

REPORT FROM THE SUPERINTENDENT

Office of Superintendent of Schools
Board of Education Meeting of September 8, 2011

SUBJECT: **BOARD MONITORING SYSTEM–GOAL 1, SECTION A: ELIMINATE THE ACHIEVEMENT GAP BETWEEN STUDENT GROUPS**

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 A: Eliminate the Achievement Gap Between Student Groups**. This policy states that “[T]he administration shall provide the Board of Education with a report reflecting any gap in TAKS passing rates between white, African-American, Hispanic, and economically disadvantaged students, and by gender, in each tested topic. The report shall provide cumulative, districtwide scores, combining all grade levels into one chart.”

The attached reports provide the information requested for the 2010–2011 school year.



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). Note: 2010 Texas Assessment of Knowledge and Skills (TAKS) data was re-calculated to reflect the new federal race and ethnicity definition of student groups enacted during the 2010–2011 school year.

Findings

TAKS Achievement Gap (English and Spanish Combined)

- When examining the percentage passing at the state standard on the Texas Assessment of Knowledge and Skills (TAKS) in 2010 and in 2011, the differences between White students' and Hispanic and African American students' test scores overall decreased from 2010 to 2011. In 2011, the gap between White students' test scores and Hispanic students' test scores decreased in all six subtests reported. The 2011 gap between White students' test scores and African American students' test scores decreased from 2010 on all tests taken, mathematics, science, and social studies (Figure 1a and Figure 1b).
- In 2011, the largest gap between White students' and Hispanic students' test scores was in science, with White students reporting 94.8 percent passing compared with 80.0 percent of Hispanic students. The largest gap between White students' and African American students' test scores was in math, with White students reporting 92.3 percent passing compared with 72.7 percent of African American students (Figure 1a and Figure 1b).
- When considering economic status at the state passing standard on the TAKS in 2010 and in 2011, there was not a decrease in the gap on any of the subtests reported (Figure 3).

Figure 1a: HISD TAKS Percent Passing by Subject and Ethnicity: 2010 and 2011

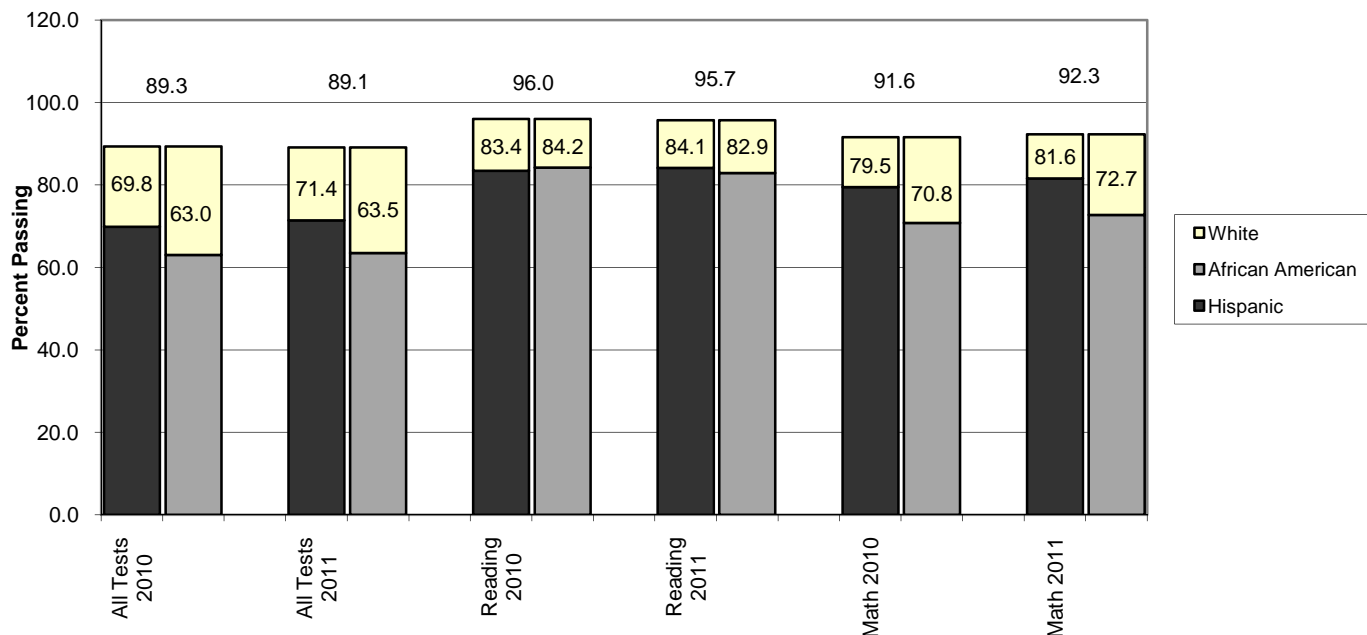


Figure 1b: HISD TAKS Percent Passing by Subject and Ethnicity: 2010 and 2011 continued

