

MEMORANDUM

February 20, 2014

TO: Board Members

FROM: Terry B. Grier, Ed.D.
Superintendent of Schools

SUBJECT: **PRELIMINARY SAT/NATIONAL MERIT SCHOLARSHIP QUALIFYING TEST (PSAT/NMSQT) FINAL REPORT: FALL 2013–2014**

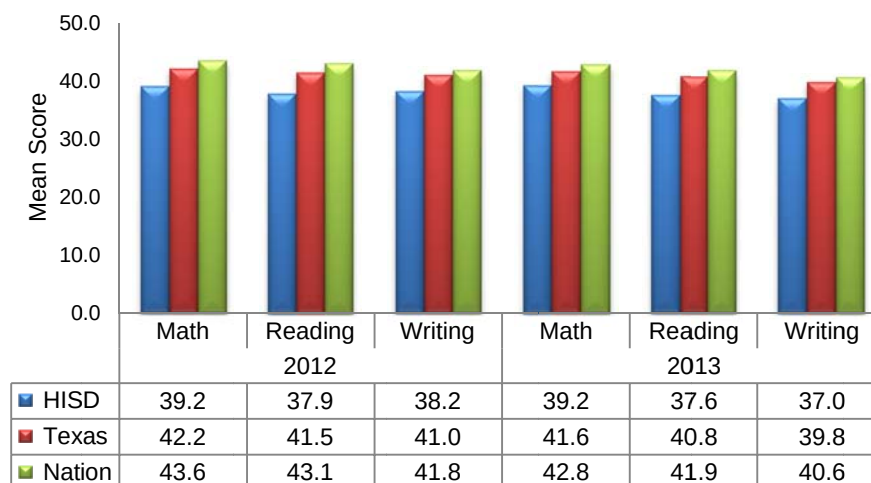
CONTACT: Carla Stevens, Research and Accountability, (713) 556-6700

The results from the Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT) have been released by the College Board. The purpose of this final report is to provide results of the performance of HISD students on the PSAT/NMSQT, including the participation rates and performance of freshmen, sophomores, and juniors; group comparisons; the results of the eighth ReditStep assessment; and campus-level results.

When comparing the performance of HISD sophomores from 2012 to 2013, the mean score for mathematics remained constant at 39.2, reading decreased slightly by 0.3 points, and writing decreased by 1.2 points. The state and national averages decreased in all subject areas. Since the fall of 2012, HISD sophomores have narrowed the gap between their performance and that of their state and national counterparts in reading and mathematics while the performance gap in writing remained constant.

Results for HISD sophomores and juniors compared with their state and national counterparts for 2012 and 2013 are presented in **Figures 1 and 2**.

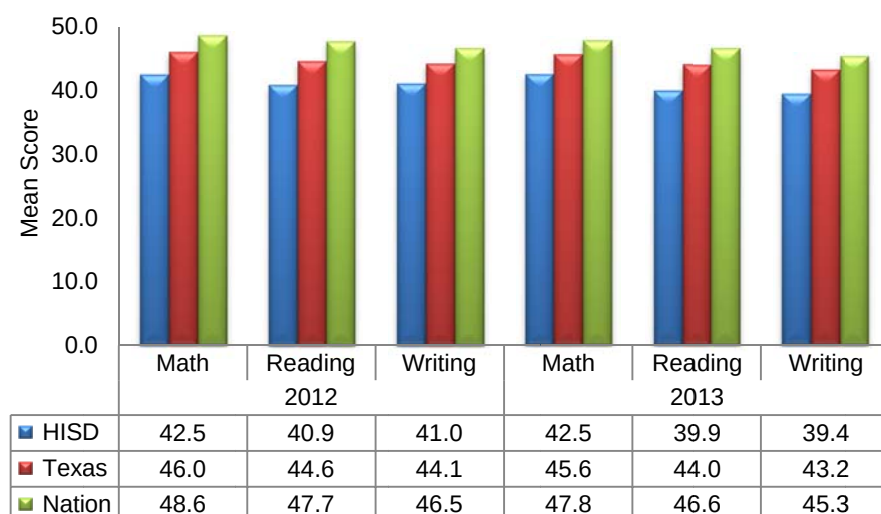
Figure 1: Mean PSAT Scores of 10th Grade Students in HISD, Texas, and the Nation, Fall 2012 & 2013



The average performance of HISD juniors in the fall of 2013 remained unchanged in mathematics, but decreased in reading by 1.0 and writing by 1.6 points. Both the state and national averages decreased from 2012 in all subject areas. Since the fall of 2012, HISD juniors have narrowed the gap between their performance and that of their state and national counterparts in mathematics. The performance gap between HISD juniors and their national

counterparts also narrowed for reading, but widened for writing. For the state comparisons, the performance gaps were widened for both reading and writing.

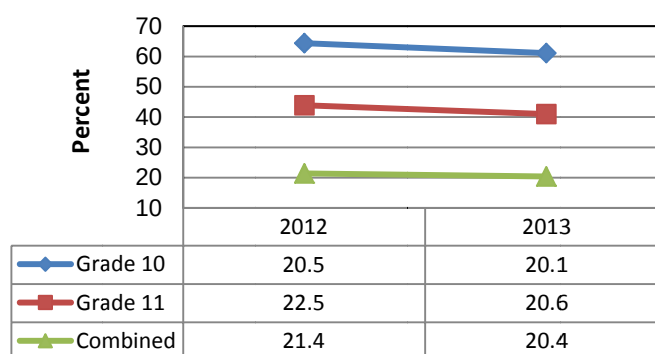
Figure 2: Mean PSAT Scores of 11th Grade Students in HISD, Texas, and the Nation, FALL 2012 & 2013



College Readiness Benchmark Performance

The College Readiness Benchmark helps educators identify students' potential for college success. For both sophomores and juniors, the PSAT/NMSQT benchmarks are the scores associated with a 65-percent likelihood of achieving a first year college grade point average of 2.67 or higher. The score needed for a junior is a combined score (reading, mathematics, and writing) of 142 and for sophomores, a combined score of 133. The percentage of sophomores and juniors that met the College Readiness Benchmark for fall 2013 is presented in **Figure 3**. The percentage decreased slightly from 2012 for each individual grade level and the grade levels combined.

**Figure 3 : Met College Readiness Benchmark
Fall 2012 & 2013**



Administrative Response

After a review of the 2013-2014 Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT) report, the department of College Readiness has the following response:

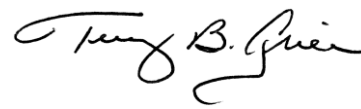
In an effort to improve performance on the PSAT/SAT, the district has just acquired PrepMe: an adaptive and personalized online PSAT/SAT prep program that integrates with Naviance for every 9th, 10th and 11th grader in the district. The program creates a custom course for each student tailored around their individual needs and focuses on content rather than testing strategies. We will be working with the schools office, FACE and communications to ensure that our students and their families are taking advantage of this resource.

In the area of **College Readiness**, we have provided all high school campus test coordinators which include administrators, counselors, college access coordinators and instructional specialists with training on the benefits of using the Summary of Answers and Skills (SOAS) to aid instructional planning at the campus. This has been successful and we intend to continue providing yearly assistance to campuses that analyze their SOAS as a means to increase academic performance and preparedness for college entrance exams.

In the area of **Student Performance**, we will continue to work with the Curriculum Department and the College Board, to provide additional training to teachers that will focus more closely on strategies and best practices such as pacing on the test. This training will be provided in an effort to assist campuses as they work to increase student performance on the PSAT and close performance gaps.

In the area of **Student Participation**, we are concerned about the number of eligible special education students in the test administration. To improve in this area, we will collaborate with the Office of Special Education Services (OSES) senior managers for secondary schools and the College Board to ensure that all campus Students with Service Disabilities (SSD) coordinators and campus Special Education Chairpersons are trained on the approval process for testing with accommodations well before submission deadlines.

The High School Office recently facilitated sessions for schools to learn more about using College Board online resources and tools and continues to work to show schools the value of PSAT data to drive increased rigor in general instruction. The High School Office will also be providing schools with PSAT-based information on students to help guide AP recruitment. Additionally the High School Office is using the data generated by recent PSAT tests to better understand teacher effectiveness and to analyze student recruitment outcomes. Finally, the High School Office is working with a few, individual, schools to look at ways to increase participation rates.



TBG

cc: Rick Cruz
Superintendent's Direct Reports
Chief School Officers



RESEARCH

Educational Program Report

PRELIMINARY SAT/NATIONAL MERIT SCHOLARSHIP QUALIFYING TEST (PSAT/NMSQT) REPORT: FALL 2013–2014

DEPARTMENT OF RESEARCH AND ACCOUNTABILITY
HOUSTON INDEPENDENT SCHOOL DISTRICT



2014 BOARD OF EDUCATION

Juliet Stipeche

PRESIDENT

Rhonda Skillern-Jones

FIRST VICE PRESIDENT

Manuel Rodriguez, Jr.

SECOND VICE PRESIDENT

Anna Eastman

SECRETARY

Wanda Adams

ASSISTANT SECRETARY

Paula Harris

Michael L. Lunceford

Greg Meyers

Harvin C. Moore

Terry B. Grier, Ed.D.

SUPERINTENDENT OF SCHOOLS

Carla Stevens

ASSISTANT SUPERINTENDENT

DEPARTMENT OF RESEARCH AND ACCOUNTABILITY

Janice Jacques, Ph.D.

Dalip Sondhi, MS

Chih-Hsun Huang, Ed.D.

RESEARCH SPECIALIST

Ed La Sage

RESEARCH MANAGER

Houston Independent School District

Hattie Mae White Educational Support Center

4400 West 18th Street

Houston, Texas 77092-8501

www.houstonisd.org

It is the policy of the Houston Independent School District not to discriminate on the basis of age, color, handicap or disability, ancestry, national origin, marital status, race, religion, sex, veteran status, or political affiliation in its educational or employment programs and activities.

PSAT/NMSQT 2013–2014

Introduction

The Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT), which is a national examination administered in October of each year by the College Board, measures critical reading, mathematics problem solving, and writing skills. The PSAT/NMSQT serves as preparation for the Scholastic Aptitude Test (SAT). An important benefit is that the PSAT/NMSQT serves as a qualifying examination for numerous scholarship programs that are sponsored by corporations, colleges and universities, and other organizations, including the National Merit scholarships. In addition to the National Merit Scholarship finalists, other specific recognition is bestowed to high-scoring Hispanic students through the National Hispanic Recognition Program (NHRP) and to high scoring African American students through the National Scholarship Service (NSSFNS) which assists students in gaining access to postsecondary educational institutions.

The Student Search Service represents another important benefit for students of the PSAT/NMSQT program. For the fall 2013 administration, 76.4 percent of freshmen, 81.0 percent of sophomores, and 85.8 percent of juniors taking the PSAT/NMSQT registered to participate in this search service by which colleges and universities obtain names and addresses of tested students and contact them directly with recruitment information and materials. As a result, the PSAT/NMSQT has come to serve as a vehicle to bring prospective students to the attention of colleges and universities.

