

REPORT FROM THE SUPERINTENDENT

Office of Superintendent of Schools
Board of Education Meeting October 13, 2011

SUBJECT: BOARD MONITORING SYSTEM—GOAL 1, SECTION D: HISD WILL BECOME A RECOGNIZED DISTRICT

At the February 2010 meeting, the Board of Education implemented a revised Board Monitoring System in order to efficiently maintain and measure Houston Independent School District's (HISD) goals and 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) requires that *"the administration shall report to the Board of Education on each goal and core value using the specific method and timing set out."* In reference to HISD's **Goal 1: Increase Student Achievement**, the attached report provides information regarding **Section D: HISD Will Become a Recognized District**. The policy states that *"[T]he administration shall provide the Board of Education with bar charts representing each TEA accountability measurement used statewide for grading districts as a whole and reflect on the bar chart the extent to which the District measures. The bar charts shall report the levels needed for various standards (such as recognized, exemplary, etc.) to help measure the District's progress. Timing: The charts shall be provided to Board members as an A-1 report annually in October, commencing in 2004."*

The attached report provides the 2011 status of HISD on the Texas Education Agency (TEA) accountability system and its performance on each of the indicators required to reach the Recognized rating. The district was rated Academically Acceptable by TEA for the 2010–2011 school year.



Board Monitoring System: Indicator D

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 meet the Texas Education Agency's (TEA) criteria for Recognized status in the state accountability system (Goal 1, Section D).

Findings

State Criteria for Achieving Recognized Status

- This is the first year under the Accountability rating system that HISD has met all requirements for a recognized district, except for the "no campus rated as unacceptable" measure. HISD has increased its results across six of the seven requirements for recognized status and made great strides in improving standards.
- All of the student groups met the completion rate through the recognized standard or required improvement. Although the African American completion rate was 84.8%, this group demonstrated enough improvement over last year to meet the recognized criteria.
- The Annual dropout indicator, 4-year completion rate indicator, underreported student indicator, English Language Learner Indicator, and Commended Performance indicator all met the criteria for a recognized rating.

Factors Hindering HISD's Achievement of Recognized Status

- A district in which any campus is rated Academically Unacceptable under the Standard Accountability System cannot achieve Recognized or Exemplary status. In HISD, there were 21 Academically Unacceptable campuses rated under the Standard Accountability System (see Table 1).

Upcoming Changes

- The State of Texas Assessment of Academic Readiness (STAAR) will replace the Texas Assessment of Knowledge and Skills (TAKS) beginning in spring 2012. In 2012, districts and campuses will not receive an accountability rating due to the fact that the STAAR will be administered for the first time. Ratings from the 2011 state accountability system will rollover for campuses and the district through 2012.

The new accountability rating system will include the following indicators and other features:

- Student performance on the STAAR grades 3–8 and end-of-course (EOC) assessments, measured against both student passing standards and college-readiness standards.

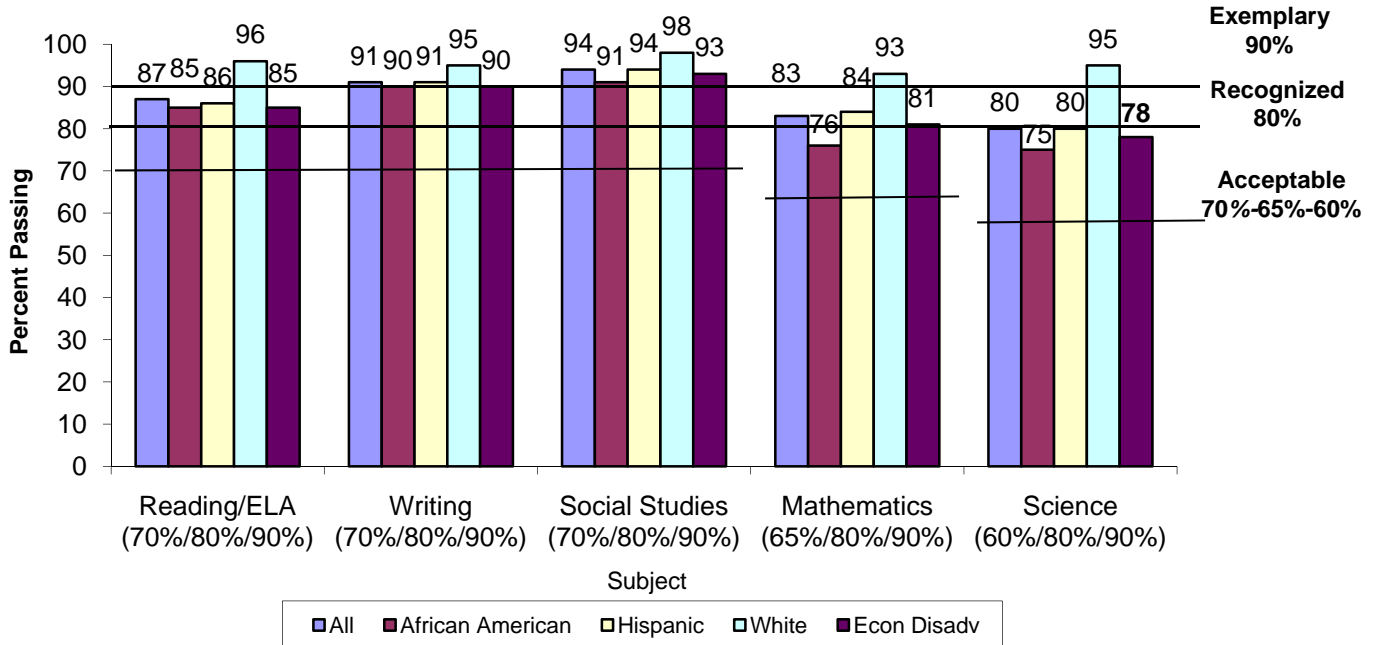
Student progress is also factored in, allowing more students to be identified as meeting or progressing toward meeting these standards.