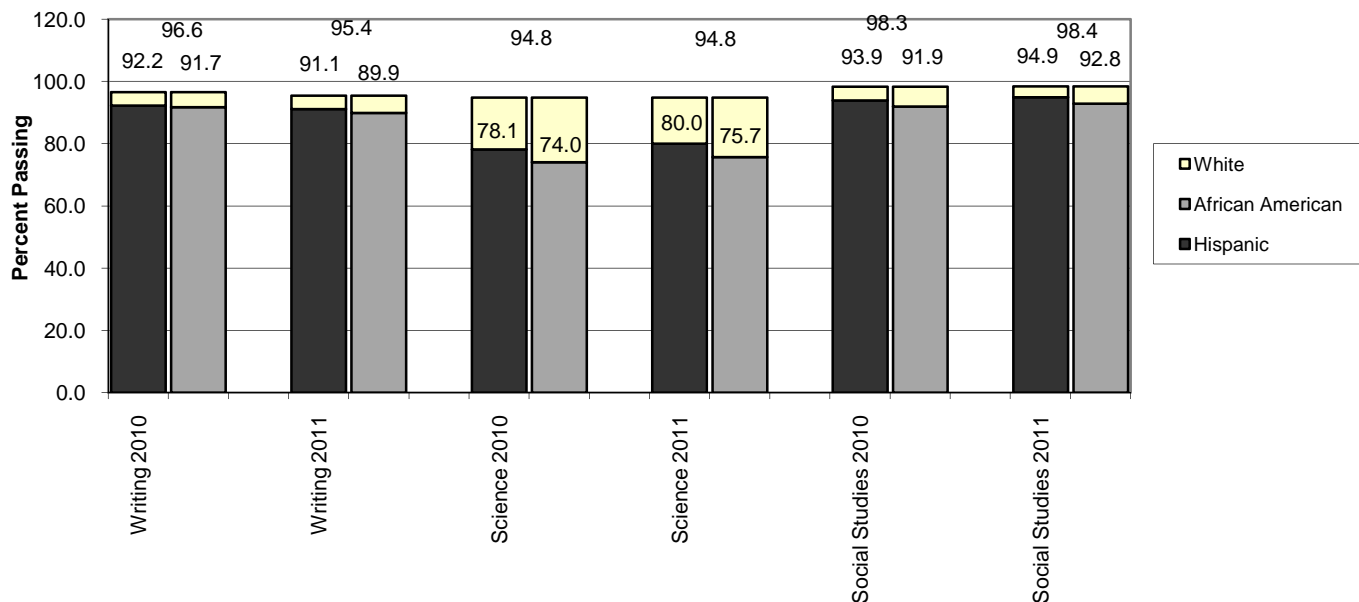


Figure 2: HISD All Tests Taken Gap by Race/Ethnicity



Source: TAKS data file spring 2010 and 2011. Note: 2010 and 2011 data calculated using new federal ethnicity codes.

Data by Gender:

| Ethnicity | 2010 | | 2011 | |
|------------------|------|--------|------|--------|
| | Male | Female | Male | Female |
| Hispanic | 68.4 | 71.3 | 69.9 | 72.9 |
| African American | 60.5 | 65.4 | 61.0 | 66.0 |
| White | 89.0 | 89.5 | 87.9 | 90.4 |

Figure 3: HISD TAKS Percent Passing by Subject and Economic Status: 2010 and 2011