HISD launched the “PSAT for All” initiative in 2003 as a way to enroll more students in Advanced Placement (AP) courses and prepare them to be successful on the SAT which is required by most colleges. The district-wide initiative enables all HISD tenth-graders to take the PSAT/NMSQT for free. Today, HISD is more focused than ever on getting students to take more rigorous courses and preparing them for college and careers. On August 12, 2010, the HISD Board of Education expanded the PSAT for All program to include ninth-graders. HISD provides the funding for free PSAT/NMSQT tests for incoming freshmen and uses the College Board Early Preparation Program to prepare them for the SAT and SAT Subject Tests. Students also received personalized feedback on their command of the skills needed to graduate from high school and succeed in college courses.

The College Board (2006) reports that the PSAT/NMSQT can be utilized to identify students who may be successful in AP courses. The College Board provides expectancy tables and AP Potential as resources for schools and the district to aid in identifying students who may be successful in AP courses. AP Potential uses a different combination of PSAT scores to predict success on each of the different AP subjects.

The purpose of this report was to provide an examination of the participation and performance of HISD students under the eleventh year of the HISD PSAT for All. The report was also designed to compare the current year's results with the previous year's results, including the participation rates of freshmen, sophomores, and juniors as well as their mean scores. The fall of 2010 represents the first year for a new indicator from the College Board, the College Readiness Benchmark for sophomores and juniors, designed to help educators determine whether students are considered on track to be ready for college. Also, new as of 2010 was the ReadinessStep, an eighth-grade assessment to indicate readiness for the PSAT

and SAT, which was administered to district students. Results from 2012 and 2013 for the College Readiness Benchmark and ReadStep are presented in this report.

Administration and Scoring

The PSAT/NMSQT is a two-hour and ten-minute test. The reading questions are presented in two 25-minute sections. The mathematics questions are also presented in two 25-minute sections for a total of 100 minutes. For the writing section, a total of 30 minutes is allotted for completion. Three scaled scores are generated for each student: a reading score, a mathematics score, and a writing score. Each score ranges from 20 to 80; these numbers are analogous to the scaled scores of 200 to 800 generated by the SAT.

Methods

Participants

A total of 32,191 HISD students in grades 9–11 participated in the fall 2013 PSAT/NMSQT. The percent of students in grades 9 through 11 who participated in the fall of 2013 was 82.4 percent, which was a slight decrease from the 82.8 percent of students who participated in 2012. The number of HISD campuses that participated in the PSAT/NMSQT in the fall of 2013 was 46.

Data Collection and Analysis

The College Board reported test performance along with demographic information supplied by the students to HISD. These data included results for all HISD schools that had participating students. These data, together with enrollment data from the Public Education Information Management System (PEIMS) database, were analyzed. Data collected from the October submission and updated with the January resubmission were used to determine the total enrollment for district freshmen, sophomores, and juniors. Participation rates were calculated by dividing the number of students tested by the PEIMS snapshot of fall enrollment for the same group. Participation rates for freshmen, sophomores, and juniors were calculated across the district and by school.

Mean reading, mathematics, and writing scores for freshmen, sophomores, and juniors were calculated by school, gender, and race/ethnicity. Demographic data used in the present report are based on students' self-reported data on the PSAT.

Results

District-wide Participation

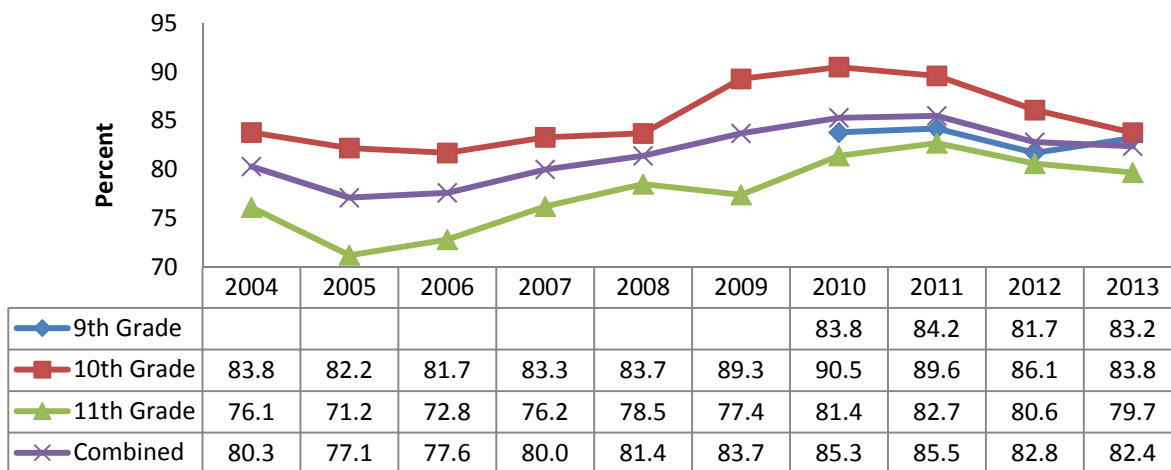
Of the 39,077 HISD 9th through 11th graders eligible to take the PSAT, a total of 32,191 students participated in the fall 2013 PSAT/NMSQT. These included 12,583 freshmen, 10,617 sophomores, and 8,991 juniors. Although Special Education and limited English proficient students were included in the enrollment count, they could have been exempted from taking the PSAT based on ARD and LPAC committee decisions. The junior year is the year when participation qualifies a student for National Merit scholarships and recognition; many students take the exam in the sophomore year to prepare for the testing in the junior year. **Table 1** shows the number and rate of participation for HISD freshmen, sophomores, and juniors from fall 2012 and fall 2013.

Table 1: PSAT Participation Rates: HISD Freshman, Sophomores, Juniors, & Combined for Fall 2012 and 2013

Grade	<u>2012</u>			<u>2013</u>		
	N Enrolled	N Tested	% Tested	N Enrolled	N Tested	% Tested
9th	14,680	11,992	81.7	15,119	12,583	83.2
10th	12,065	10,384	86.1	12,674	10,617	83.8
11th	10,864	8,752	80.6	11,284	8,991	79.7
Combined	37,609	31,128	82.8	39,077	32,191	82.4

- The level of participation for all grade levels decreased from 2012 to 2013 except for freshmen. Freshmen participation increased from 81.7 percent in 2012 to 83.2 percent in 2013. Sophomore participation decreased from 86.1 percent in 2012 to 83.8 percent in 2013. Junior participation decreased from 80.6 percent in 2012 to 79.7 percent in 2013. The participation rate for all tested students combined decreased slightly from 82.8 percent in 2012 to 82.4 percent in 2013, in the eleventh year of the district's initiative.

Figure 1 shows a ten-year trend of PSAT participation rates for freshmen, sophomores, juniors, and all students combined from fall 2004 to fall 2013. From 2004 to 2009, the combined grades include grades 10 and 11, and from 2010 to 2013, the combined grades include grades 9, 10, and 11.

Figure 1: PSAT Participation Rates, 2004-2013

Participation by student groups including gender and race/ethnicity was examined for the past two administrations of the PSAT. The results of this analysis, including the number of students enrolled, and the percent of students who participated, are provided in **Tables 2 and 3**.

Table 2: PSAT Participation Rates of HISD Freshman, Sophomores, Juniors & Combined, Fall 2012 & 2013, by Gender

Grade	<u>2012</u>				<u>2013</u>			
	Female		Male		Female		Male	
	N Enrolled	% Tested	N Enrolled	% Tested	N Enrolled	% Tested	N Enrolled	% Tested
9th	6,982	82.8	7,698	79.4	7,196	83.5	7,923	80.3
10th	6,043	86.3	6,022	84.8	6,294	82.8	6,380	83.4
11th	5,389	81.7	5,475	79.0	5,757	80.7	5,527	77.7
Combined	18,414	83.6	19,195	81.0	19,247	82.4	19,830	80.5

Note: Rates may exceed 100% due to student self-reporting on PSAT demographic information.

- Of the 19,247 females eligible to take the PSAT in 2013, 82.4 percent took the examination, compared to an 83.6 percent participation rate in the fall of 2012. Of the 19,830 males eligible to take the PSAT in 2013, 80.5 percent took the examination, a slight decrease from 81.0 percent in 2012.

Table 3: PSAT Participation Rates of HISD Freshman, Sophomores, Juniors, and Combined, Fall 2012 & 2013, by Ethnicity

Grade	<u>2013</u>							
	African American		Asian American		Hispanic		White	
	N Enrolled	% Tested	N Enrolled	% Tested	N Enrolled	% Tested	N Enrolled	% Tested
9th	4,113	71.7	480	87.7	9,083	77.9	1,291	72.3
10th	3,351	77.8	447	89.0	7,326	81.6	1,373	62.1
11th	2,982	72.9	500	89.4	6,557	77.2	1,114	68.0
Combined	10,446	74.0	1,427	88.7	22,966	78.9	3,778	67.3

Grade	<u>2012</u>							
	African American		Asian American		Hispanic		White	
	N Enrolled	% Tested	N Enrolled	% Tested	N Enrolled	% Tested	N Enrolled	% Tested
9th	3,919	72.2	468	91.9	8,723	77.1	1,399	65.8
10th	3,160	77.6	491	96.3	7,108	80.9	1,159	69.8
11th	2,858	71.6	419	92.6	6,318	77.4	1,132	69.2
Combined	9,937	73.8	1,378	93.7	22,149	78.4	3,690	68.1

Note: Students who did not provide ethnicity information are not included. Enrollments based on PEIMS resubmission. Rates may exceed 100% due to student self-reporting on PSAT demographic information.

- The 2013 participation rates for freshmen by race/ethnicity indicated that Asian American students had the highest participation rate with 87.7 percent testing, while African American freshmen had the lowest participation rate at 71.7 percent. For sophomores and juniors, Asian American students had the highest participation rate at 89.0 and 89.4 percent, respectively, while White students had the lowest rate at 62.1 and 68.0 percent, respectively. Notably, students self-report ethnicities on the PSAT. In 2013, 2,411 students were classified under “Other” or “No Response.”
- When compared to 2012 participation rates, the percentage of freshmen participating in 2013 improved for the White and Hispanic students, while participation decreased for the African American and Asian American students. The percentage of sophomores who participated in the 2013 PSAT increased for African American and Hispanic students from 2012, but decreased for Asian American

and White sophomores. For juniors, participation increased for African American students in fall 2013 from fall 2012 and decreased for all other student groups.

The gender composition of students that took the PSAT in the fall of 2012 and 2013 is presented below in **Table 4**.

Table 4: Composition of 2012 and 2013 PSAT Takers by Gender and Grade Level*

Grade	N Tested		% Female		% Male	
	2012	2013	2012	2013	2012	2013
9th	11,992	12,583	48.2	47.8	51.0	50.5
10th	10,384	10,617	50.2	49.1	49.2	50.1
11th	8,752	8,991	50.3	51.7	49.4	47.7
Combined	31,128	32,191	49.5	49.3	49.9	49.6

*In 2013, 1.1% of testers did not report gender.

- Of the 12,583 freshmen who took the PSAT in the fall of 2013, 47.8 percent were female and 50.5 percent were male. For sophomores, of the 10,617 taking the PSAT in the fall of 2013, 49.1 percent were female and 50.1 percent were male. For juniors participating in the 2013 PSAT, 51.7 percent were female and 47.7 percent were male. Overall, of the 32,191 students who took the PSAT in the fall of 2013, 49.3 percent were female and 49.6 percent were male.

