

REPORT FROM THE SUPERINTENDENT

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

SUBJECT: **BOARD MONITORING SYSTEM—GOAL 1, SECTION I:
DEMONSTRATE VALUE-ADDED GROWTH USING EVAAS DATA**

At the February 11, 2010, meeting, the Board of Education approved on first reading 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 "*[T]he 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 the district's **Goal 1: Increase Student Achievement**, the attached report provides information regarding **Section I: Demonstrate Value-Added Growth using EVAAS Data**. The policy states that "*[T]he administration shall provide the Board of Education with a report that reflects the value-added gains by grade and subject for the District.*"

In accordance with the district's targets, the attached report provides the estimated mean Normal Curve Equivalent (NCE) gains in all grades on the composite measure across all subjects and the cumulative mean NCE gain across grades and subjects.



Board Monitoring System: Indicator I

EXECUTIVE SUMMARY

Purpose

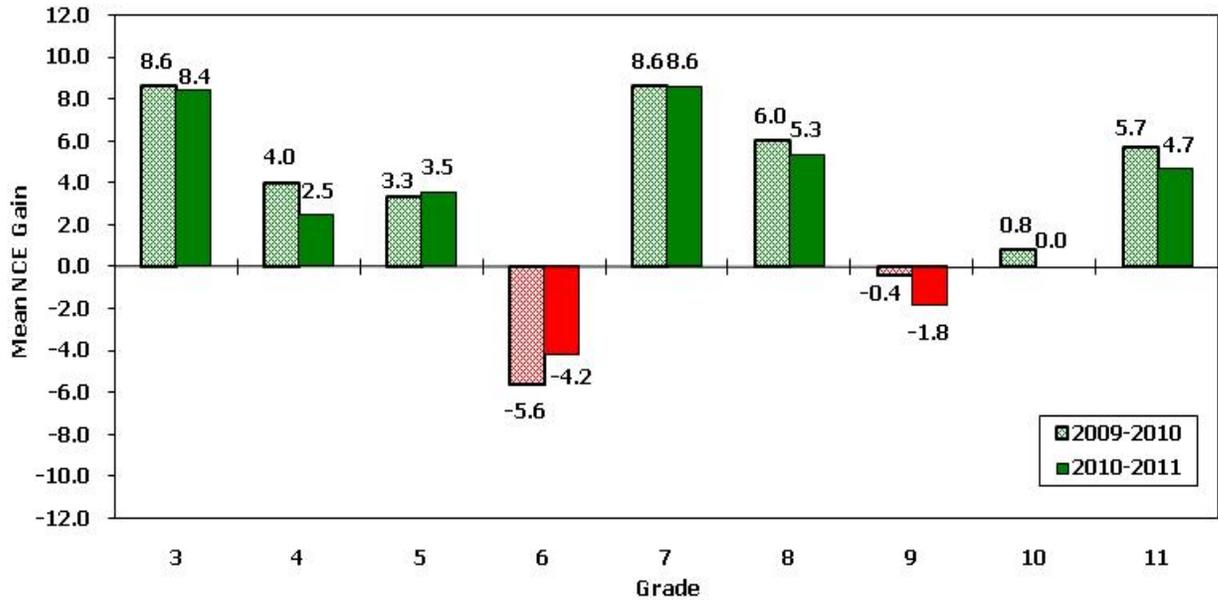
The Houston Independent School District (HISD) exists to strengthen the social and economic foundation of Houston by assuring its youth the highest-quality elementary and secondary education available anywhere. In fulfilling this goal, HISD's Board of Education has designed a program to systematically 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 2010–2011 school year, HISD met this target in six of the nine grades for which value-added data is calculated (Figure 1).
- Between 2009–2010 and 2010–2011, the composite mean NCE gain improved in fifth-grade, remained the same and above the growth standard in seventh-grade, decreased but remained above the growth standard in four grades (3, 4, 8, and 11), and decreased and remained below the growth standard in grades 6 and 9.