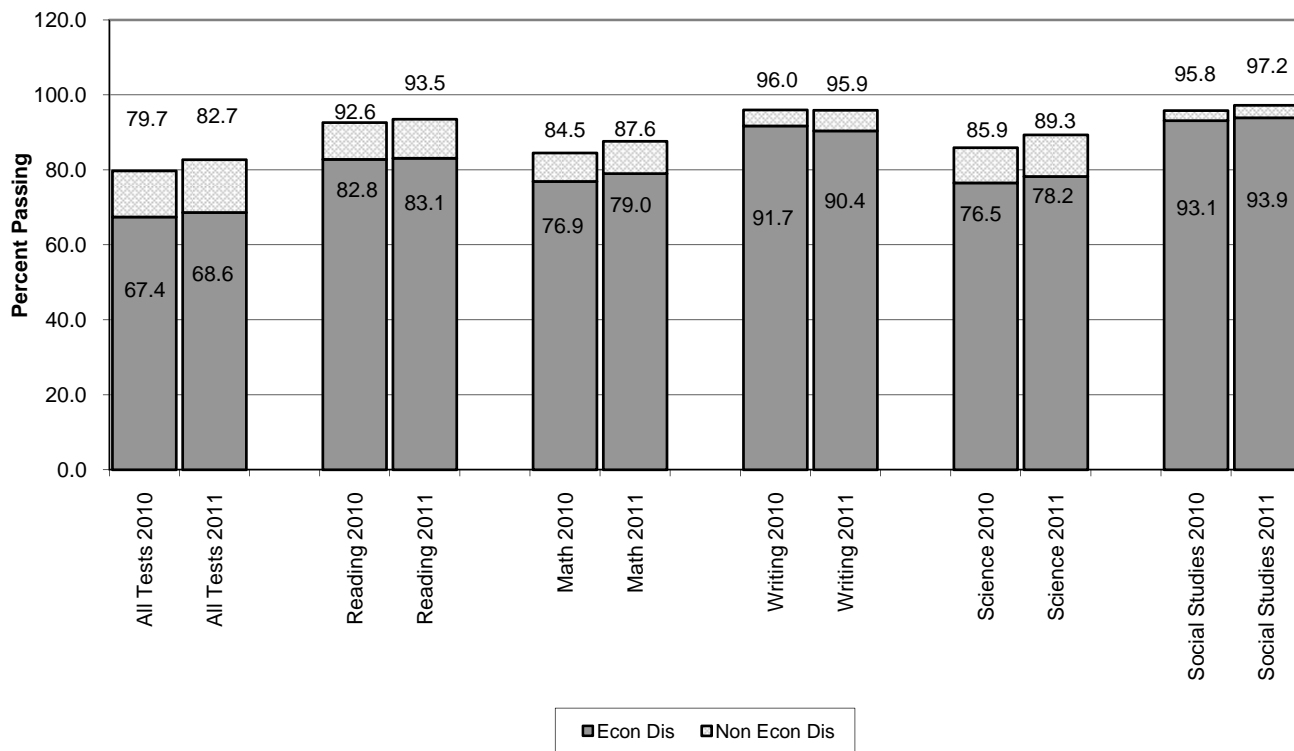
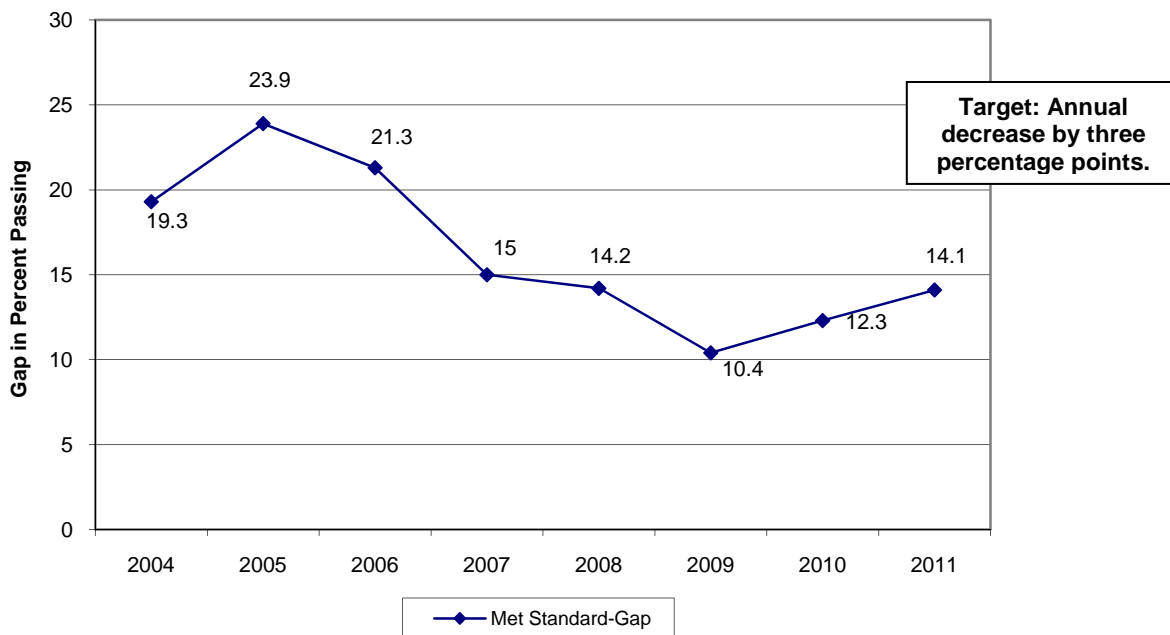


Figure 4: HISD All Tests Taken Gap by Economic Status



Source: TEA, TAKS data file spring 2004–2011.

Data by Gender:

| <u>Economic Status</u> | <u>2010</u> | | <u>2011</u> | |
|-------------------------------|--------------------|---------------|--------------------|---------------|
| | <u>Male</u> | <u>Female</u> | <u>Male</u> | <u>Female</u> |
| Econ Dis | 65.8 | 69.0 | 67.0 | 70.3 |
| Non-Econ Dis | 78.4 | 81.0 | 81.1 | 84.4 |

Achievement Gap by School Office – For Information Purposes Only

Figure 4: Elementary School TAKS Percent Passing by Subject and Ethnicity: 2010 and 2011

