



Board Monitoring System: Indicator I

EXECUTIVE SUMMARY

Purpose

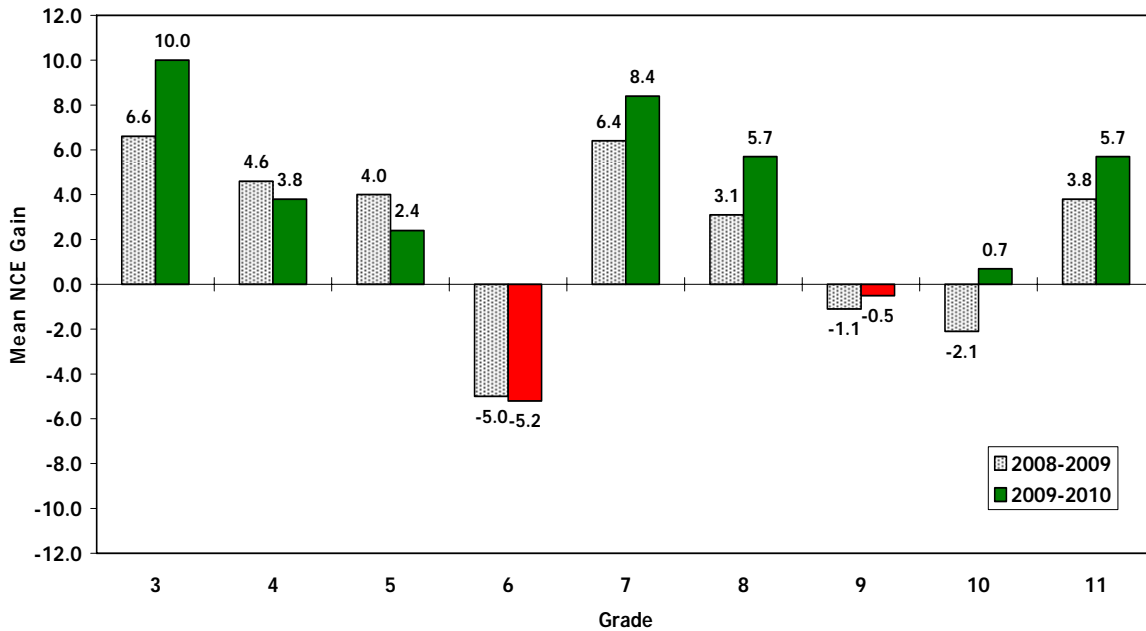
The Houston Independent School District (HISD) exists to strengthen the social and economic foundation of Houston by assuring its youth the highest-quality elementary and secondary education available anywhere. In fulfilling this goal, HISD's Board of Education has designed a program to systematically 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 demonstrate value-added growth as measured by the Educational Value-Added Assessment System (EVAAS). (Goal 1, Section I). Value-added growth is specifically measured using the annual estimated mean Normal Curve Equivalent (NCE) gain.

Findings

NCE Gain: Composite Across all Subjects for Each Grade

- HISD's target is to show value-added growth in estimated mean NCE gain greater than one standard error above the growth standard in all grades on the composite measure across all subjects. For the 2009–2010 school year, HISD did not meet this target, failing to show sufficient growth in grades 6 and 9. (Figure 1)
- HISD's composite mean NCE gain in 2009–2010 was greater than one standard error above the growth standard in seven of the nine grades for which value-added data is calculated (grades 3 through 11). This improves upon 2008–2009, when this target was exceeded for six of the nine grades. The tenth-grade composite NCE gain went from missing the standard to meeting it.
- Between 2008–2009 and 2009–2010, the composite mean NCE gain improved in six grades (3, 7, 8, 9, 10 and 11), 2 worsened, but remained above the growth standard in two grades (4 and 5), and did not improve and remained well below the growth standard in grade 6.