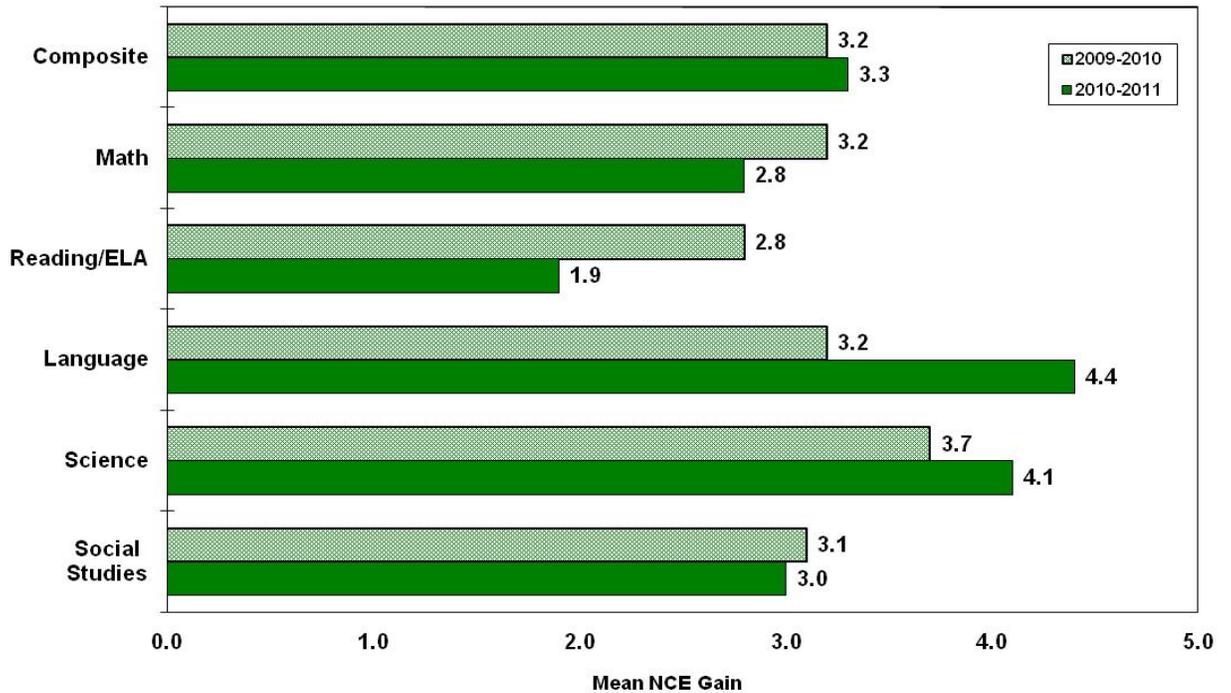
Figure 1: Mean NCE Gain by Grade; Composite of All Subjects
HISD: 2009-2010 and 2010-2011



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 second year in a row, HISD met this target. The 2010–2011 composite NCE gain across all grades and subjects was 3.3, exceeding the previous school year’s gain of 3.2 (Figure 2).
- The composite NCE gain across all grades for each of the five tested subjects had mean NCE gains exceeding 1.5. Two subjects, Language and Science, had higher cumulative gains in 2010–2011 than in 2009–2010.