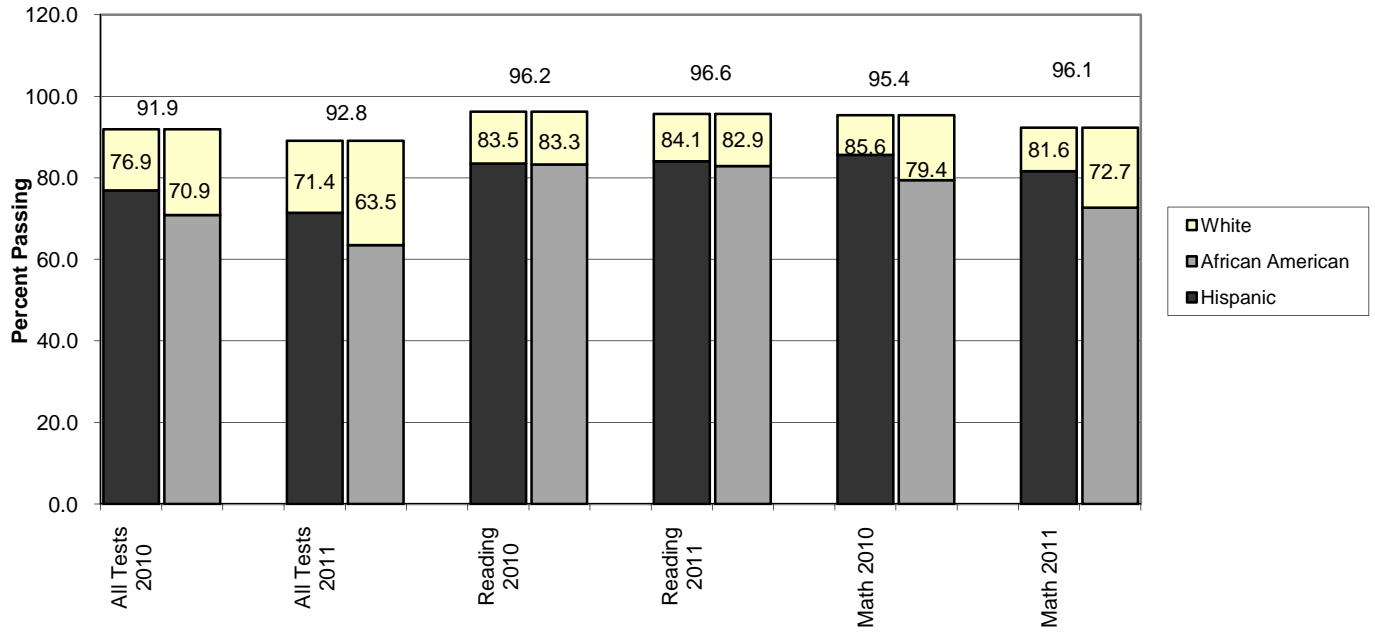
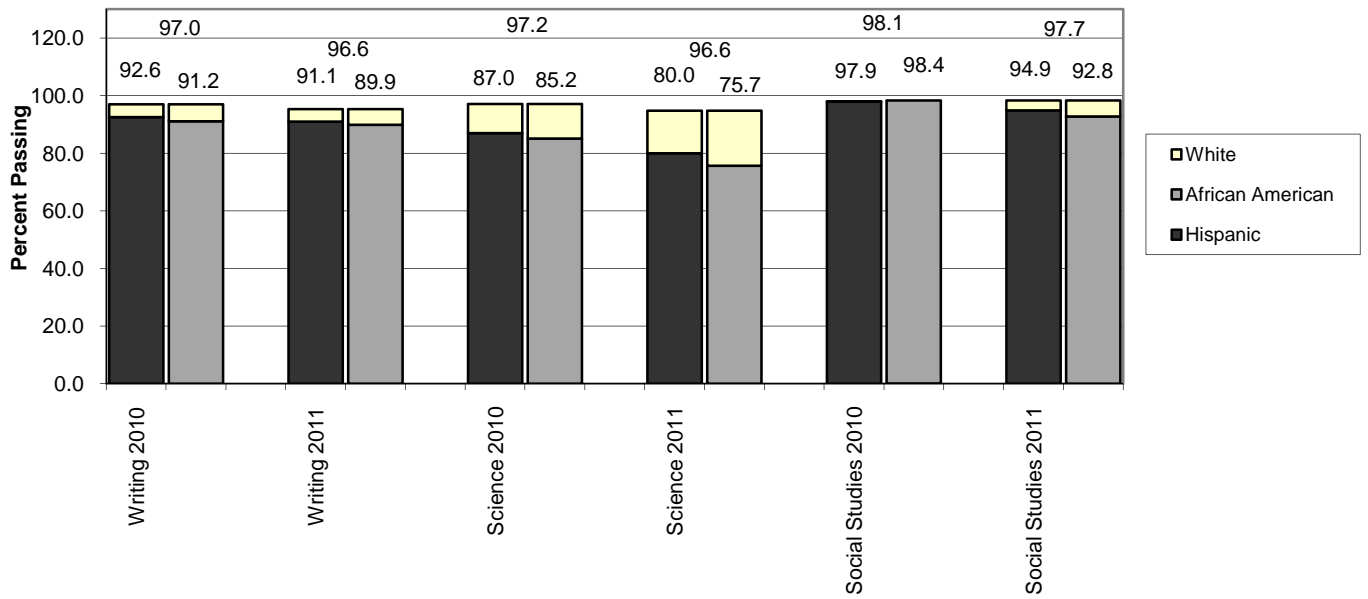


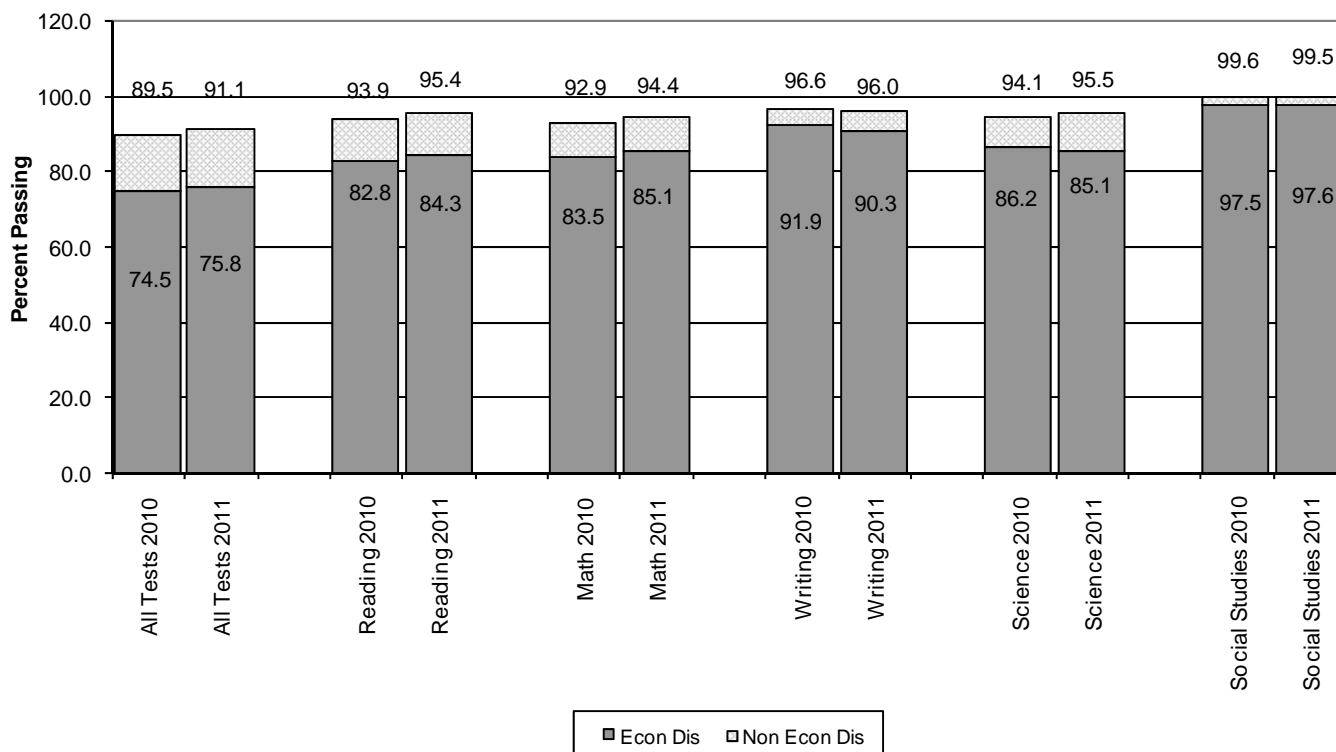
Figure 4 cont'd: Elementary School TAKS Percent Passing by Subject and Ethnicity: 2010 and 2011