- Accountability standards defined by the commissioner of education for the current year and projected for the next two years. Standard for the college-ready performance indicator increases so that by 2019–2020 Texas ranks in the top ten among states nationally on two measures – the percent college-ready and the percent graduating under the recommended or advanced high school program, with no gaps by race, ethnicity, or socioeconomic status.
- Dropout rates (including district completion rates) for grades 9 through 12 and high school graduation rates.
- Student group performance based on race/ethnicity and socioeconomic status is evaluated.
- Required Improvement over the prior year is a required feature.
- Average performance of the last three years is a required feature.
- Performance on 85 percent of the measures meeting the standard is an optional feature.
- Accountability rating labels assign districts and campuses to one of two rating categories: “Unacceptable” and “Acceptable.”
- Distinction designations will recognize high performance by students in academics and on broader indicators of excellence beyond results based on state assessments.
 - Recognized and Exemplary ratings are distinction designations for meeting higher college- and career-ready performance standards, rather than higher performance on the same indicators used for accountability ratings.
 - Campus distinction designations will be awarded for campuses in the top 25 percent in annual improvement, campuses in the top 25 percent of those demonstrating ability to close performance gaps, and for academic performance in ELA, mathematics, science, and social studies.
 - Campus distinction designations will also be awarded in four new areas: fine arts, physical education, 21st Century Workforce development program, and second language acquisition program.

The Board will be kept informed as the state defines and develops the new accountability system to be implemented in 2012–2013.

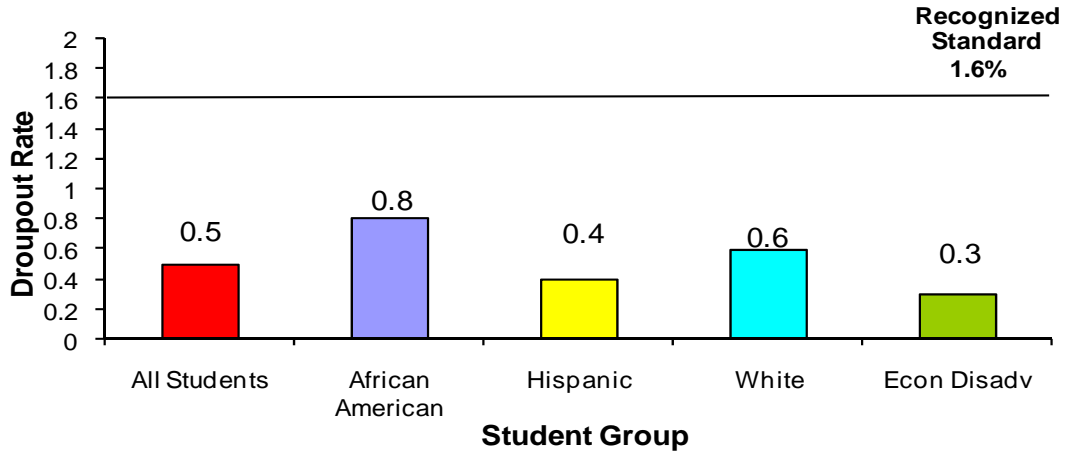
Table 1: TEA Requirements to Be a Recognized District and HISD Results for 2011			
	Criteria for TEA Recognized Status	HISD Districtwide Outcomes	Met/Not Met Recognized Criteria
Lowest TAKS passing rate for all students and each student group	$\geq 80.0\%$	Lowest TAKS passing rates: African-American science – 75%, African-American math – 76%, and Econ. Disadv. Science–78% (see Figure 1).	Met Required Improvement and Allowable Exceptions
Highest annual dropout rate for all students and each student group grades 7 and 8	1.6%	Highest dropout rate: for all students and each student group dropout rates ranged from 0.3 percent to 0.8 percent (see Figure 2).	Met
Lowest 4-year completion rate includes graduates and continuers	$\geq 85.0\%$	African American completion rate -84.8%. For additional student groups see Figure 3.	Met Required Improvement
Number of Academically Unacceptable campuses under standard accountability system	0	21	Not Met
Number of students in grades 7–12 <i>underreported</i> as enrolled or as leavers in the 2009–2010 PEIMS enrollment or leaver record	Less than or equal to 150, or less than or equal to 4 percent of 2009–2010 students in grades 7–12	122 (0.15%)	Met
Percent of English Language Learners (ELL) that met standard on the ELL Progress Indicator: TAKS Reading	$\geq 60.0\%$	ELL Progress Indicator-77% (see Figure 4).	Met
The percent of All students and Economically Disadvantaged students achieving commended performance on TAKS Reading and Math	$\geq 15.0\%$	TAKS commended rates: All students- Reading/ELA- 30% and Math- 29%; Economically Disadvantaged students- Reading/ELA- 26% and Math- 25% (see Figure 4).	Met