The racial/ethnic composition of students that took the PSAT in the fall of 2012 and 2013 is presented in **Table 5**.

Table 5: Composition of PSAT Test Takers by Race/Ethnicity and Grade Level, Fall 2012 and 2013

	Freshmen		Sophomores		Juniors		Combined	
	2012	2013	2012	2013	2012	2013	2012	2013
Number Tested	11,992	12,583	10,384	10,617	8,752	8,991	31,128	32,191
% African Amer.	23.6	23.4	23.6	24.5	23.4	24.2	23.5	24.0
% Asian American	3.6	3.3	4.6	3.7	4.4	5.0	4.1	3.9
% Hispanic	56.1	56.2	55.4	56.3	55.9	56.3	55.8	56.3
% White	7.7	7.4	7.8	8.0	8.9	8.4	8.1	7.9

Note: Percents may not total 100 due to "no responses" or selection of ethnicities not included for the present analysis.

- Of the freshmen, sophomores, and juniors taking the PSAT in 2013, over 55 percent of those tested were Hispanic. The African American student group made up the next largest percentage, and the smallest percentages taking the 2013 PSAT were White then Asian American students. The relative composition of PSAT takers by race/ethnicity has remained fairly consistent over the past two years.

Participation by Schools

A total of 46 HISD secondary schools had students taking the fall 2013 PSAT/NMSQT. **Table 6** presents the percentages of test takers from each of these high schools that took part in the PSAT/NMSQT for the past two years.

- During the fall of 2013, 93.2 percent of the schools who tested freshmen had participation rates of 75 percent or higher. In comparing the participation rates from fall 2012 to fall 2013, of the 40 schools that tested freshmen in both years, 19 schools showed improved participation rates or remained at 100 percent.
- Of the schools that tested sophomores in 2013, 93.3 percent had a participation rate of 75 percent or higher. When comparing the participation rates from fall 2012 to the fall of 2013, it was found that of the 41 schools that tested sophomores in both years, 22 schools showed improved participation rates or remained at 100 percent.
- In the fall of 2013, 92.9 percent of schools that tested juniors had a participation rate of 75 percent or higher. Of the 37 schools that participated in both years, fall 2012 and fall 2013, 15 schools had improved participation rates or remained at 100 percent.

Table 6: PSAT Participation Rates of Freshmen, Sophomores, and Juniors, Fall 2012 & 2013

School	Freshmen		Sophomores		Juniors		Combined	
	2012	2013	2012	2013	2012	2013	2012	2013
	% Tested	% Tested	% Tested	% Tested	% Tested	% Tested	% Tested	% Tested
Austin	91.5	90.7	91.5	93.0	90.5	88.0	91.2	90.7
Beechnut Acad.	**	**	45.5	58.1	**	**	10.3	15.3
Bellaire	88.9	87.8	78.1	82.7	57.1	56.5	76.5	77.7
Carnegie Vanguard	99.1	99.5	100.0	98.9	100.0	99.3	99.6	99.2
Challenge	98.4	96.7	98.4	96.7	98.2	97.3	98.3	96.9
Chavez	89.5	83.1	92.6	87.3	82.3	91.3	88.6	86.8
Davis	83.8	84.2	82.9	82.4	77.7	76.4	81.8	81.3
DeBakey	100.0	97.0	99.5	97.2	100.0	99.5	99.8	97.9
East Early College HS	98.4	99.2	99.2	99.2	97.3	99.1	98.3	99.2
Eastwood	100.0	99.2	99.1	100.0	99.0	100.9	99.4	100.0
Empowerment	105.9	**	94.7	**	100.0	**	98.4	**
Energy for STEM Acad.	100.0	107.1	100.0	106.7	100.0	100.0	100.0	105.9
Energy Inst HS	**	97.0	**	**	**	**	**	97.0
E-STEM West HS	76.0	98.1	78.8	96.9	79.6	100.0	77.6	98.1
Furr	78.6	81.2	84.7	86.3	77.1	85.4	80.4	84.1
Hope Academy	54.5	**	63.0	72.7	**	0.0	31.5	22.9
Houston Acad. Int'l.	98.3	97.5	100.0	98.2	100.0	97.3	99.4	97.7
Houston Math/Sci/Tec	89.2	85.9	86.9	89.2	88.9	87.8	88.3	87.4
HSLECJ	97.2	94.7	100.0	98.7	93.8	98.2	97.0	97.4
HSPVA	98.9	100.0	97.4	94.5	95.4	97.1	97.3	97.2
Jones	76.3	78.0	86.1	89.1	89.1	78.2	82.5	81.2
Jordan	95.4	95.3	100.5	97.5	96.5	95.5	97.3	96.2
Kashmere	68.9	54.1	67.5	74.4	72.2	81.2	69.2	68.5
Lamar	92.0	94.2	91.4	87.7	89.1	87.3	90.8	89.8
Lee	89.8	85.4	92.4	89.4	94.8	77.0	92.2	84.0
Long Academy	97.4	94.6	**	97.3	**	**	97.4	95.9
Madison	84.6	80.1	82.6	85.9	77.1	76.1	81.8	80.7
Milby	87.2	89.8	98.6	90.2	89.6	88.5	91.4	89.5
Mt. Carmel Acad.	97.8	93.9	97.4	97.9	96.9	95.7	97.4	95.8
North Forest	**	81.0	**	86.1	**	83.3	**	83.5
North Houston EC	99.2	100.0	98.0	99.1	103.2	99.0	100.0	99.4
Reagan	90.9	93.6	95.9	91.8	93.5	89.7	93.2	91.8
Scarborough	88.8	91.9	79.3	91.5	87.7	81.6	85.5	89.0
Sharpstown HS	81.8	92.2	93.2	91.3	91.1	95.4	88.0	92.8
Sharpstown Internatl.	94.8	98.0	100.0	93.7	96.4	96.5	96.7	96.0
South EC HS	**	94.4	**	100.0	**	100.0	**	98.3
Sterling	46.3	80.1	86.1	89.8	82.5	74.7	68.0	81.5
TCAH	**	0.7	**	0.4	**	5.7	**	1.5
Waltrip	90.1	90.7	90.2	94.1	90.3	88.9	90.2	91.3
Washington	76.5	78.1	89.3	77.9	82.6	87.4	82.0	80.4
Westbury	83.7	81.1	92.6	92.5	87.9	89.1	88.0	87.1
Westside	90.0	93.7	93.0	95.5	82.3	79.2	88.4	90.0
Wheatley	73.1	81.8	74.9	80.5	74.5	84.3	74.1	82.2
Worthing	76.7	73.3	81.5	85.0	78.9	72.0	78.8	76.8
Yates	81.9	79.3	83.3	82.6	91.2	81.1	84.9	80.9
Young Men's Coll Prep	100.0	81.0	100.0	106.7	**	100.0	100.0	95.1
Young Women's Coll Prep	94.9	93.9	96.8	97.9	**	98.2	95.9	96.4
HISD	81.7	83.2	86.1	83.8	80.6	79.7	82.8	82.4

Note: Participation rates greater than 100 are a result of comparing the testing file to the Fall PEIMS snapshot enrollment file.

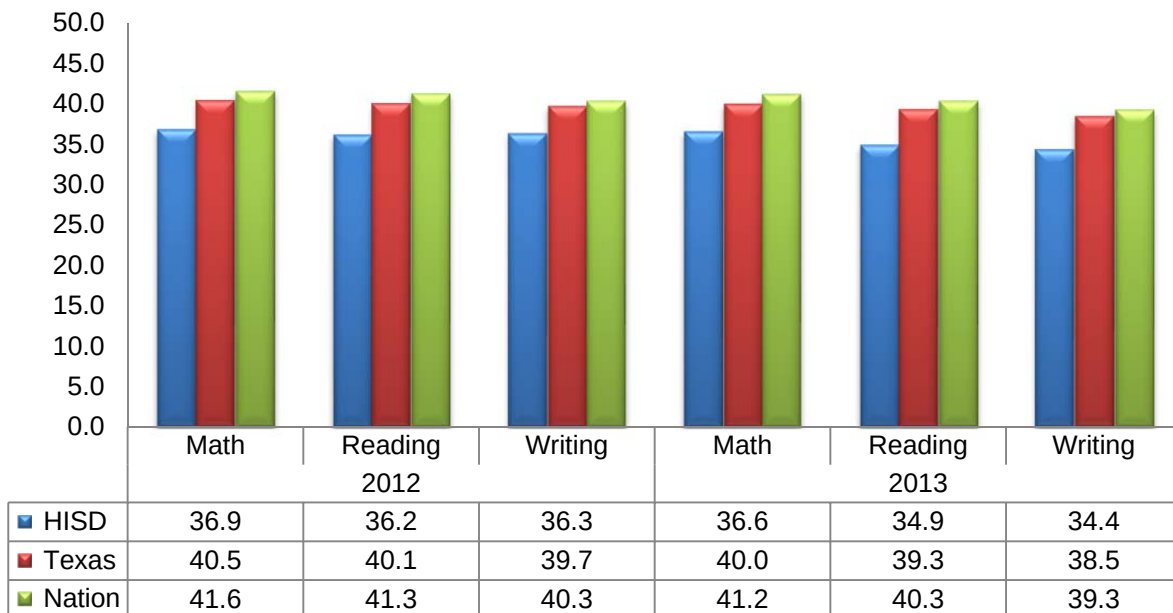
Student Mean Performance

In the following sections, the performance of HISD students was compared to those for the state of Texas and the nation for 2012 and 2013. Also, the performance of the individual grade levels tested, as well as the grades combined, was analyzed for the same time period. The district-wide and school-level performance data are presented by mean score for each section: reading, mathematics, and writing. Results were disaggregated by student groups for the district-wide results. Ten-year trend data are shown in **Appendix A**.

HISD, Texas, and the Nation

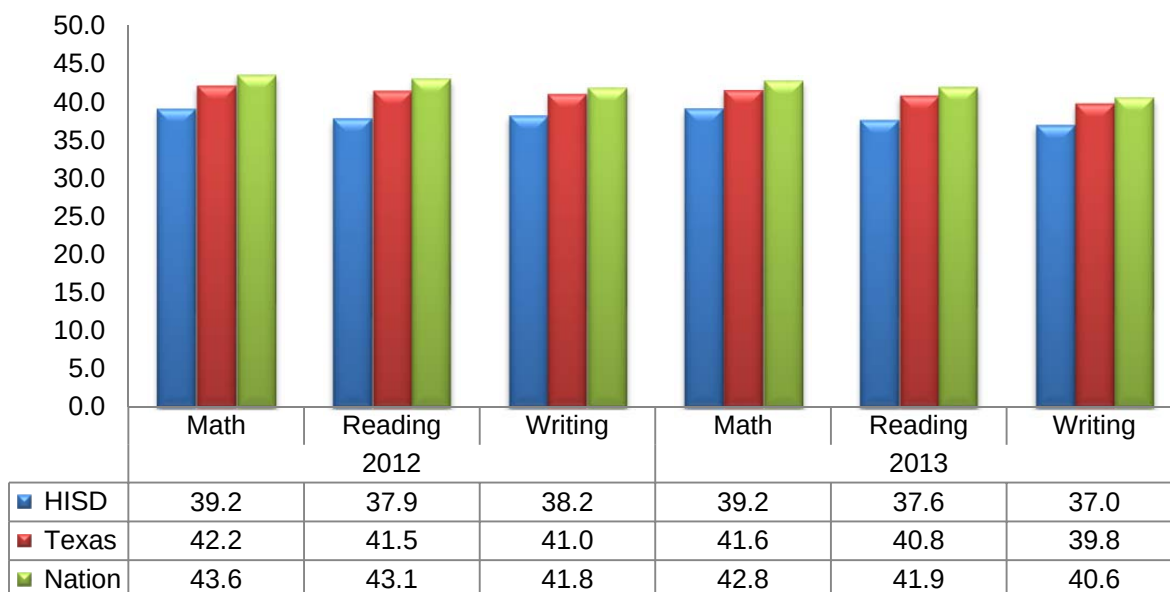
Results from the PSAT/NMSQT for HISD freshmen, sophomores and juniors compared with their statewide and nationwide counterparts for 2012 and 2013 administrations are presented in **Figures 2, 3 and 4**.