Data by Gender:

| Ethnicity | 2010 | | 2011 | |
|------------------|------|--------|------|--------|
| | Male | Female | Male | Female |
| Hispanic | 75.5 | 78.3 | 76.7 | 79.9 |
| African American | 69.1 | 72.6 | 69.7 | 72.9 |
| White | 92.4 | 91.3 | 91.2 | 94.3 |

Figure 5: Elementary School TAKS Percent Passing by Subject and Economic Status: 2010 and 2011



Data by Gender:

| Economic Status | 2010 | | 2011 | |
|-----------------|------|--------|------|--------|
| | Male | Female | Male | Female |
| Econ Dis | 73.1 | 75.8 | 74.3 | 77.3 |
| Non-Econ Dis | 88.9 | 90.2 | 89.8 | 92.6 |

Figure 6: Middle School TAKS Percent Passing by Subject and Ethnicity: 2010 and 2011

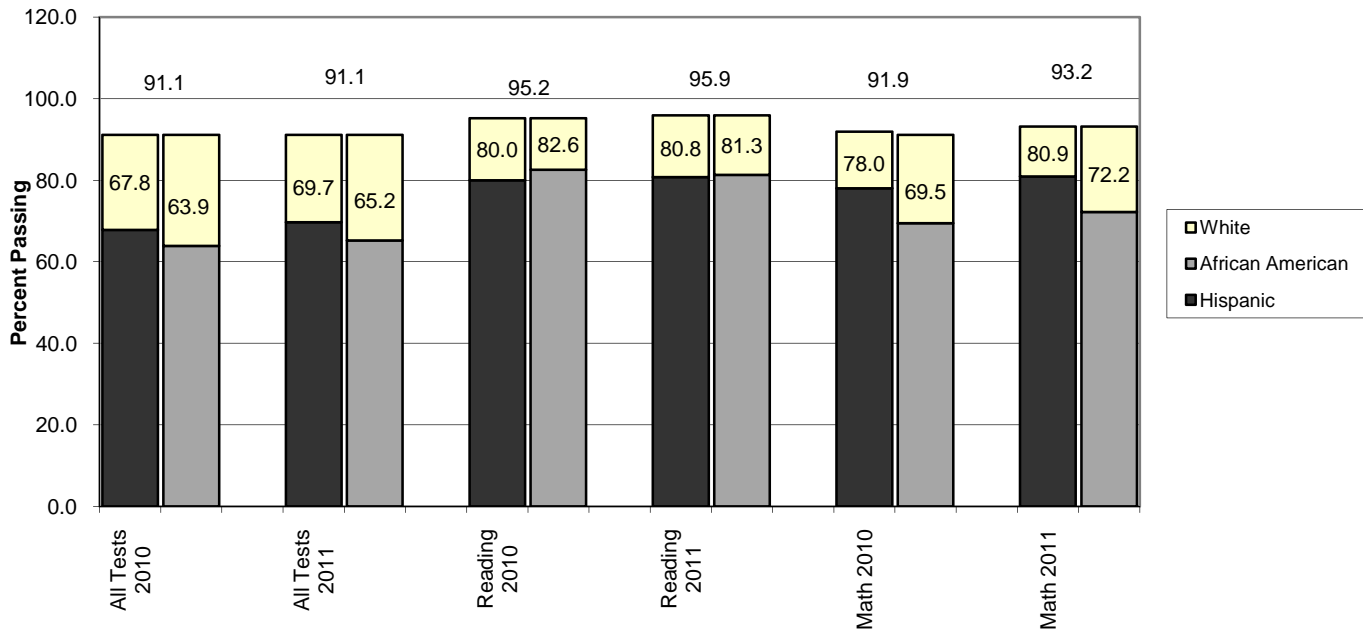
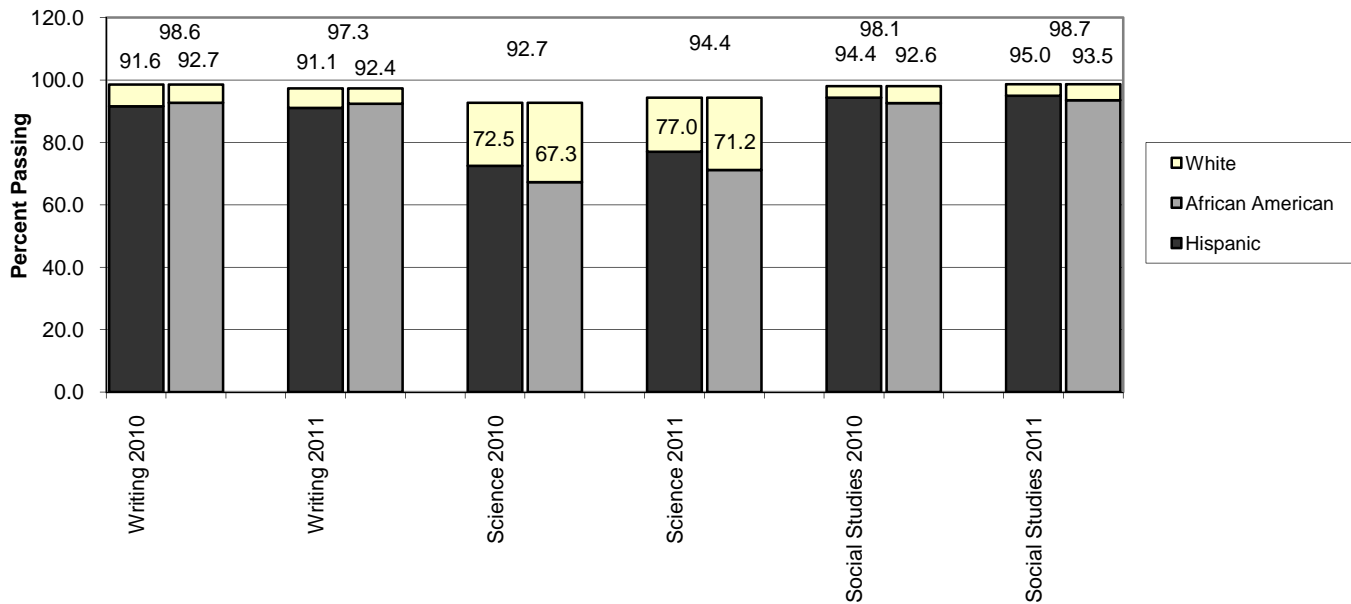