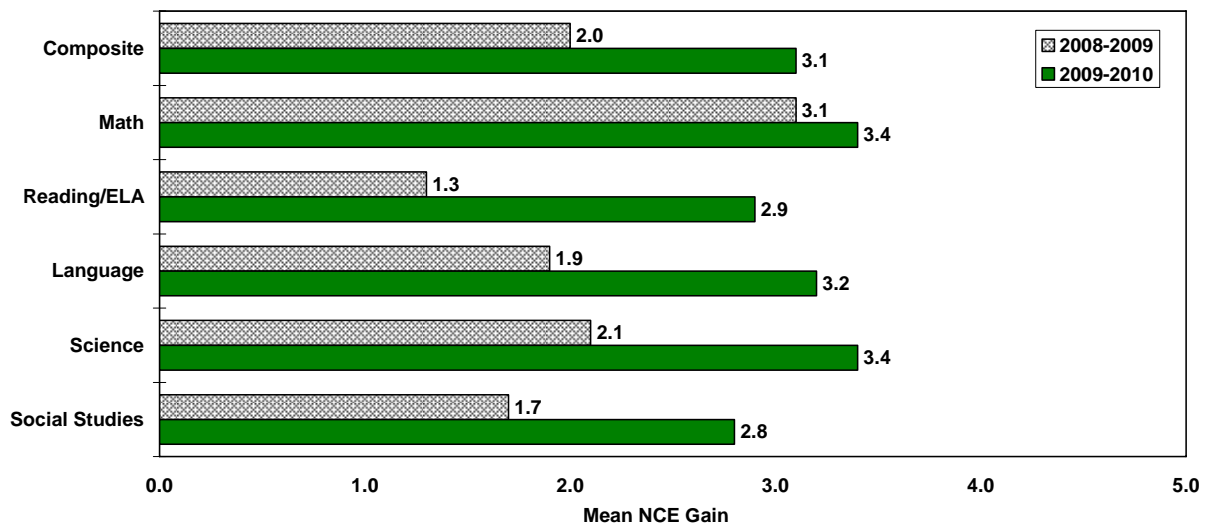
Figure 1: Mean NCE Gain by Grade; Composite of All Subjects
HISD: 2008-2009 and 2009-2010



NCE Gain: Cumulative Across Grades for Each Subject

- HISD’s target is to show a cumulative NCE gain across grades and subjects greater than 1.5 NCEs. For the 2009–2010 school year, HISD met this target. All five subjects tested and the composite across all subjects had mean NCE gains that exceeded 1.5. In 2008–2009, reading/English Language Arts (ELA) was 1.3 and the district would not have met the target (Figure 2).
- HISD’s cumulative composite mean NCE gain for 2009–2010 was 3.1, much higher than the 2.0 gain for 2008–2009. All five subjects had higher cumulative gains in 2009–2010 than in 2008–2009, and the gains among the five subjects were remarkably similar, ranging from 2.8 in social studies to 3.4 in math and science.

**Figure 2: Mean NCE Gain by Subject; Cumulative Across all Grades
HISD: 2008-2009 and 2009-2010**



NCE Gain: For Each Subject by Grade

- HISD's math mean NCE gains for 2009–2010 were above the growth standard of 1.5 in six of the nine grades, the exceptions being grades 5, 6 and 10. Compared to 2008–2009, the mean NCE gain rose in six grades and fell in three grades. The most noteworthy shift was in grade 5, where the mean NCE gain went from 2.9 to -0.6. (Figure 3)
- HISD's reading/ELA mean NCE gains for 2009–2010 were above the growth standard of 1.5 in six of the nine grades, the exceptions being grades 6, 9 and 11. Compared to 2008–2009, the mean NCE gain rose in five grades and fell in four grades. The most noteworthy shifts were in grades 10 and 11, where the mean NDE gain went from -1.1 to 2.6 and from -2.0 to 1.3 respectively. There were also large rises in the mean NCE gain for grades 3 and 8. (Figure 4)
- HISD's language mean NCE gains for 2009–2010 were above the growth standard of 1.5 in six of the nine grades, the exceptions being grades 6, 9 and 10. Compared to 2008–2009, the mean NCE gain rose in six grades and fell in three grades. The most noteworthy shift was in grade 11, where the mean NCE gain went from -0.1 to 3.1. There were also large rises in the mean NCE gain for grades 3, 7 and 8, and substantial progress in grade 10. (Figure 5)
- HISD's science mean NCE gains for 2009–2010 were above the growth standard of 1.5 in six of the eight grades tested, the exceptions being grades 6 and 9. Compared to 2008–2009, the mean NCE gain rose in five grades and fell in three grades. The most noteworthy shift was in grade 10, where the mean NCE gain went from -2.7 to 1.4. There were also large rises in the mean NCE gain for grades 7, 8 and 11, but worsening of an already-low score in grade 6, which went from -10.0 to -13.1. (Figure 6)

- HISD’s social studies mean NCE gains for 2009–2010 were at or above the growth standard of 1.5 in five of the eight grades tested, the exceptions being grades 5, 6 and 9. Compared to 2008–2009, the mean NCE gain rose in five grades and fell in three grades. The three decreases were in grades 4, 5 and 6. The most noteworthy shift was in grade 10, where the mean NCE gain went from -1.6 to 1.5. (Figure 7)