Figure 1: TEA Accountability Data Standards for HISD 2011.



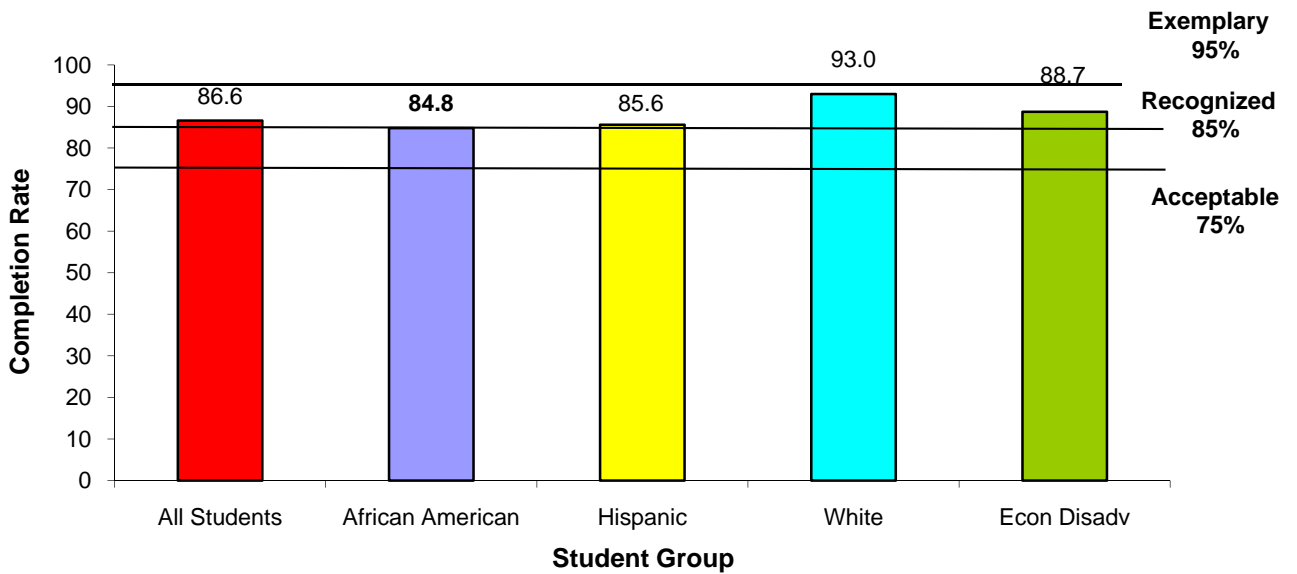
Note: Bold indicates scores below 80%, but used Required Improvement to reach recognized. The African American Math and Science passing rates qualified for an exception.

Figure 2: 2009-2010 Annual Dropout Rates (Grades 7 - 8) used to Rate Middle Schools and the District.



Note: Bold did not meet size requirements.

Figure 3: TEA Requirements on Completion Status for Each Rating Category and HISD Results for the class of 2010



Note: Bold Met Required Improvement for Recognized Criteria.