Figure 6 cont'd: Middle School TAKS Percent Passing by Subject and Ethnicity: 2010 and 2011

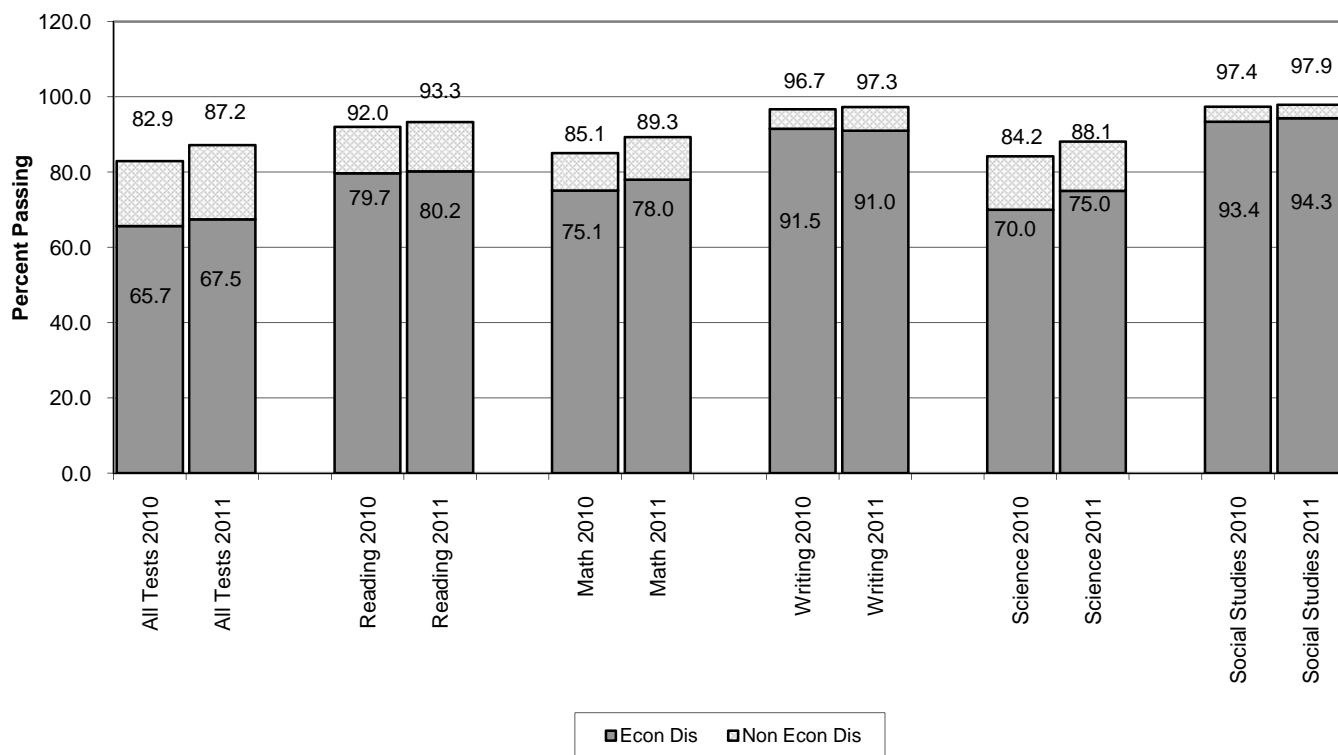


Data by Gender:

Table 5: Middle School TAKS Percent Passing All Tests Taken Gap by Ethnicity by Gender

| Ethnicity | 2010 | | 2011 | |
|------------------|------|--------|------|--------|
| | Male | Female | Male | Female |
| Hispanic | 65.7 | 69.9 | 67.8 | 71.8 |
| African American | 61.5 | 66.1 | 62.9 | 67.5 |
| White | 90.1 | 92.1 | 90.0 | 92.3 |

Figure 7: Middle School TAKS Percent Passing by Subject and Economic Status: 2010 and 2011



Data by Gender:

Table 6: Middle School TAKS Percent Passing All Tests Taken Gap by Economic Status by Gender

| Economic Status | 2010 | | 2011 | |
|-----------------|------|--------|------|--------|
| | Male | Female | Male | Female |
| Econ Dis | 63.5 | 67.8 | 65.5 | 69.6 |
| Non-Econ Dis | 81.5 | 84.2 | 85.3 | 89.2 |

Figure 8: High School TAKS Percent Passing by Subject and Ethnicity: 2010 and 2011

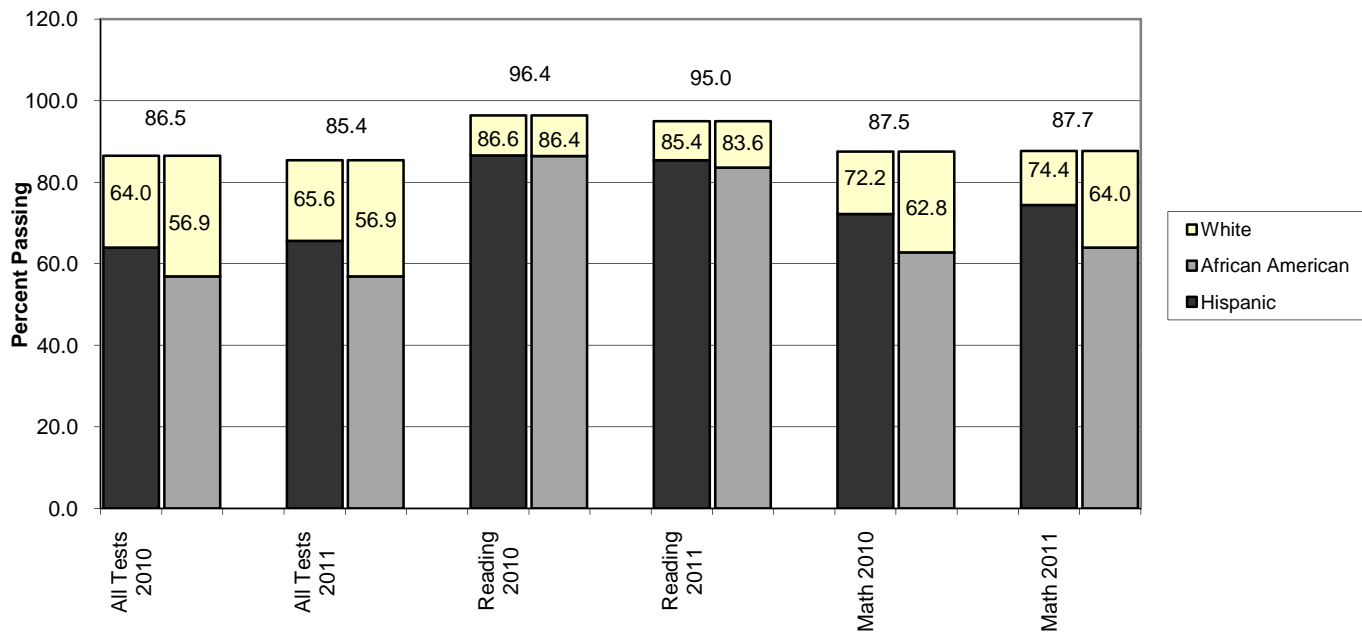
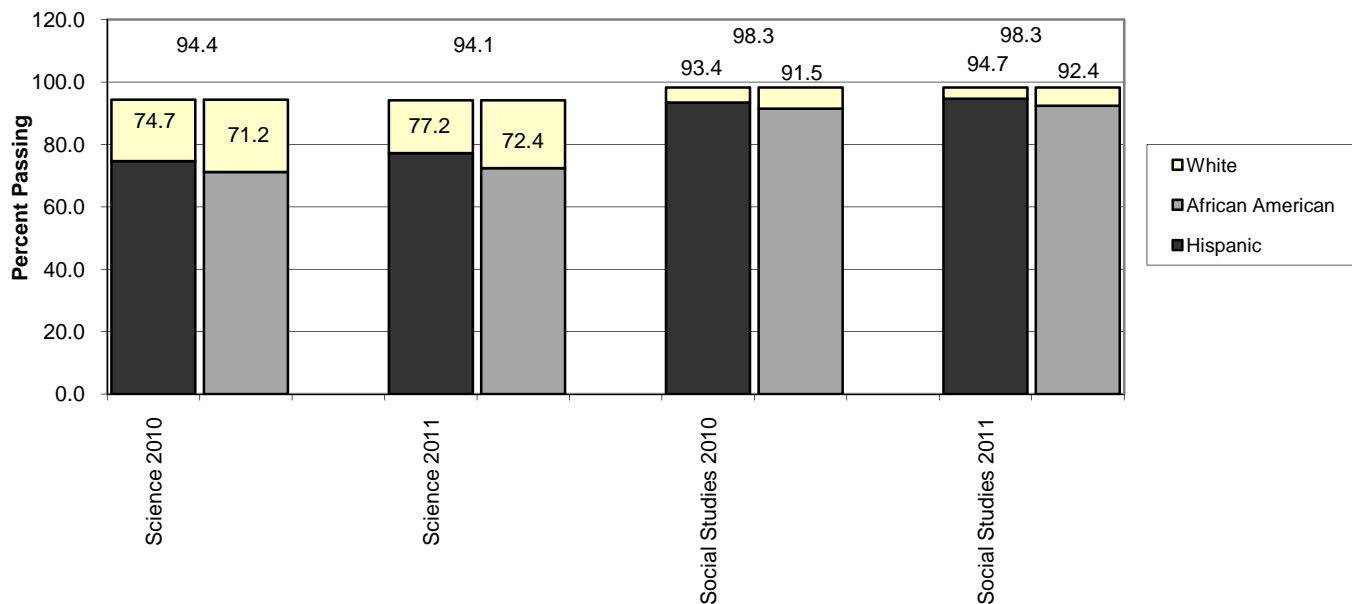