Figure 2: Mean PSAT Scores of 9th Grade Students in HISD, Texas, and the Nation, Fall 2012 & 2013



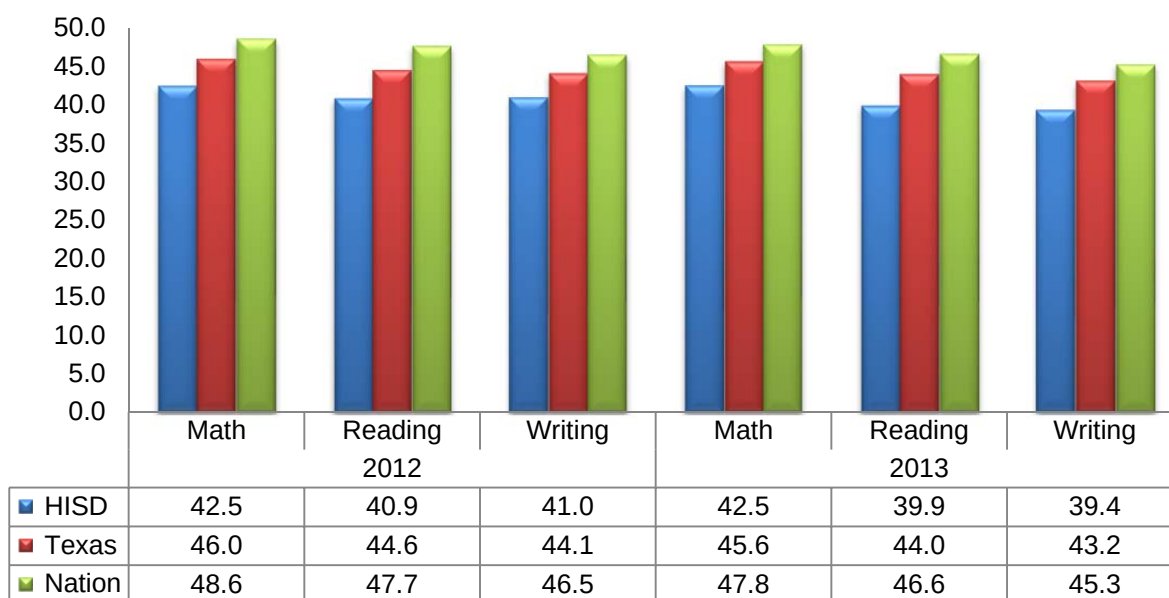
- The mean score for HISD freshmen decreased in all subject areas from 2012 to 2013. Likewise, the state and national mean scores decreased in all subject areas as well. Since fall 2012, HISD freshmen narrowed the performance gap with their state and national counterparts in mathematics, but increased the gap in reading and writing.

Figure 3: Mean PSAT Scores of 10th Grade Students in HISD, Texas, and the Nation, Fall 2012 & 2013



- When comparing the performance of HISD sophomores from 2012 to 2013, the mean score for mathematics remained constant at 39.2, reading decreased slightly by 0.3 points, and writing decreased by 1.2 points. The state and national averages decreased in all subject areas. Since the fall of 2012, HISD sophomores have narrowed the gap between their performance and that of their state and national counterparts in reading and mathematics while the performance gap in writing has remained the same from 2012 to 2013.

Figure 4: Mean PSAT Scores of 11th Grade Students in HISD, Texas, and the Nation, Fall 2012 & 2013



- The average performance of HISD juniors in the fall of 2013 remained unchanged in mathematics, but decreased in reading by 1.0 points and writing by 1.6 points. Both the state and national averages decreased from 2012 in all subject areas. Since the fall of 2012, HISD juniors have increased the gap between their performance and that of their state and national counterparts in writing, but decreased the gap in mathematics. The performance gap for reading between juniors and their state counterparts increased while the performance gap with their national counterparts decreased.

Figures 5, 6, and 7 show the ten-year trend of PSAT mean scores for freshmen, sophomores, juniors and all students combined from fall 2004 to fall 2013, for each subject area. From 2004 to 2009, the combined grades include grades 10 and 11, and from 2010 to 2013, the combined grades include grades 9, 10, and 11.

Figure 5: 10-Year Trend of PSAT Mean Reading Scores

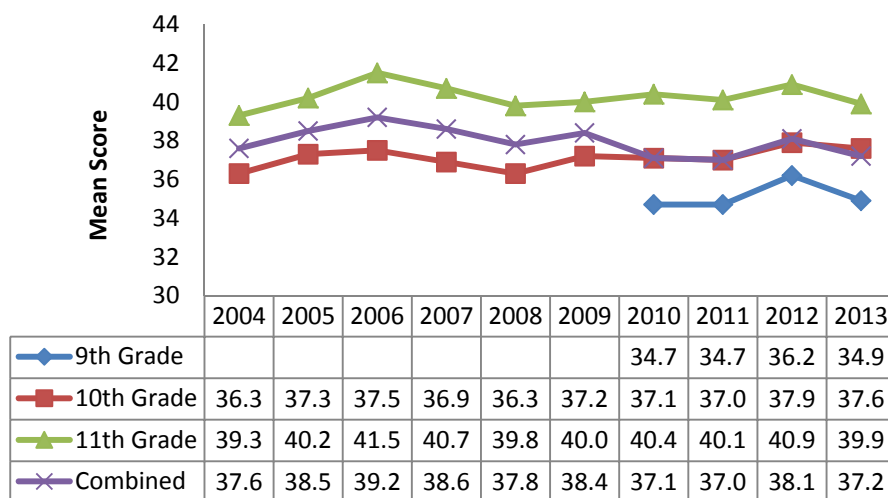


Figure 6: 10-Year Trend of PSAT Mean Math Scores

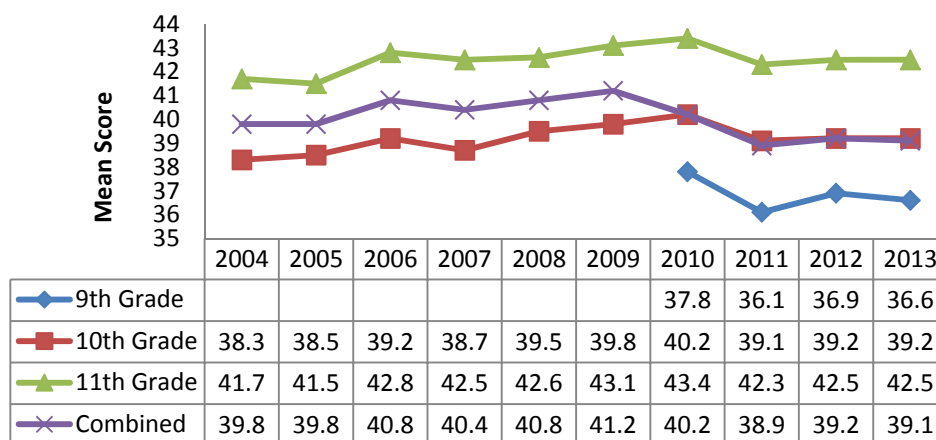
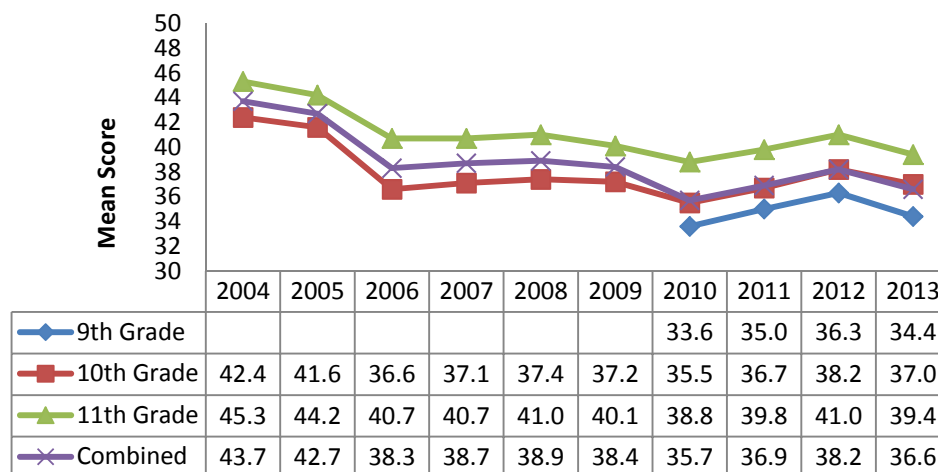


Figure 7: 10-Year Trend of PSAT Mean Writing Scores**District-wide Performance by PSAT Mean Score**

Analysis of district-wide performance focused on the performance of freshmen, sophomores, juniors, and the combined performance of these three groups for 2012 and 2013. Results from the 2012 and 2013 PSAT/NMSQT are presented in **Table 8**. The average scores for reading, mathematics, and writing were calculated and analyzed to describe the performance of specific student groups.