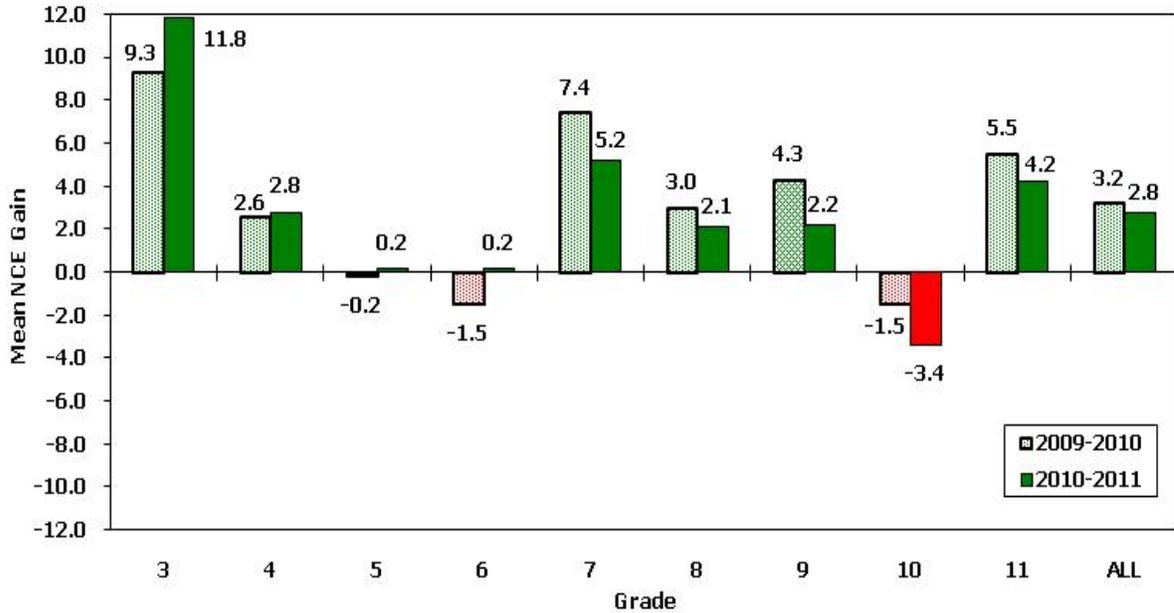
**Figure 2: Mean NCE Gain by Subject; Cumulative Across all Grades
HISD: 2009-2010 and 2010-2011**



NCE Gain: For Each Subject by Grade

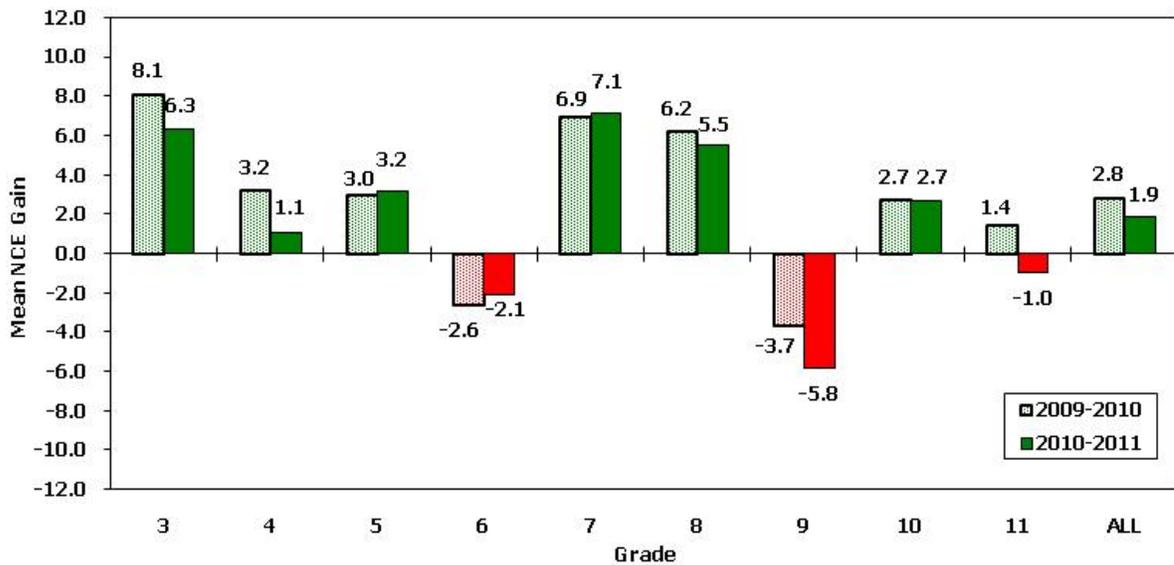
- HISD’s Math mean NCE gains for 2010–2011 were above the growth standard of 1.5 in six of the nine grades. These are the same grade levels that met the target in 2009–2010. The mean NCE gain improved in fifth- and sixth-grade, raising the mean NCE gains at these grades from negative to positive values. The mean NCE gain remained above the growth standard and improved in two grade levels (3 and 4) and decreased in four (7, 8, 9, and 11). In tenth-grade, where the mean NCE gain was already below the standard in 2009–2010, results decreased from -1.5 to -3.4 (Figure 3).