Figure 8 cont'd: High School TAKS Percent Passing by Subject and Ethnicity: 2010 and 2011

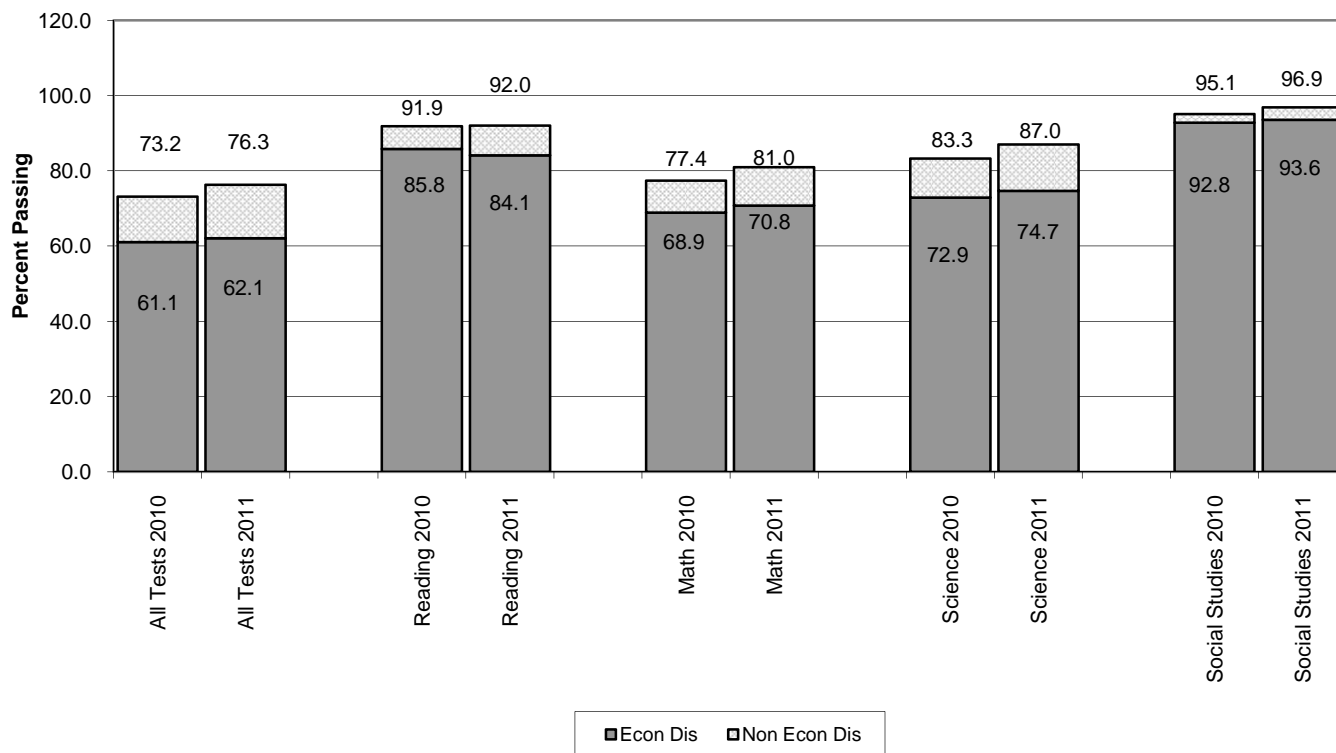


Note: TAKS Writing is given at grades 4 and 7 only and is not included for High School Office.

Data by Gender:

| Ethnicity | 2010 | | 2011 | |
|------------------|------|--------|------|--------|
| | Male | Female | Male | Female |
| Hispanic | 62.9 | 65.1 | 64.4 | 66.8 |
| African American | 53.7 | 60.0 | 53.6 | 60.2 |
| White | 86.1 | 87.0 | 84.3 | 86.6 |

Figure 9: High School TAKS Percent Passing by Subject and Economic Status: 2010 and 2011



Data by Gender:

| Economic Status | 2010 | | 2011 | |
|-----------------|------|--------|------|--------|
| | Male | Female | Male | Female |
| Econ Dis | 59.7 | 62.6 | 60.5 | 63.7 |
| Non-Econ Dis | 71.4 | 74.9 | 74.4 | 78.2 |