Table 8: PSAT Mean Reading, Math, and Writing Scores by Student Group: Freshmen, Sophomores, Juniors, Combined, Fall 2012 & 2013

Student Group	2013											
	Freshmen			Sophomores			Juniors			Combined		
	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing
All	34.9	36.6	34.4	37.6	39.2	37.0	39.9	42.5	39.4	37.2	39.1	36.6
Afr. Amer.	33.6	34.8	33.2	35.7	36.4	35.3	37.9	39.4	37.6	35.5	36.6	35.1
As. Amer.	45.7	50.3	44.1	49.0	54.1	47.1	50.9	56.4	49.5	48.6	53.6	46.9
Hispanic	33.9	36.1	33.5	36.3	38.3	35.8	38.2	41.2	37.8	35.9	38.3	35.5
White	43.8	43.4	42.8	47.9	48.2	46.7	52.0	52.9	50.6	47.6	47.8	46.4
Female	35.6	36.9	35.3	38.1	39.2	37.8	40.6	42.3	40.2	37.9	39.2	37.5
Male	34.3	36.4	33.7	37.1	39.3	36.3	39.3	42.6	38.6	36.6	39.0	35.9

Student Group	2012											
	Freshmen			Sophomores			Juniors			Combined		
	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing
All	36.2	36.9	36.3	37.9	39.2	38.2	40.9	42.5	41.0	38.1	39.2	38.2
Afr. Amer.	35.3	34.9	34.9	36.5	36.8	36.5	38.9	39.3	38.5	36.7	36.8	36.5
As. Amer.	46.0	48.8	44.8	47.0	51.4	45.7	52.4	57.1	51.9	48.3	52.2	47.2
Hispanic	35.1	36.2	35.5	36.4	38.2	37.1	39.1	41.2	39.5	36.6	38.3	37.1
White	44.7	44.4	44.4	48.7	48.5	48.6	52.3	52.8	52.1	48.3	48.3	48.1
Female	36.5	36.8	37.3	38.3	39.1	39.2	41.2	42.3	42.0	38.5	39.2	39.3
Male	36.0	36.9	35.3	37.6	39.3	37.2	40.5	42.6	39.9	37.8	39.3	37.2

- In the fall of 2013, Asian American freshmen and sophomores reported the highest mean scores on the reading test at 45.7 and 49.0, respectively; while White juniors recorded the highest mean score

on the reading test at 52.0. Asian American freshmen, sophomores, and juniors reported the highest mean scores on the math test at 50.3, 54.1, and 56.4, respectively. For the writing test, Asian American freshmen and sophomores reported the highest mean scores at 44.1 and 47.1, respectively; while White juniors recorded the highest mean score at 50.6.

- When compared to 2012 results, African American and White juniors reported slight increases in math mean scores, but reported decreases at all other grade levels and subject areas. Hispanic sophomores slightly increased their math average score from 2012 to 2013, while the average score for juniors remained the same. Hispanic students reported decreases in average scores at all other grade levels and subject areas. Asian sophomores increased average scores on all subject areas and freshmen increased math scores. Average scores decreased for all other grade levels and subject areas for Asian students.
- The average scores for male and female students decreased for reading and writing at all grade levels from 2012 to 2013. Math scores increased for female freshmen and sophomores and remained constant for female juniors. For male students, math scores decreased for freshmen but remained constant for sophomores and juniors.

The fall 2013 PSAT mean scores for the reading, mathematics, and writing sections were also examined to determine the relationship between the performances of student ethnic groups and gender. Specifically, the interactions between student racial/ethnic groups, African American, Asian, Hispanic, and White with gender were examined. These results are presented in **Appendix B**.

Additionally, the fall 2013 PSAT mean scores for the reading, mathematics, and writing sections were examined to determine the achievement gap between minority student groups, Hispanic and African American students, and their White counterparts. The district-wide differences in mean scores were calculated for freshmen, sophomores, juniors, and those grades combined for 2012 and 2013. The results are presented in **Table 10**.

Table 10: PSAT Mean Score Achievement Gap for Reading, Math, and Writing: Freshmen, Sophomores, Juniors, & Combined, Fall 2012 & 2013

	2013											
	<u>Freshmen</u>			<u>Sophomores</u>			<u>Juniors</u>			<u>Combined</u>		
	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing
Afr. Amer - White	-10.2	-8.6	-9.6	-12.2	-11.8	-11.4	-14.1	-13.5	-13.0	-12.1	-11.2	-11.3
Hispanic - White	-9.9	-7.3	-9.3	-11.6	-9.9	-10.9	-13.8	-11.7	-12.8	-11.7	-9.5	-10.9
	2012											
	<u>Freshmen</u>			<u>Sophomores</u>			<u>Juniors</u>			<u>Combined</u>		
	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing
Afr. Amer - White	-9.4	-9.5	-9.5	-12.2	-11.7	-12.1	-13.4	-13.5	-13.6	-11.6	-11.5	-11.6
Hispanic - White	-9.6	-8.2	-8.9	-12.3	-10.3	-11.5	-13.2	-11.6	-12.6	-11.7	-10.0	-11.0

- In fall 2013, the largest achievement gaps for freshmen was between African American and White students on all sections, reading 10.2, math 8.6, and writing 9.6 points. From 2012 to 2013, the PSAT achievement gap for freshmen increased in reading and writing for both African-American and Hispanic students and their White counterparts. For mathematics, the achievement gap decreased for both groups.

- In fall 2013, the largest achievement gap for sophomores was between African American and White students on all sections, with reading at 12.2, mathematics 11.8, and writing 11.4. From 2012 to 2013, the achievement gap between African-American and White student performance slightly increased in mathematics, remained constant for reading, and decreased for writing. There was a decrease in the achievement gap between Hispanic and White sophomores for all sections.
- The results of the analysis of the achievement gaps between juniors indicated that the largest mean differences in PSAT scores were between African American and White students on all sections, reading 14.1, mathematics 13.5, and writing 13.0. From 2012 to 2013, the achievement gap between African American and White juniors decreased in writing, remained constant for mathematics, and increased in reading. The achievement gap between Hispanic and White juniors increased for all sections.

School Performance by Mean Score

Analysis of school-level results focused on the performance of freshmen, sophomores, juniors, and the combined performance of these three groups for 2012 and 2013. Results from the 2012 and 2013 PSAT/NMSQT are presented in **Tables 11–14**. The averages of student reading, mathematics, and writing scores were calculated and analyzed to describe student performance.

- For the fall 2013 test administration, the highest mean scores for freshmen were achieved at Carnegie Vanguard High School for reading, 50.7; DeBakey High School for mathematics, 54.0; and High School for the Performing and Visual Arts (HSPVA) for writing, 49.1 (**Table 11**).
- When comparing performance at each school from 2012 to 2013, it was found that of the 40 campuses that tested freshmen in both years, 5 campuses (13 percent) showed improvement in reading performance and 1 campus (3 percent) remained constant; 17 campuses (43 percent) improved performance in mathematics and 1 campus (3 percent) remained constant; and 4 campuses (10 percent) improved mean scores in writing (**Table 11**).
- For the fall 2013 test administration, the highest mean reading, mathematics, and writing scores were achieved by sophomores at Carnegie Vanguard High School at 57.8, 58.5, and 54.9, respectively (**Table 12**).
- When comparing performance at each school from 2012 to 2013, it was found that of the 41 campuses that tested sophomores in both years, 15 campuses (37 percent) showed improved reading performance and 2 campuses (5 percent) remained constant; 22 schools (54 percent) showed improvement in mathematics performance; and 11 campuses (27 percent) showed improved mean scores in writing (**Table 12**).
- For the fall 2013 test administration, the highest mean reading, mathematics, and writing scores were achieved by juniors at Carnegie Vanguard High School at 63.5, 64.1, and 60.4, respectively (**Table 13**).
- When comparing junior performance from 2012 to 2013, it was found that for the 37 campuses with results for both years, 10 campuses (27 percent) showed an improvement in reading scores

and 1 campus (3 percent) remained constant; 20 campuses (54 percent) increased in mathematics scores; and 8 campuses (22 percent) showed improvement in writing scores (**Table 13**).

- When comparing overall performance from the fall 2012 to fall 2013, it was found that for the 42 campuses with results for both years, 10 campuses (24 percent) had an improvement in reading scores and 2 campuses (5 percent) remained constant; 26 campuses (62 percent) had an increase in mathematics scores; and 4 campuses (10 percent) improved writing scores with 2 campuses (5 percent) remaining constant (**Table 14**).

Table 11: PSAT Mean Reading, Math, and Writing Scores by School: Freshmen, Fall 2012 & 2013

School	Reading		Math		Writing	
	2012	2013	2012	2013	2012	2013
Austin	32.6	31.2	34.2	33.2	33.1	30.1
Bellaire	41.0	39.3	41.4	40.3	40.9	38.3
Carnegie Vanguard	51.3	50.7	52.0	52.0	52.1	48.7
Challenge	42.0	41.9	43.8	43.3	43.0	41.1
Chavez	34.2	33.1	35.8	36.7	35.0	32.9
Davis	33.9	32.1	34.3	33.6	34.4	32.5
DeBakey	49.1	49.8	51.4	54.0	48.7	48.5
East Early College	41.1	40.6	45.0	43.7	42.4	40.8
Eastwood	40.0	39.4	43.0	42.8	41.1	39.2
Empowerment	35.1	**	35.6	**	37.2	**
Energy Institute	**	38.2	**	39.5	**	37.1
Ener. for STEM Aca.	36.8	32.5	38.4	34.8	35.6	32.9
E-STEM West HS	34.3	34.5	38.1	38.5	35.1	34.5
Furr	33.7	31.1	34.8	33.9	33.9	31.0
Hope Academy	32.7	**	30.0	**	25.0	**
Houston Acad. Int'l	39.9	38.3	39.4	38.0	41.4	38.7
Houston M/S/T	32.7	31.7	32.6	34.1	32.3	31.3
HSLECJ	37.9	37.7	38.5	39.1	38.6	37.5
HSPVA	46.9	49.5	46.2	48.0	47.6	49.1
Jones	31.6	30.8	31.9	33.6	29.8	30.8
Jordan, Barbara	35.6	33.6	37.1	36.5	35.9	34.0
Kashmere	32.1	30.6	30.5	32.4	31.0	29.5
Lamar	39.5	39.0	39.8	39.2	39.4	38.0
Lee	32.6	31.1	33.4	33.3	32.5	30.8
Long Academy	35.6	33.7	38.2	37.3	36.7	33.5
Madison	33.7	31.6	33.7	33.8	33.2	31.2
Milby	33.5	31.7	35.2	34.5	32.9	31.2
Mount Carmel Acad.	37.8	35.4	36.7	36.3	37.7	35.0
North Forest	**	29.2	**	30.8	**	29.9
North Houston EC	36.9	39.8	39.4	42.5	38.1	38.5
Reagan	36.1	35.5	37.3	36.2	36.7	35.4
Scarborough	33.1	31.9	32.9	33.1	33.3	31.2
Sharpstown HS	32.7	30.9	33.6	32.5	32.4	30.1
Sharpstown Internatl.	35.0	35.0	37.1	39.8	36.1	34.3
South Early College	**	35.9	**	37.8	**	33.8
Sterling	32.0	31.6	31.3	32.1	31.9	30.2
Waltrip	34.8	33.6	36.0	35.0	35.4	33.8
Washington	33.8	31.9	33.9	34.0	32.7	31.4
Westbury	33.9	32.0	32.8	33.0	33.0	31.4
Westside	38.6	37.1	38.6	37.6	38.4	36.4
Wheatley	31.9	29.9	30.9	32.4	31.4	30.0
Worthing	32.2	30.2	32.0	32.4	32.3	30.3
Yates	34.4	31.1	33.1	32.0	33.0	30.3
Young Men's Coll Prep	41.4	37.4	42.4	40.3	36.3	38.0
Young Women's Coll Prep	37.2	38.2	38.4	37.8	38.7	38.1
HISD	36.2	34.9	36.9	36.6	36.3	34.4

Table 12: PSAT Mean Reading, Math, and Writing Scores by School: Sophomores, Fall 2012 & 2013