Figure 3: Mean NCE Gain by Grade; Mathematics
 HISD: 2008-2009 and 2009-2010

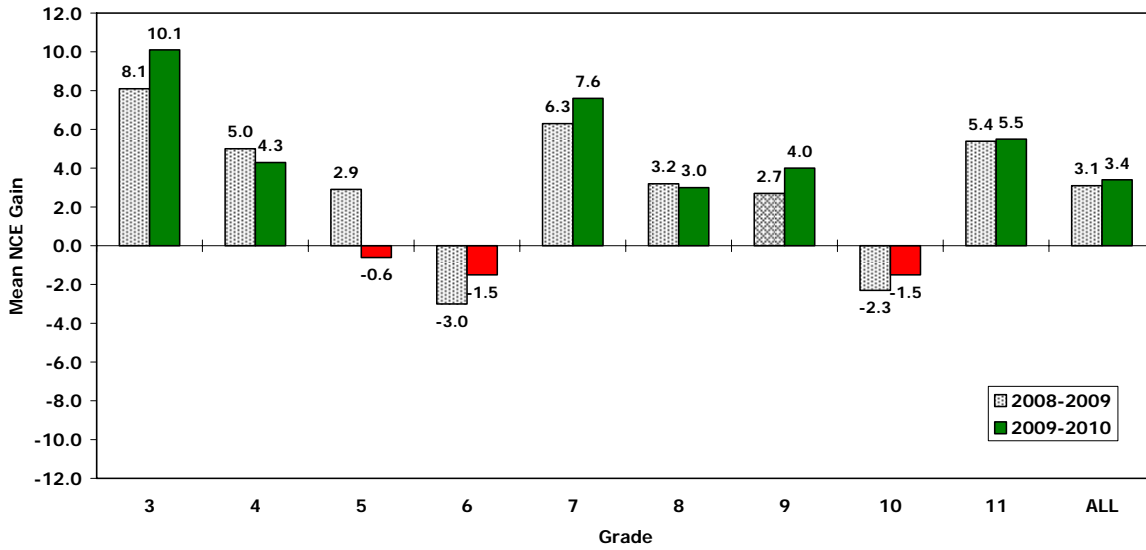


Figure 4: Mean NCE Gain by Grade; Reading/ELA
HISD: 2008-2009 and 2009-2010

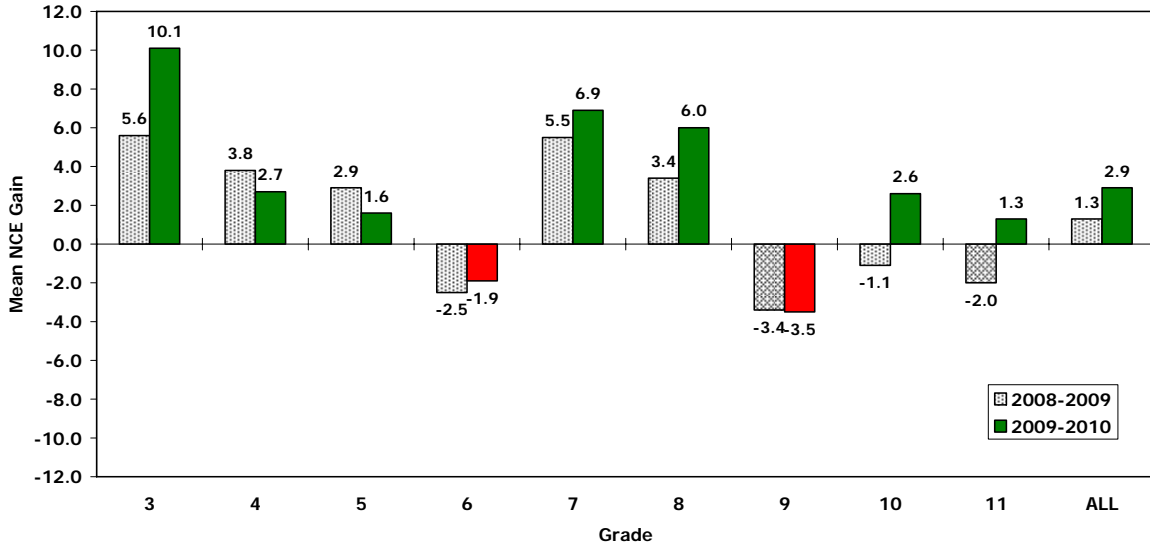


Figure 5: Mean NCE Gain by Grade; Language
