Texas Academic Performance Report

2017–2018 District Performance

February 14, 2019
Carla Stevens
Assistant Superintendent of Research & Accountability

Texas Academic Performance Report

- Required by Texas Education Code Chapter 39

- Reports produced at the state, education service center region, district, and school levels

- Data disaggregated by:
  - Race/Ethnicity
  - Special Education
  - Economically Disadvantaged
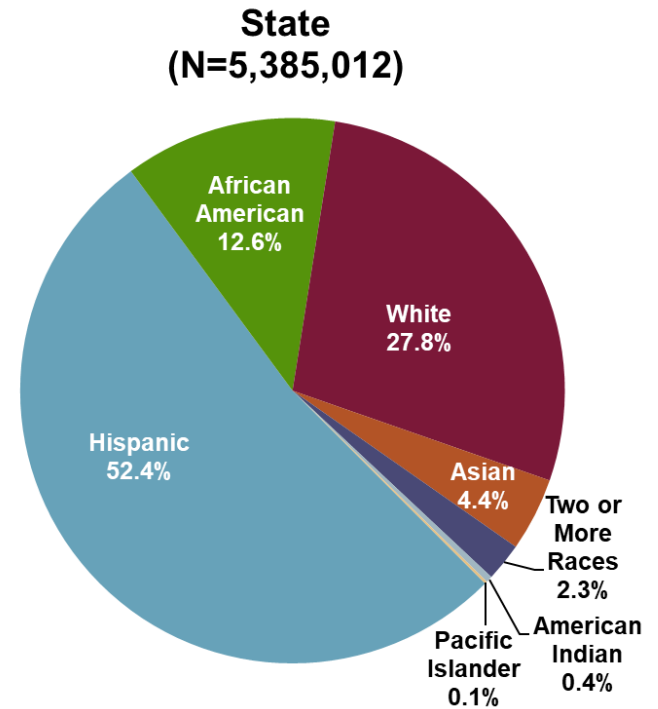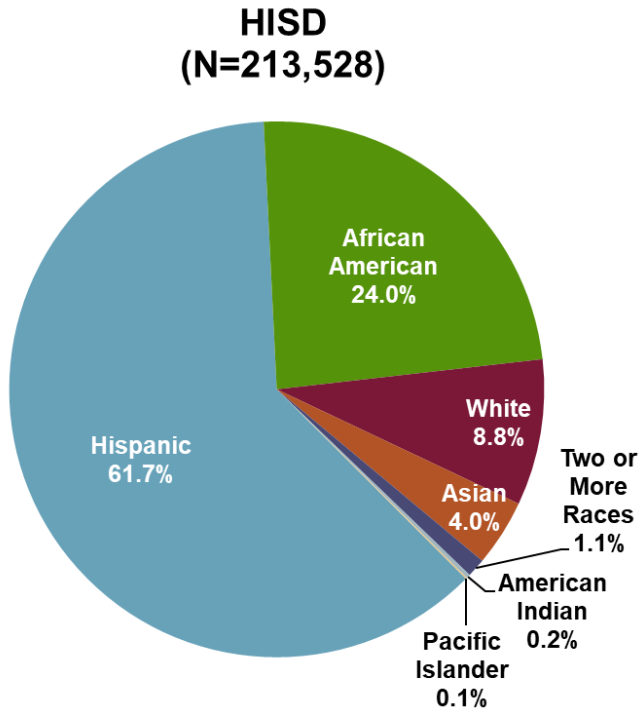 - English Learner (EL)

Changes to the
Texas Academic Performance Report

- The TAPR data are presented in two formats:
  - PDF
    - Published in December
    - Contains data required by statute
  - Online
    - Updated as data become available
    - Contains additional data