School	Reading		Math		Writing	
	2012	2013	2012	2013	2012	2013
Austin	33.8	33.1	36.3	36.5	33.7	32.9
Beechnut Acad.	32.7	34.1	32.1	33.0	31.8	30.5
Bellaire	44.7	45.3	45.7	46.8	44.7	44.2
Carnegie Vanguard	59	57.8	59.3	58.5	57.6	54.9
Challenge	45.9	46.4	48.1	46.9	47	44.7
Chavez	36.1	35.2	38.8	39.1	37.2	35.2
Davis	35.6	34	38.1	36.3	35.8	34.3
DeBakey	53.1	53.8	57.2	57.9	52.9	53.2
East Early College	42	43.8	47.2	45.7	45.1	42.9
Eastwood	40.3	43.2	43.5	45.5	40.5	41.9
Empowerment	37.9	**	37.7	**	38.5	**
Ener. for STEM Aca.	32.5	39.4	37	38.6	33.5	39.6
E-STEM West HS	34.4	37	39	42.4	36.5	37.3
Furr	34.8	33.5	36.4	35.3	35.1	32.9
Hope Academy	30.8	30.1	31	33.7	29.1	30.5
Houston Acad. Int'l	40.6	42.1	42	43.2	41.2	41.5
Houston M/S/T	34.1	33.2	35.8	34.8	34.2	32.6
HSLECJ	39.9	38.3	40.3	38.6	40.3	37.7
HSPVA	50	51.3	49.6	50.1	50.7	50.3
Jones	33.8	31.9	34.2	35.1	33.1	31.5
Jordan, Barbara	37.2	35.6	39.3	37.4	38.1	35.8
Kashmere	32.9	32.5	32.2	34.9	32	32.1
Lamar	42.6	42.6	42.8	41.8	42.9	42.4
Lee	34	32.9	35	35.5	34.2	32.2
Long Academy	**	36.4	**	40.7	**	36.3
Madison	33.4	33.4	34.2	35.8	33	32.9
Milby	34.3	33.8	36.8	36	34.8	33.3
Mount Carmel Acad.	39.2	39.6	35.9	40.6	38.5	38.6
North Forest	**	30.2	**	30.7	**	30.8
North Houston EC	40.7	40	44.2	43.7	42.1	38.7
Reagan	37	38.1	37.7	38	37.6	37.3
Scarborough	34.9	34.2	35.5	33.7	35.6	32.9
Sharpstown HS	33.3	33.2	35.1	36.8	32.9	32.5
Sharpstown Internatl.	35.6	36.5	38.5	40.3	37	36.5
South Early College	**	39.7	**	39.4	**	38.6
Sterling	33.1	33.9	32.1	33.8	32.1	32
Waltrip	36.4	36	37.3	39	36.8	35.6
Washington	34.7	33.4	36	34.5	34.8	33.5
Westbury	34.1	33.3	34.7	33.9	34.2	32.9
Westside	40.7	41.6	41	42.5	40.6	40
Wheatley	33.5	31.6	33.2	31.9	32.3	30.8
Worthing	32.7	31.3	33.1	32.6	33.2	31.4
Yates	34.1	33.5	34	35.2	34.3	32.9
Young Men's Coll Prep	38	38.5	44.6	43.1	38.7	41.1
Young Women's Coll Prep	40.6	40.5	40.2	39.6	40.8	41.7
HISD	37.9	37.6	39.2	39.2	38.2	37

Table 13: PSAT Mean Reading, Math, and Writing Scores by School: Juniors, Fall 2012 & 2013

School	Reading		Math		Writing	
	2012	2013	2012	2013	2012	2013
Austin	36.4	34.8	39.5	38.8	37.0	35.0
Bellaire	52.2	52.4	54.9	54.5	52.5	51.8
Carnegie Vanguard	62.4	63.5	62.1	64.1	60.2	60.4
Challenge	49.0	50.8	50.0	52.4	49.7	48.8
Chavez	37.5	37.6	40.9	41.9	38.5	37.1
Davis	36.9	37.1	39.3	40.5	36.9	36.7
DeBakey	57.8	59.7	62.9	62.7	58.6	58.0
East Early College	46.5	44.8	51.1	50.3	48.2	45.1
Eastwood	44.9	43.0	47.7	46.3	45.4	42.1
Empowerment	43.2	**	48.9	**	45.0	**
Ener. for STEM Aca.	41.5	37.5	41.8	38.3	40.8	42.1
E-STEM West HS	34.8	35.1	39.0	40.7	37.3	37.9
Furr	35.9	35.4	38.0	37.0	35.9	35.7
Houston Acad. Int'l	46.1	43.4	45.8	44.9	45.3	42.6
Houston, M/S/T	36.0	34.8	38.0	38.8	36.8	34.3
HSLECJ	44.0	43.2	44.6	43.9	43.7	40.5
HSPVA	55.1	55.2	54.6	54.5	55.6	54.3
Jones	33.2	32.3	35.8	36.1	32.9	32.6
Jordan, Barbara	36.9	37.7	40.2	40.7	37.4	37.6
Kashmere	33.8	32.3	34.0	37.0	32.4	33.1
Lamar	46.5	45.7	46.8	45.8	46.1	44.2
Lee	35.3	34.3	37.4	37.7	35.5	34.0
Madison	35.3	34.6	36.6	37.2	35.2	34.3
Milby	36.8	35.6	39.0	39.6	36.8	35.2
Mt. Carmel Academy	41.8	40.6	42.3	42.6	42.0	41.6
North Forest	**	33.3	**	33.4	**	33.6
North Early College	44.0	44.0	47.8	45.9	43.6	43.8
Reagan	40.2	38.4	41.4	40.5	39.9	37.9
Scarborough	35.9	37.6	37.1	37.7	35.2	37.0
Sharpstown HS	35.6	35.1	38.8	39.8	35.9	34.4
Sharpstown Internatl.	39.1	38.7	41.0	42.5	39.8	38.2
South Early College	**	44.3	**	45.9	**	43.0
Sterling	34.9	34.0	34.7	34.2	35.0	33.8
TCAH	**	49.6	**	49.3	**	50.2
Waltrip	40.1	38.2	40.2	41.2	39.6	37.8
Washington	37.5	36.0	40.4	39.7	37.3	35.4
Westbury	36.2	34.1	36.8	35.2	37.0	33.8
Westside	45.8	44.6	46.1	46.2	44.7	43.0
Wheatley	34.7	31.9	35.5	35.0	34.6	31.9
Worthing	34.8	34.4	35.1	36.7	34.4	34.6
Yates	36.3	34.0	35.4	35.8	35.9	34.4
Young Men's Coll Prep	**	42.2	**	49.2	**	41.5
Young Women's Coll Prep	**	41.3	**	43.2	**	41.1
HISD	40.9	39.9	42.5	42.5	41.0	39.4

Table 14: PSAT Mean Reading, Math, and Writing Scores by School: Combined Freshmen, Sophomores and Juniors 2012 & 2013

School	Reading		Math		Writing	
	2012	2013	2012	2013	2012	2013
Austin	34.0	32.7	36.3	35.7	34.4	32.2
Beechnut Academy	32.7	34.1	32.1	33.0	31.8	30.5
Bellaire	44.6	44.0	45.7	45.4	44.6	43.0
Carnegie Vanguard	56.3	56.8	56.7	57.6	55.7	54.1
Challenge	45.5	46.3	47.2	47.4	46.4	44.8
Chavez	35.7	35.1	38.1	39.0	36.7	34.9
Davis	35.3	34.1	36.9	36.4	35.5	34.2
DeBakey	52.8	54.2	56.5	58.0	52.9	53.0
East Early College	43.0	43.0	47.6	46.5	45.1	42.9
Eastwood	41.7	41.7	44.7	44.8	42.2	41.0
Empowerment	37.9	**	38.7	**	39.0	**
Energy Institute	**	38.2	**	39.5	**	37.1
Energ. for STEM Aca.	37.2	34.8	39.2	36.2	36.8	35.8
E-STEM West HS	34.4	35.4	38.5	40.1	36.0	36.0
Furr	34.7	33.2	36.2	35.3	34.9	33.1
Hope Academy	31.3	30.1	30.7	33.7	28.0	30.5
Houston Acad. Int'l	41.9	41.2	42.2	41.9	42.5	40.9
Houston M/S/T	34.1	33.0	35.2	35.6	34.2	32.5
HSLECJ	40.3	39.6	40.8	40.3	40.6	38.5
HSPVA	50.5	51.9	50.0	50.8	51.1	51.1
Jones	32.8	31.6	33.7	34.8	31.7	31.6
Jordan, Barbara	36.5	35.6	38.8	38.1	37.1	35.8
Kashmere	32.8	31.8	31.9	34.9	31.7	31.6
Lamar	43.0	42.4	43.3	42.2	42.9	41.4
Lee	33.9	32.6	35.1	35.3	34.0	32.2
Long Academy	35.6	35.1	38.2	39.0	36.7	34.9
Madison	34.0	33.0	34.6	35.3	33.7	32.6
Milby	34.7	33.5	36.8	36.4	34.7	33.0
Mt. Carmel Academy	39.6	38.3	38.5	39.6	39.5	38.1
North Forest	**	30.7	**	31.4	**	31.3
North Houston EC	40.3	41.1	43.6	43.9	41.1	40.1
Reagan	37.6	37.2	38.6	38.0	38.0	36.8
Scarborough	34.3	34.1	34.7	34.4	34.5	33.2
Sharpstown HS	33.7	32.9	35.5	36.0	33.5	32.1
Sharpstown Internatl.	36.3	36.5	38.6	40.7	37.4	36.1
South Early College	**	40.3	**	41.5	**	38.8
Sterling	33.4	32.9	32.7	33.1	33.0	31.6
TCAH	**	50.5	**	48.8	**	50.1
Waltrip	37.0	35.7	37.7	38.0	37.2	35.5
Washington	35.1	33.6	36.4	35.8	34.7	33.2
Westbury	34.7	33.1	34.6	34.0	34.6	32.6
Westside	41.5	40.5	41.7	41.5	41.1	39.3
Wheatley	33.3	31.1	33.0	33.1	32.6	30.9
Worthing	33.0	31.5	33.1	33.4	33.2	31.7
Yates	34.9	32.7	34.0	34.1	34.2	32.2
Young Men's Coll Prep	39.6	39.8	43.6	44.9	37.6	40.4
Young Women's Coll Prep	39.0	39.9	39.4	40.1	39.8	40.1
HISD	38.1	37.2	39.2	39.1	38.2	36.6