HISD: 2008-2009 and 2009-2010

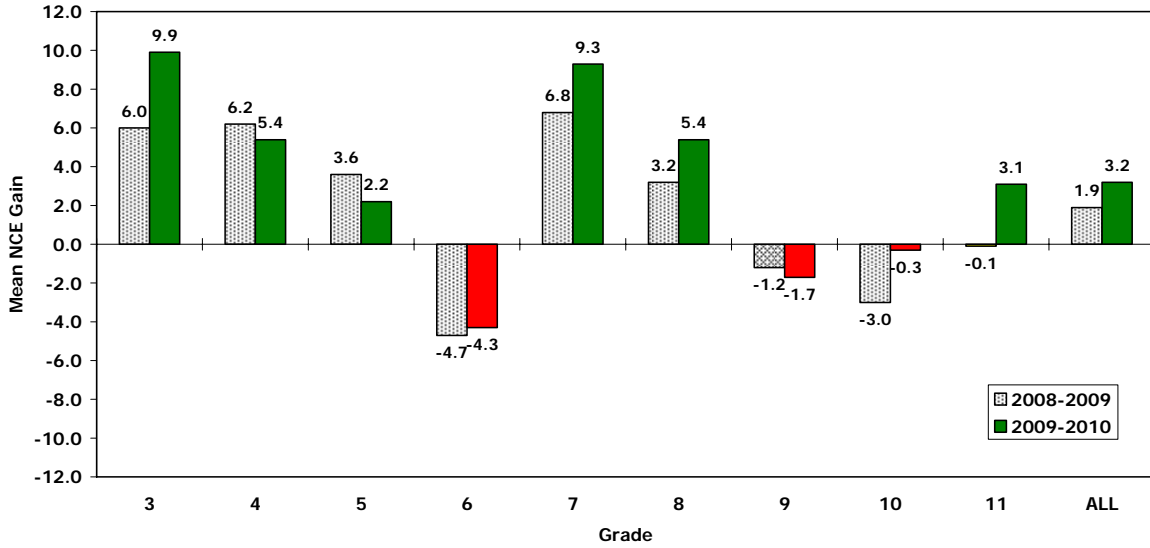


Figure 6: Mean NCE Gain by Grade; Science
HISD: 2008-2009 and 2009-2010

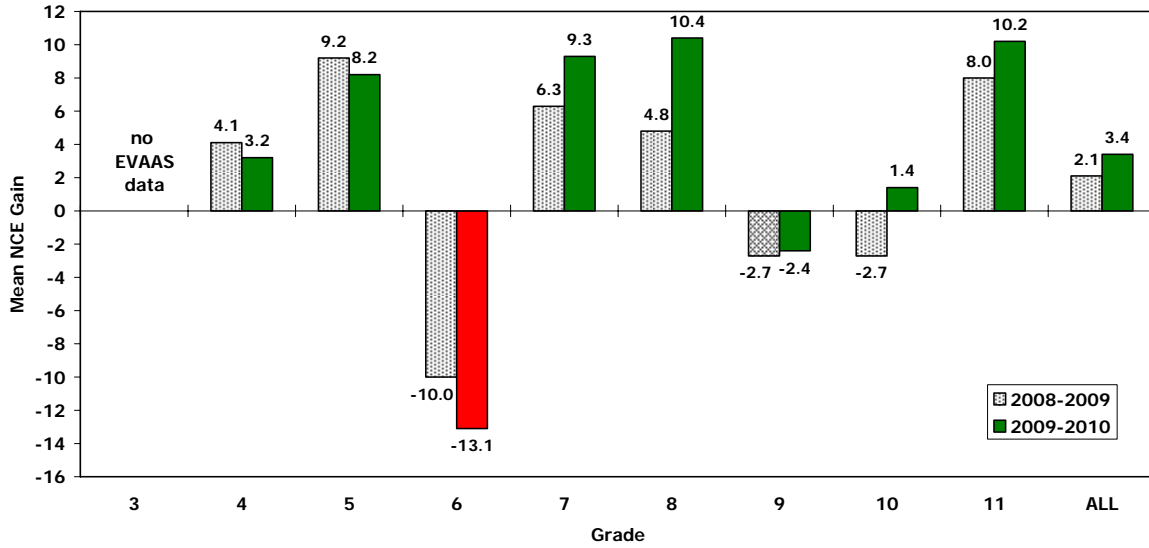


Figure 7: Mean NCE Gain by Grade; Social Studies
HISD: 2008-2009 and 2009-2010