- The TAPR data are aligned with the new accountability system
  - STAAR data are presented at Approaches, Meets, and Masters performance levels
  - Progress is reported according to Domain 2
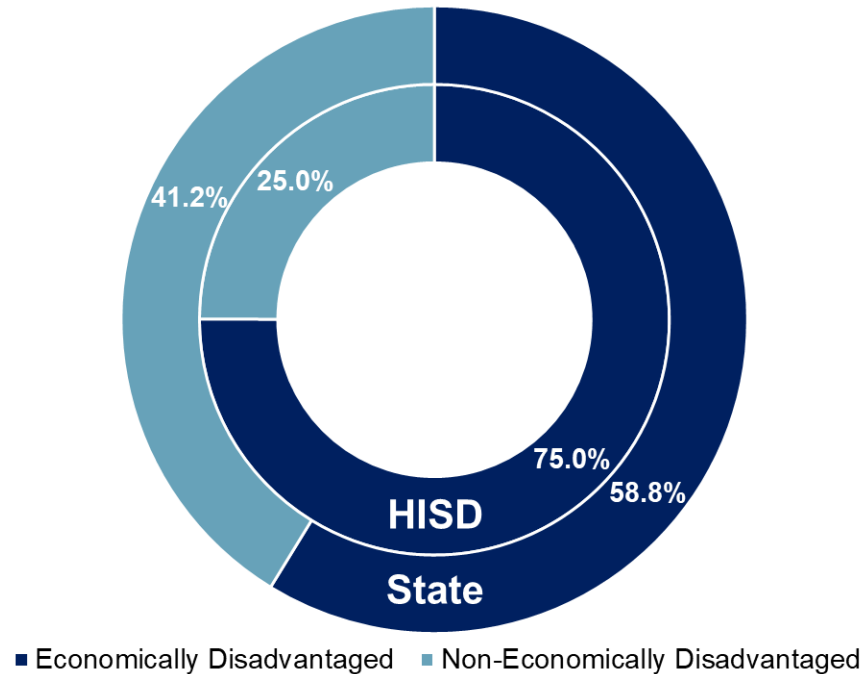 - College, Career, and Military Readiness data are included

2017–2018 District Enrollment

- **Student Enrollment**
  - 0.9% Decrease in Total Enrollment
  - 0.7% Decrease in African American Enrollment
  - 1.5% Decrease in Hispanic Enrollment
  - 0.4% Increase in White Enrollment
  - 3.6% Increase in Asian Enrollment
  - 3.5% Decrease in Economically Disadvantaged Enrollment
  - 1.8% Decrease in EL Enrollment

Enrollment by Race/Ethnicity
2017−2018

HISD
(N=213,528)

Hispanic 61.7%
African American 24.0%
White 8.8%
Asian 4.0%
Two or More Races 1.1%
American Indian 0.2%
Pacific Islander 0.1%

State
(N=5,385,012)

Hispanic 52.4%
White 27.8%
African American 12.6%
Asian 4.4%
Two or More Races 2.3%
American Indian 0.4%
Pacific Islander 0.1%

