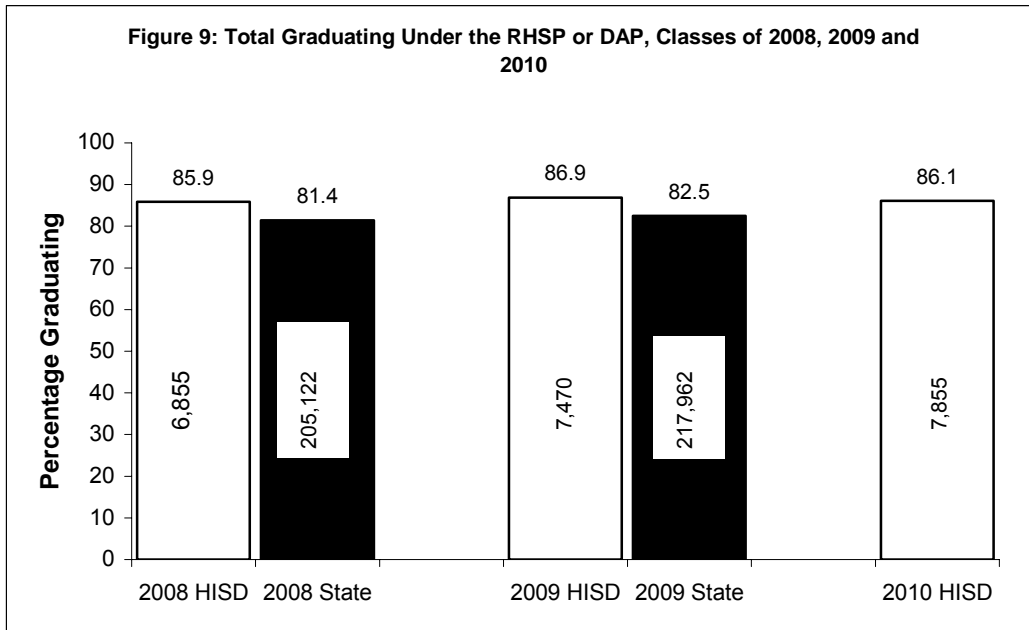
Target 2012:
95%

Source: TEA Accountability Report Data: class of 2008 and 2009, PEIMS Edit+ Report, 2010 Fall Collection for class of 2010.

Table 4: Counts of Students Graduating Under the Recommended High School Program or Higher by Ethnicity for HISD

	All Students	African American	Hispanic	White
Class of 2008	6,855	2,011	3,398	1,076
Class of 2009	7,470	2,102	3,859	1,081
Class of 2010	7,855	2,270	4,191	928

Source: TEA Accountability Report Data, class of 2008 and 2009; PEIMS Edit+ Report, 2010 Fall Collection for class of 2010



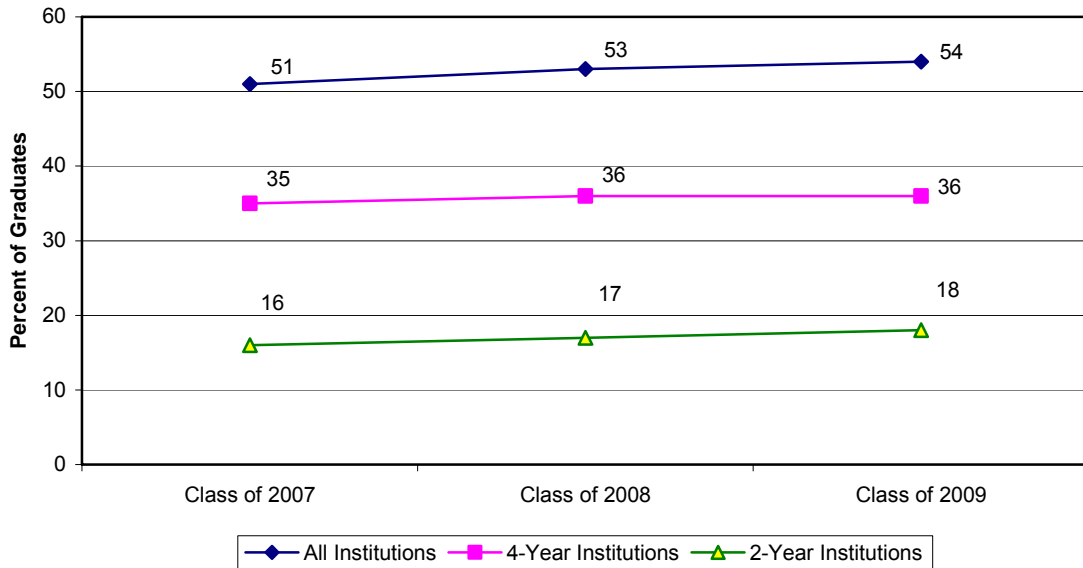
Source: TEA Accountability Report, 2008–2010; PEIMS Edit+ Report, 2010 Fall Collection
 Note: State data for the class of 2010 are not available at this time.

Table 5: Counts of Students Applying to Texas Public Colleges (2-Year, 4-Year, and ICUT) for HISD: Students Graduating in 2009

Total Grads	Total Apps	Grads Sub Apps	Grads Sub 1 App	Grads Sub 2 Apps	Grads Sub 3 Apps	Grads Sub 4+ Apps
8,595	6,484	3,448	1,783	861	461	343

Note: Source: THECB: Includes high schools with more than 25 graduates and at least 5 or more applications.

Figure 10: Percent of HISD Students Enrolled in College in the Fall Immediately Following Graduation from High School, by Institutional Level



Source: NSC 2011 Student Tracker for High Schools, Aggregate Report.

Table 6: Scholarships Awarded (Dollar Values) to HISD: Classes of 2009 and 2010, by Campus and District Totals

Campus	Class of 2009	Class of 2010
Barbara Jordan HS	574,200	378,700
Bellaire HS	3,612,753	8,951,174
Booker T. Washington HS	2,784,000	2,871,382
Carnegie HS	1,039,600	5,304,588
Challenge EC	592,700	2,052,675
Chavez HS	1,963,276	3,511,819
CLC	18,900	34,800
Davis HS	1,118,174	1,123,149
East Early HS		632,327
Eastwood HS	154,200	246,350
Empowerment HS	184,100	121,372
Furr HS	1,815,464	2,144,730
H AIS		414,100
Hope Academy		16,000
HSLECJ	244,700	828,100
HSPVA	2,599,506	9,702,182
Jones HS	786,800	719,600
Kashmere HS	505,354	296,498
Lamar HS	7,557,164	8,290,092
Leaders Academy		91,500
Lee HS	691,300	978,234
Liberty HS	16,150	34,000
Madison HS	2,492,242	3,050,737
Michael DeBakey HS	5,107,672	14,953,846
Milby HS	3,323,100	2,413,850
Mount Carmel Academy	105,330	506,517
Reach HS	133,000	160,920
Reagan HS	879,950	2,445,226
Sam Houston MST	1,523,600	2,158,790
Scarborough HS	215,270	240,939
Sharpstown HS	758,100	1,748,233
Stephen F. Austin HS	718,814	1,893,009
Sterling HS	2,415,505	1,854,002
Waltrip HS	1,473,216	1,386,938
Westbury HS	483,750	961,262
Westside HS	2,111,587	7,468,226
Wheatley HS	1,330,471	2,190,540
Worthing HS	1,289,056	1,567,083
Yates HS	1,385,630	3,387,712
HISD	51,430,434	97,133,202

Source: HISD Department of College, Career, and Counseling