Figure 3: Mean NCE Gain by Grade; Mathematics
HISD: 2009-2010 and 2010-2011



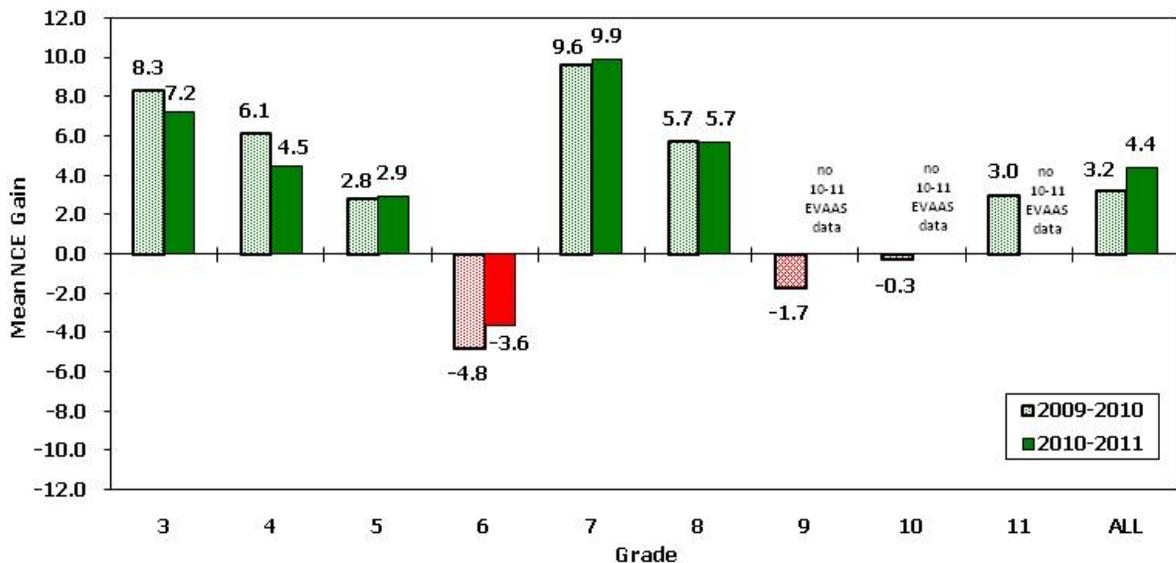
- HISD’s Reading/ELA mean NCE gains for 2010–2011 were above the growth standard of 1.5 in five of the nine grades, similar to the 2009–2010 results. Compared to 2009–2010, the mean NCE gain rose in three grades (5, 6, and 7), remained the same in one grade (tenth), and decreased in five grades (3, 4, 8, 9, and 11). (Figure 4).