Enrollment by Economically Disadvantaged Status 2017–2018

Enrollment by English Learner Status 2017–2018

18.8%
31.5%
68.5%
81.2%
HISD
State

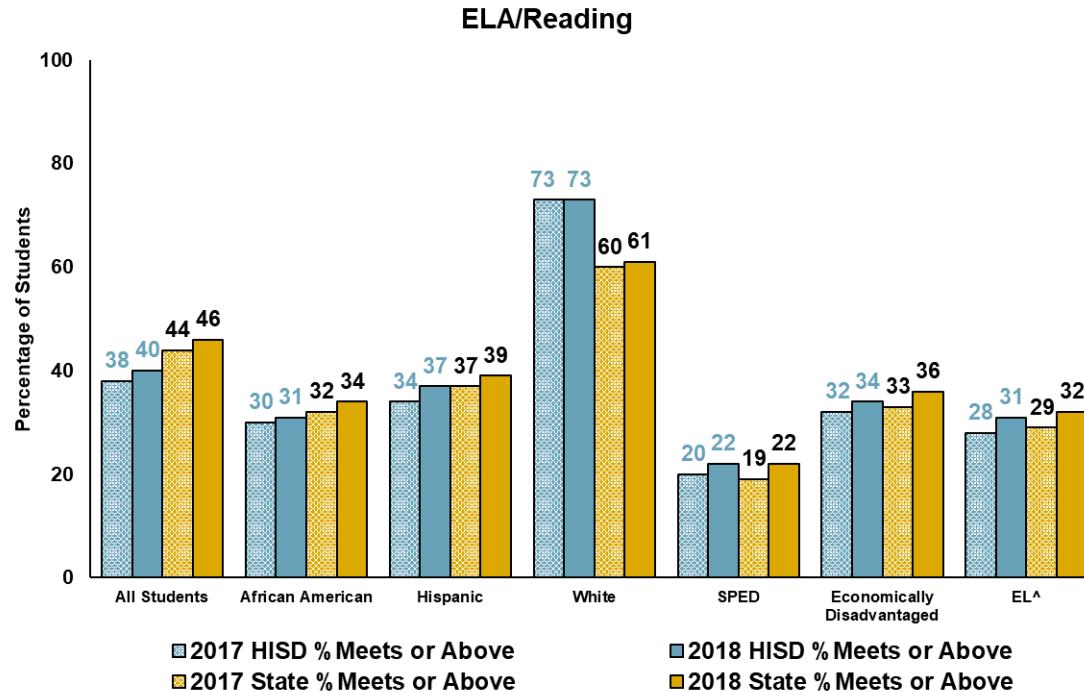■ English Learner　　■ Non-English Learner
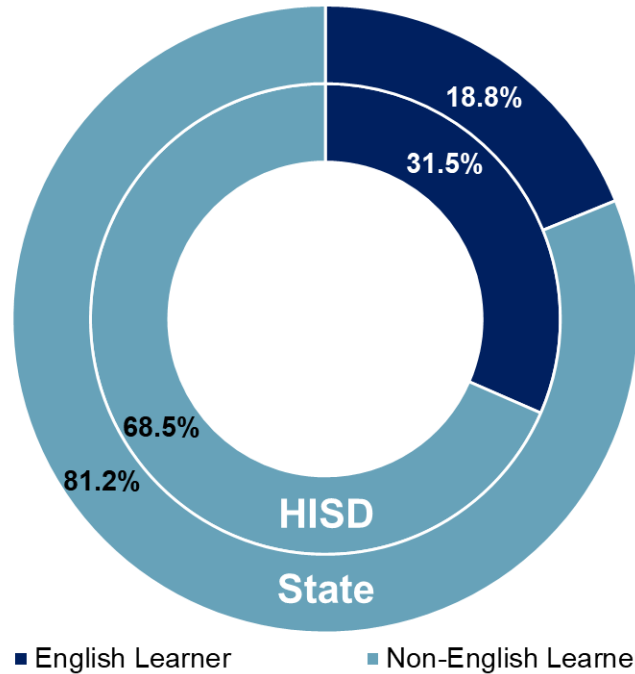
2017–2018 District Performance
STAAR

- **ELA/Reading**
  - District percentage of students at Meets or Above increased 2% points
  - District percentage of students at Meets or Above 6% points lower than the state
- **Mathematics**
  - District percentage of students at Meets or Above increased 2% points
  - District percentage of students at Meets or Above 5% points lower than the state
- **Writing**
  - District percentage of students at Meets or Above increased 2% points
  - District percentage of students at Meets or Above 5% points lower than the state
- **Science**
  - District percentage of students at Meets or Above decreased 1% points
  - District percentage of students at Meets or Above 10% points lower than the state
- **Social Studies**
  - District percentage of students at Meets or Above increased 3% points
  - District percentage of students at Meets or Above 8% points lower than the state
- **All Subjects**
  - District percentage of students at Meets or Above increased 2% points
  - District percentage of students at Meets or Above 6% points lower than the state

HISD and State STAAR ELA/Reading
Percentage at Meets or Above
All Grades, 2017 and 2018

ELA/Reading

- Exceeded or Matched State Performance in 2018
  - White
  - Special Education

- Within 2 Percentage Points in 2018
  - Hispanic
  - Economically Disadvantaged
  - English Learner

Legend:
- 2017 HISD % Meets or Above
- 2018 HISD % Meets or Above
- 2017 State % Meets or Above
- 2018 State % Meets or Above

Chart values:
- All Students: 38, 40, 44, 46
- African American: 30, 31, 32, 34
- Hispanic: 34, 37, 37, 39
- White: 73, 73, 60, 61
- SPED: 20, 22, 19, 22
- Economically Disadvantaged: 32, 34, 33, 36
- EL^: 28, 31, 29, 32

Notes: '^' Indicates that EL rates include current and monitored students; Includes STAAR 3–8 and EOC