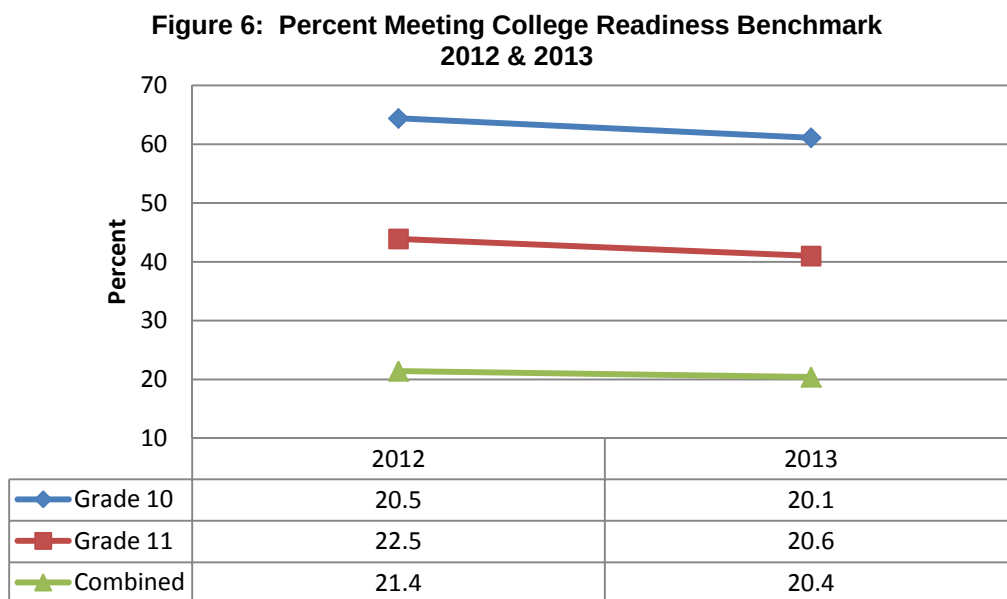
College Readiness Benchmark Performance

The College Readiness Benchmark has been added to PSAT/NMSQT reporting to help educators have a better understanding of which students are on track to have the skills necessary for success in college. The PSAT/NMSQT College Readiness Benchmark was developed based on the SAT College Readiness Index, which was computed as part of an SAT validity study. In 2012, the methodology for calculating the PSAT/NMSQT changed to parallel the calculation for SAT college readiness benchmarks. For both sophomores and juniors, the PSAT/NMSQT benchmarks are the scores associated with a 65-percent likelihood of achieving a first year college grade point average of 2.67 or higher. The score needed for juniors has been identified as a combined score (reading, mathematics, and writing) of 142, and the combined score for sophomores is 133. Currently, there is no benchmark score for freshmen.

The 2012 and 2013 PSAT performance of sophomores, juniors, and combined grade levels was evaluated for the College Board College Readiness Benchmark, and results for each campus are presented in **Table 15**.

- In 2013, the percentage of sophomores in Texas meeting the College Board College Readiness Benchmark was 32.4 compared to the nation at 37.7 percent. 11 HISD campuses had higher percentages of students meeting the benchmark than the state; and 10 campuses exceeded the national percentage.
- The percentage of juniors meeting the College Board Readiness Benchmark in 2013 was 35.6 for Texas and 46 for the nation. Eight (8) HISD campuses had higher percentages of students meeting the benchmark than the state, and 6 campuses exceeded the national percentage.

Figure 6 shows the percent of students who met the College Readiness Benchmark, for 2012 and 2013.



- The percentage of combined 10th and 11th graders who met the College Readiness Benchmark decreased slightly since 2012 from 21.4 in 2012 to 20.4 in 2013.

Table 15: Percent of Sophomores and Juniors Meeting College Readiness Benchmark, Fall 2012 & 2013

School	Sophomores		Juniors		Combined	
	2012	2013	2012	2013	2012	2013
Austin	4.6	5.6	4.1	3.2	4.4	4.5
Beechnut Academy	**	0.0	**	**	**	0.0
Bellaire	49.2	49.7	69.2	65.5	57.0	55.3
Carnegie Vanguard	98.7	97.1	97.2	100.0	98.1	98.4
Challenge	65.8	57.3	63.0	69.4	64.5	63.1
Chavez	14.0	10.3	11.0	11.5	12.8	10.9
Davis	9.2	3.4	8.4	8.3	8.8	5.8
DeBakey	93.7	97.6	95.7	95.4	94.6	96.6
East Early College	50.4	46.6	56.5	44.3	53.2	45.5
Eastwood	27.3	41.1	40.6	25.2	33.5	32.5
Empowerment	19.4	**	22.2	**	20.0	**
Ener. for STEM Aca.	0.0	18.8	21.4	0.0	12.0	11.1
Ener. STEM West	9.8	12.7	5.1	8.8	7.5	11.3
Furr	7.1	5.9	7.6	5.2	7.3	5.6
Hope Academy	0.0	0.0	**	**	0.0	0.0
Houston Acad. Int'l	23.5	38.4	38.8	27.1	30.4	32.9
Houston M/S/T	5.3	2.6	3.3	4.0	4.4	3.2
HSLECJ	18.1	10.2	25.4	17.1	21.7	13.1
HSPVA	75.7	78.6	77.0	79.8	76.3	79.2
Jones	3.4	3.3	1.2	3.5	2.5	3.4
Jordan, Barbara	8.8	10.5	7.3	7.4	8.0	9.1
Kashmere	2.4	3.0	1.4	2.1	1.9	2.6
Lamar	38.2	38.1	41.7	38.0	39.9	38.1
Lee	6.2	4.9	5.5	4.3	5.9	4.6
Long Academy	**	11.1	**	**	**	11.1
Madison	2.7	3.3	5.2	4.2	3.8	3.7
Milby	6.4	7.1	5.6	5.6	6.0	6.4
Mount Carmel Ac.	17.6	21.7	16.0	14.9	16.7	18.9
North Forest	**	0.7	**	1.5	**	1.1
North Houston EC	29.0	20.7	35.7	30.3	32.3	25.2
Reagan	14.6	16.0	14.3	12.1	14.5	14.2
Scarborough	8.0	3.5	4.4	7.5	6.3	5.1
Sharpstown HS	4.7	6.8	7.2	4.2	5.7	5.6
Sharpstown Internatl.	8.9	10.7	10.2	10.1	9.5	10.5
South Early College	**	16.7	**	31.8	**	25.0
Sterling	3.2	5.4	1.2	3.9	2.3	4.7
TCAH	**	66.7	**	64.7	**	65.0
Waltrip	11.4	13.9	12.9	11.5	12.2	12.8
Washington	7.4	9.7	12.9	12.9	9.9	11.0
Westbury	4.4	4.9	5.1	1.3	4.7	3.2
Westside	30.0	34.8	38.0	35.1	33.9	34.9
Wheatley	3.7	1.6	2.1	1.6	3.0	1.6
Worthing	5.1	1.5	8.0	4.7	6.4	2.7
Yates	2.6	2.7	3.0	1.9	2.8	2.4
Young Men's Coll Prep	23.8	18.8	**	28.0	23.8	24.4
Young Women's Coll Prep	19.7	26.1	**	13.0	19.7	19.0
HISD	20.5	20.1	22.5	20.6	21.4	20.4
Texas	34.2	32.4	36.5	35.6	N/A	N/A
Nation	41.3	37.7	49.0	46.0	N/A	N/A

** No test data for campus.

Eighth-Grade Readiness Assessment

Administration and Scoring

The Readiness assessment from the College Board is a low-stakes middle school assessment which serves as the first step on the “College Readiness Pathway” preparing students for the PSAT/NMSQT and for the Scholastic Aptitude Test (SAT). In addition, the Readiness can be used to provide information on achievement gaps to educators so that they may help students graduate from high school college-ready. Like the PSAT/NMSQT and SAT, the Readiness has three sections: critical reading, mathematics, and writing skills.

District-wide Results

The fourth administration of the Readiness in HISD took place in October and November of 2013. The results of the Readiness are provided below for the fall 2013 administration. A total of 10,370 eighth graders took the Readiness in the fall of 2013. **Table 16** provides results for HISD eighth graders for the 2012 and 2013 administration.

Table 16: Readiness Performance of HISD Eighth Graders, Fall 2012 & 2013

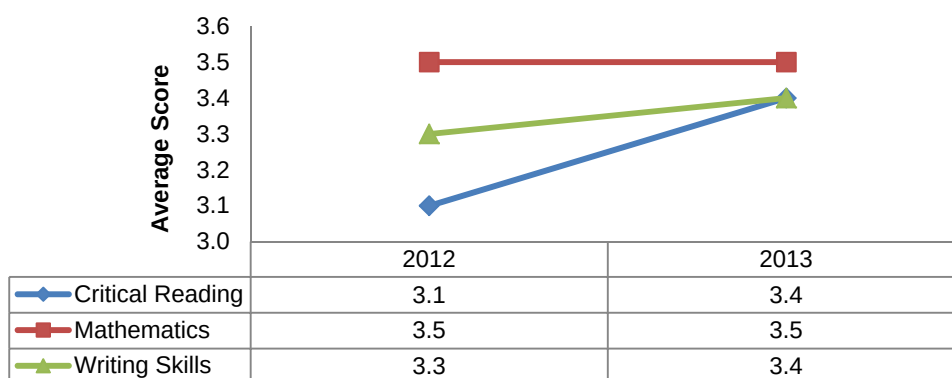
2013		
Subject	Mean Score	National Percentile
Critical Reading	3.4	36.1
Mathematics	3.5	43.9
Writing Skills	3.4	44.7
2012		
Critical Reading	3.1	N/A*
Mathematics	3.5	N/A*
Writing Skills	3.3	N/A*

**N/A: Not available as of the date this report was published.*

- For the Readiness assessment, scores are reported on a scale of 1–8. On the 2013 administration of the Readiness, HISD students scored an average of 3.4 in critical reading and writing, and 3.5 in mathematics.

Figure 7 shows the average Readiness scores for all students for fall 2012 and 2013.

Figure 7: Comparison of Average Readiness Scores for All Students, Fall 2012 & 2013



- The average critical reading score increased from 3.1 in 2012 to 3.4 in 2013. The average math score has remained constant, and the average writing skills score has slightly increased from 3.3 in 2012 to 3.4 in 2013.

Student Group Performance

The average score for reading, mathematics, and writing scores were calculated and analyzed to describe the performance of specific student groups. The results for the fall 2012 and 2013 Readiness assessment are presented in **Table 17**.

Table 17: Readiness Mean Scores by Student Group, Fall 2012 & 2013

2013			
Student Group	Reading	Math	Writing
All	3.4	3.5	3.4
African American	3.3	3.2	3.3
Asian American	4.4	4.9	4.2
Hispanic	3.3	3.4	3.3
White	4.5	4.4	4.2
Female	3.5	3.4	3.5
Male	3.4	3.5	3.3
2012			
All	3.1	3.5	3.3
African American	3.0	3.3	3.2
Asian American	4.1	4.8	4.3
Hispanic	3.0	3.4	3.2
White	4.2	4.4	4.3
Female	3.2	3.5	3.4
Male	3.1	3.5	3.3

- For the 2013 Readiness assessment, the highest mean score in reading was reported by White students at 4.5. In math, Asian American students led all other student groups with a mean score of 4.9. White and Asian American students shared the highest mean in writing at 4.2.

- Female eighth-graders outscored their male counterparts in reading and writing with a mean score of 3.5 in each section. However, males outperformed females in math, with a mean score of 3.5.

The fall 2013 ReadStep mean scores for the reading, mathematics, and writing sections were also examined to determine the relationship between the performances of student ethnic groups and gender. Specifically, the interactions between student racial/ethnic groups, African American, Asian, Hispanic, and White with gender were examined. These results are presented in **Table 18**.

- On the 2013 ReadStep, females in all ethnic groups outperformed males in reading and writing. In mathematics, all males received higher mean scores than their female counterparts, except for African American males who reported equal performance with African American females.