Figure 4: Mean NCE Gain by Grade; Reading/ELA
HISD: 2009-2010 and 2010-2011



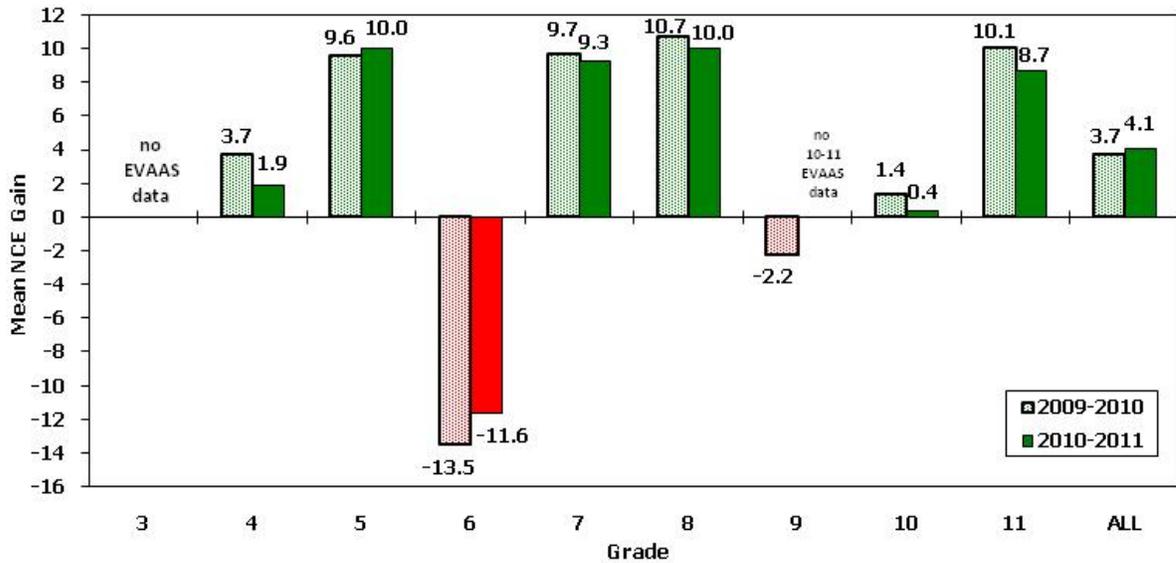
- HISD’s Language mean NCE gains for 2010–2011 were above the growth standard of 1.5 in five of the six grades for which there were value-added analyses. The only exception, sixth-grade, still showed an improvement, with a -3.6 mean NCE gain in 2010–2011 compared to a -4.8 in 2009–2010. Compared to 2009–2010, the mean NCE gain rose in three grades for which there were value-added analyses. Due to the timing of the testing for high schools in the 2010–2011 school year, Stanford test results, upon which Language value-added calculations are based, could not be included in the analysis (Figure 5).

Figure 5: Mean NCE Gain by Grade; Language
HISD: 2009-2010 and 2010-2011



- HISD’s Science mean NCE gains for 2010–2011 were above the growth standard of 1.5 in five of the seven grades for which there are value-added analyses. Compared to 2009–2010, the mean NCE gain rose in two grades (5 and 6) and decreased in five grades (4, 7, 8, 10, and 11.) Although sixth-grade results were still well below the standard, the mean NCE gain improved the most at this grade level, rising from a -13.5 to -11.6. Due to the timing of the testing for high schools in the 2010–2011 school year, Stanford test results, which are used for ninth-grade Science value-added calculations, could not be included in the analysis (Figure 6).

Figure 6: Mean NCE Gain by Grade; Science
HISD: 2009-2010 and 2010-2011



- HISD’s Social Studies mean NCE gains for 2010–2011 were at or above the growth standard of 1.5 in four of the seven grades for which there are value-added analyses. Compared to 2009–2010, the mean NCE gain rose in three grades (5, 6, and 7) and decreased in four grades (4, 8, 10, and 11). The most noteworthy improvement was in seventh-grade, where the mean NCE gain went from 9.1 to 11.5. Due to the timing of the testing for high schools in the 2010–2011 school year, Stanford test results, which are used for ninth-grade Social Studies value-added calculations, could not be included in the analysis (Figure 7).

Figure 7: Mean NCE Gain by Grade; Social Studies
 HISD: 2009-2010 and 2010-2011