Table 18: Fall 2012 & 2013 ReadStep Mean Reading, Math, and Writing Scores by Interaction of Student Ethnic Group and Gender

2013			
Student Group	Reading	Math	Writing
African Amer. Female	3.4	3.2	3.4
African Amer. Male	3.2	3.2	3.1
Asian American Female	4.5	4.8	4.3
Asian American Male	4.4	4.9	4.1
Hispanic Female	3.3	3.3	3.4
Hispanic Male	3.2	3.4	3.2
White Female	4.6	4.3	4.3
White Male	4.5	4.5	4.1
2012			
African Amer. Female	3.1	3.3	3.3
African Amer. Male	3.0	3.3	3.1
Asian American Female	4.2	4.7	4.4
Asian American Male	4.1	4.9	4.1
Hispanic Female	3.0	3.4	3.3
Hispanic Male	2.9	3.5	3.2
White Female	4.2	4.3	4.4
White Male	4.1	4.5	4.3

Campus-Level Results

Table 19 provides the campus-level scores for the ReadStep for the fall of 2012 and 2013.

- For the ReadStep assessment in the fall of 2013, the highest mean scores in reading, mathematics, and writing were found at T.H. Rogers, with scores of 5.6, 6.1, and 5.3, respectively.

Table 19: Readiness Participation and Mean Scores by School, Fall 2012 & 2013

Schools	<u>N Tested</u>		<u>Reading</u>		<u>Math</u>		<u>Writing</u>	
	2012	2013	2012	2013	2012	2013	2012	2013
Attucks	126	121	2.6	3.0	3.1	3.0	2.9	3.0
Black	0	207	**	3.2	**	3.2	**	3.2
Briar Meadow	41	47	3.9	4.4	4.3	4.4	4.2	4.4
Burbank	395	442	3	3.3	3.5	3.6	3.3	3.4
Clifton	263	301	3.1	3.3	3.7	3.6	3.4	3.3
Cullen	174	0	2.9	**	3.2	**	3.0	**
Deady	290	280	2.7	2.9	3.1	2.9	2.9	2.9
Dowling	345	346	3	3.1	3.3	3.3	3.1	3.2
Edison	211	226	2.8	3.0	3.2	3.0	3.0	3.0
Ener. for Excel. Acad.	99	114	2.8	3.4	3.5	3.9	3.1	3.5
Ener. for Excel. Cent.	43	45	3.2	3.4	3.2	3.2	3.4	3.3
Ener. for STEM West	93	73	3	3.3	3.3	3.5	3.3	3.3
Fleming	210	0	2.6	**	2.9	**	2.9	**
Fondren	214	0	2.7	**	3.1	**	2.8	**
Fonville	310	336	2.7	3.1	3.1	3.1	3.0	3.0
Grady	156	168	3.3	3.8	3.6	3.5	3.6	3.6
Gregory-Lincoln	100	84	2.9	2.8	3.3	3.0	3.3	3.0
Hamilton	445	377	3.3	3.7	3.7	3.7	3.6	3.6
Hartman	463	409	3	3.2	3.5	3.3	3.2	3.1
Henry	296	322	2.8	2.9	3.2	3.0	2.9	2.8
Hogg	226	215	2.8	3.2	3.2	3.2	3.0	3.1
Holland	225	197	2.9	3.1	3.1	3.2	3.1	3.0
Jackson	337	301	2.8	3.1	3.2	3.1	2.9	3.0
Johnston	461	514	3.6	3.8	3.7	3.6	3.8	3.7
Key	52	202	1.7	3.2	1.9	3.0	2.3	3.1
Lanier	402	454	4.3	4.5	4.6	4.5	4.4	4.4
Las Americas	37	0	2.5	**	2.5	**	2.3	**
Long Academy	246	274	2.8	3.0	3.3	3.1	3.0	3.0
Marshall	0	263	**	3.1	**	3.0	**	3.1
McReynolds	212	0	2.8	**	3.2	**	3.0	**
Ortiz	302	321	2.8	3.0	3.3	3.2	3.0	3.1
Pershing	534	540	3.5	3.7	3.7	3.7	3.6	3.6
Pilgrim	83	79	2.5	3.0	3.2	3.5	3.0	3.3
Pin Oak	380	380	4.2	4.5	4.6	4.5	4.4	4.2
Project Chrysalis	68	67	3.7	3.7	3.9	3.9	3.9	3.9
Pro-Vision	49	0	2.8	**	3.0	**	3.0	**
Reagan	0	79	**	3.1	**	2.7	**	3.0
Revere	245	354	2.9	3.2	3.3	3.3	3.2	3.2
Rice	153	153	3.4	3.6	3.7	3.7	3.6	3.6
Rogers	135	108	5.3	5.6	5.7	6.1	5.5	5.3
Rusk	46	51	3.1	3.6	3.6	3.8	3.4	3.8
Ryan	81	0	2.8	**	3.1	**	2.8	**
Sharpstown Internatl.	138	159	2.9	3.2	3.6	3.5	3.2	3.3
Stevenson	446	454	3.3	3.5	3.8	3.8	3.4	3.5
Sugar Grove	210	0	2.8	**	3.1	**	3.1	**
Thomas	155	130	2.7	3.0	3.0	3.1	2.8	2.9
Welch	272	316	2.9	3.0	3.2	3.0	3.0	3.1
Westbriar	417	402	3.4	3.8	3.8	3.8	3.6	3.7
Wharton	25	21	3.4	4.1	3.9	4.6	4.0	4.3
Williams	142	132	2.7	2.9	3.0	3.1	2.8	3.0
Woodson	0	96	**	2.9	**	2.6	**	2.7
Young Men's College Prep	0	99	**	3.6	**	3.9	**	3.5
Young Scholars Academy	0	10	**	3.7	**	3.5	**	3.5
Young Women's College Prep	0	101	**	3.9	**	3.8	**	3.9
HISD	10,353	10,370	3.1	3.4	3.5	3.5	3.3	3.4

Conclusion

The purpose of this report was to provide an examination of the participation and performance of HISD students under the innovative HISD PSAT Initiative, PSAT for All. The investigation was also designed to supply a comparison of current year PSAT results with the results from the previous year. The results from this report indicated that under the HISD PSAT Initiative, the percent of student participation on the PSAT in the district decreased slightly from the previous year. For freshmen, sophomores, and juniors combined, there was a decrease in the overall participation rate from 82.8 in 2012 to 82.4 in 2013. There was also a decrease in mean scores for all grade levels in reading, mathematics, and writing from 2012 to 2013 except for the mean scores of sophomores and juniors in mathematics which did not change from 2012 to 2013. In addition, the percent of sophomores and juniors, combined, who met the College Board's College Readiness benchmark decreased from 21.4 in 2012 to 20.4 in 2013. When comparing the performance of eighth grade students, on the ReadStep assessment, in 2013 to their performance the previous year, the average score in reading increased by 0.3 points and writing by 0.1 point, while mathematics scores remained the same.

Appendix A: HISD PSAT Mean Reading, Math, and Writing Scores for Grades 9-11, Fall 2004-2013

PSAT Mean Reading, Math, and Writing Scores by Student Group: Freshmen, Sophomores, and Juniors, Fall 2004-2013												
	<u>9th Grade</u>			<u>10th Grade</u>			<u>11th Grade</u>			<u>Combined</u>		
<u>Year</u>	<u>Reading</u>	<u>Math</u>	<u>Writing</u>	<u>Reading</u>	<u>Math</u>	<u>Writing</u>	<u>Reading</u>	<u>Math</u>	<u>Writing</u>	<u>Reading</u>	<u>Math</u>	<u>Writing</u>
2004	Not Tested			36.3	38.3	42.4	39.3	41.7	45.3	37.6	39.8	43.7
2005				37.3	38.5	41.6	40.2	41.5	44.2	38.5	39.8	42.7
2006				37.5	39.2	36.6	41.5	42.8	40.7	39.2	40.8	38.3
2007				36.9	38.7	37.1	40.7	42.5	40.7	38.6	40.4	38.7
2008				36.3	39.5	37.4	39.8	42.6	41.0	37.8	40.8	38.9
2009				37.2	39.8	37.2	40.0	43.1	40.1	38.4	41.2	38.4
2010	34.7	37.8	33.6	37.1	40.2	35.5	40.4	43.4	38.8	37.1	40.2	35.7
2011	34.7	36.1	35.0	37.0	39.1	36.7	40.1	42.3	39.8	37.0	38.9	36.9
2012	36.2	36.9	36.3	37.9	39.2	38.2	40.9	42.5	41.0	38.1	39.2	38.2
2013	34.9	36.6	34.4	37.6	39.2	37.0	39.9	42.5	39.4	37.2	39.1	36.6

Appendix B: HISD PSAT Mean Reading, Math, and Writing Scores by Interaction of Student Ethnicity and Gender for Grades 9-11 and Combined, Fall 2012 and 2013

PSAT Mean Reading, Math, and Writing Scores by Interaction of Student Ethnic Group and Gender: Freshmen, Sophomores, Juniors, & Combined, Fall 2012 & 2013

Student Group	2013											
	Freshmen			Sophomores			Juniors			Combined		
	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing
Afr. Amer. Female	34.3	35.1	34.0	36.7	36.9	36.5	39.0	39.7	38.5	36.4	37.0	36.2
Afr. Amer. Male	33.0	34.6	32.3	34.6	35.9	34.0	36.5	39.0	36.4	34.5	36.2	34.0
Asian Am. Female	46.7	50.5	45.3	51.4	55.1	49.8	51.6	55.6	50.1	49.9	53.8	48.4
Asian Am. Male	44.8	50.3	43.1	46.7	53.0	44.4	50.5	57.5	49.1	47.3	53.6	45.5
Hispanic Female	34.5	36.2	34.2	36.5	38.1	36.4	38.5	40.9	38.3	36.4	38.2	36.1
Hispanic Male	33.4	36.0	33.0	36.1	38.6	35.4	38.0	41.6	37.3	35.5	38.3	34.9
White Female	44.2	42.9	43.5	48.2	47.3	47.1	52.7	52.6	51.9	48.1	47.3	47.3
White Male	43.4	43.9	42.1	47.7	49.1	46.3	51.2	53.2	49.2	47.2	48.4	45.7
2012												
Afr. Amer. Female	35.9	35.3	36.3	37.0	37.1	37.5	39.5	39.6	39.8	37.3	37.1	37.7
Afr. Amer. Male	34.6	34.5	33.6	35.7	36.4	35.2	38.3	39.1	37.2	36.0	36.4	35.1
Asian Am. Female	47.4	49.4	47.1	47.5	50.9	46.4	52.7	55.8	52.3	48.9	51.8	48.3
Asian Am. Male	44.9	48.3	42.8	46.6	52.0	44.9	52.2	58.2	51.4	47.8	52.7	46.2
Hispanic Female	35.1	36.1	36.4	36.4	37.9	37.9	39.3	41.1	40.5	36.8	38.1	38.0
Hispanic Male	35.1	36.4	34.7	36.4	38.6	36.3	38.9	41.4	38.5	36.6	38.5	36.3
White Female	44.7	43.8	45.1	49.7	48.3	50.2	53.2	52.5	53.5	49.1	48.1	49.4
White Male	44.7	45.1	43.9	47.7	48.7	46.9	51.3	53.0	50.6	47.6	48.6	46.9