HISD and State STAAR Mathematics
Percentage at Meets or Above
All Grades, 2017 and 2018

Mathematics

Percentage of Students

Category	2017 HISD	2018 HISD	2017 State	2018 State
All Students	43	45	46	50
African American	30	32	31	34
Hispanic	42	44	40	44
White	68	69	59	61
SPED	24	24	23	26
Economically Disadvantaged	38	40	36	40
EL^	41	44	40	44

☒ 2017 HISD % Meets or Above   ☒ 2018 HISD % Meets or Above
☒ 2017 State % Meets or Above   ☒ 2018 State % Meets or Above

- Exceeded or Matched State Performance in 2018
  - Hispanic
  - White
  - Economically Disadvantaged
  - English Learner

- Within 2 Percentage Points in 2018
  - African American
  - Special Education

Notes: '^' Indicates that EL rates include current and monitored students; Includes STAAR 3–8 and EOC

HISD and State STAAR Writing
Percentage at Meets or Above
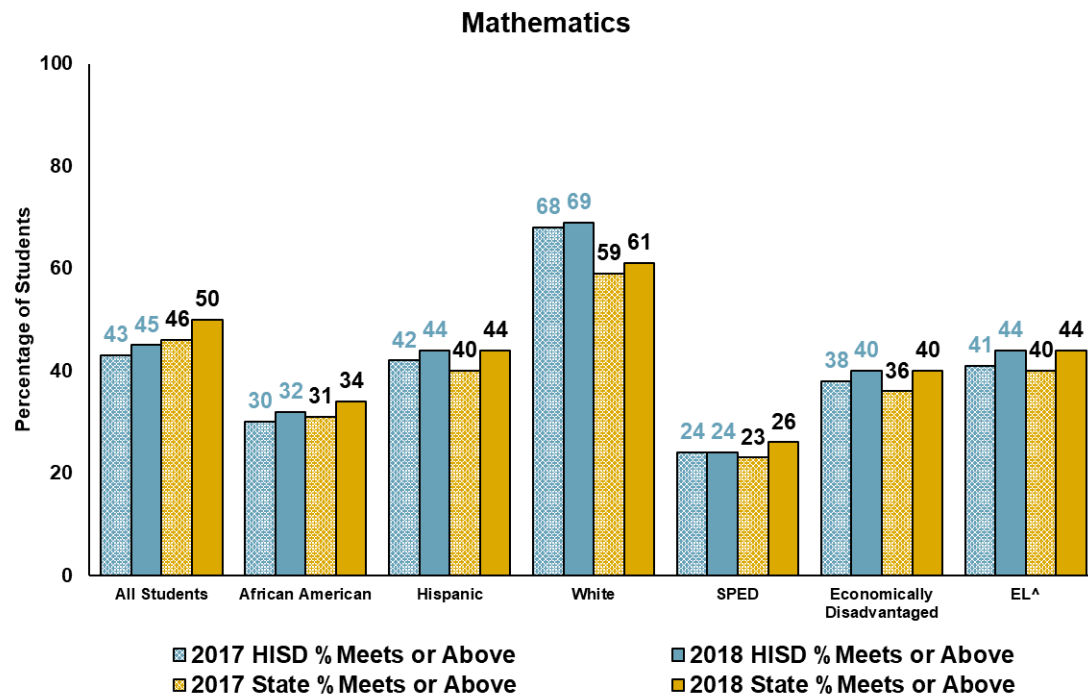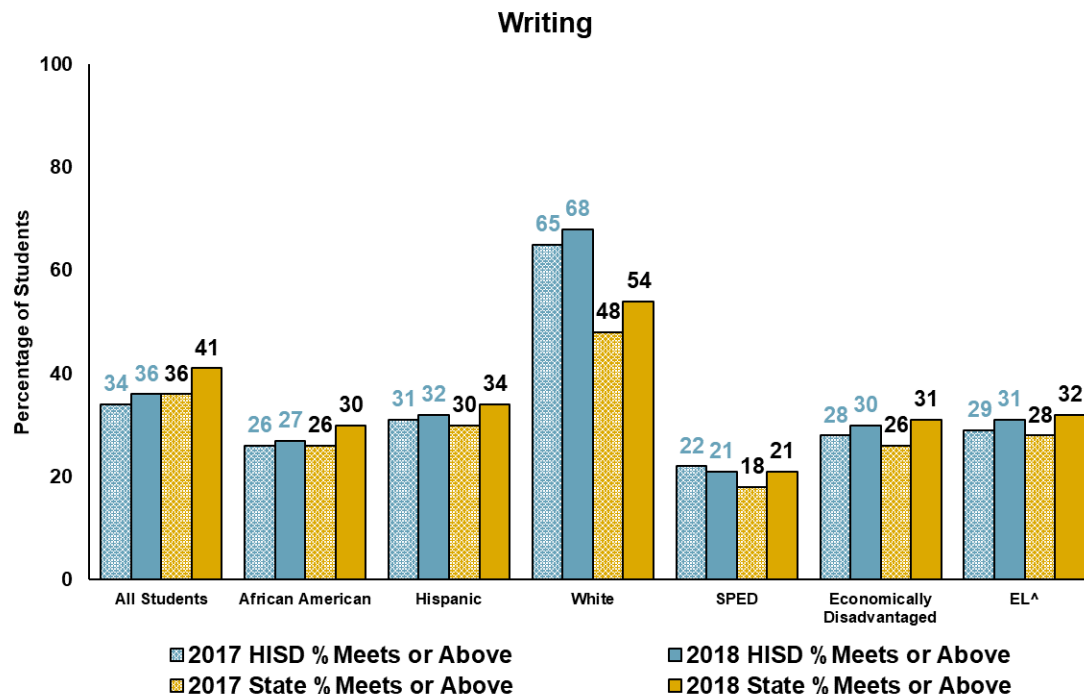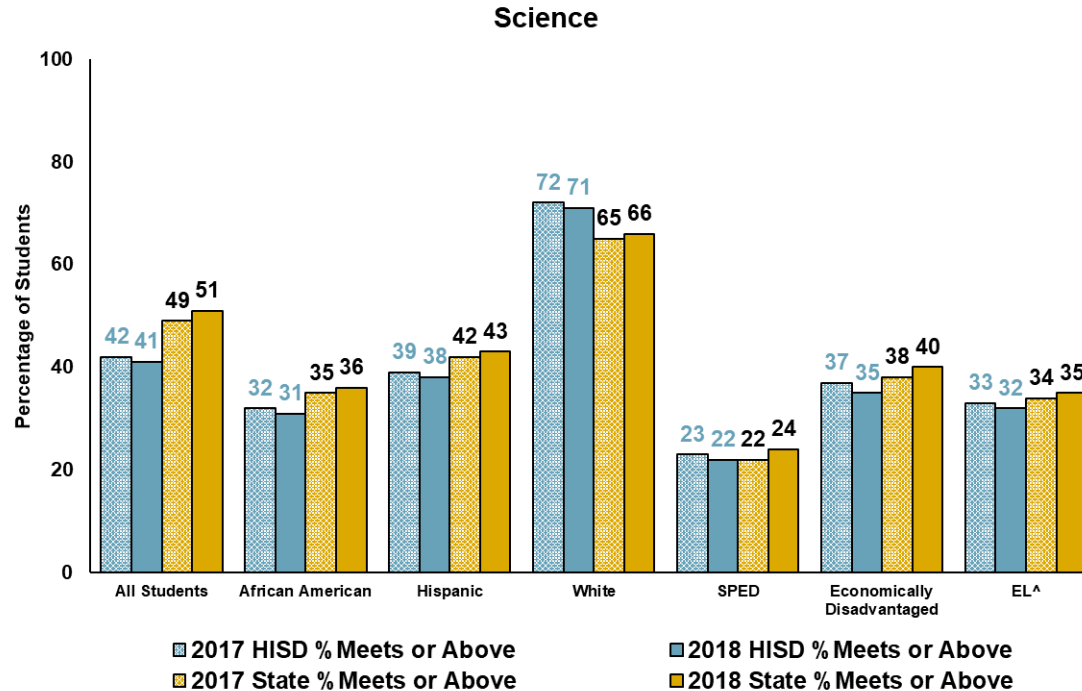### All Grades, 2017 and 2018

Writing

- Exceeded or Matched State Performance in 2018
  - White
  - Special Education

- Within 2 Percentage Points in 2018
  - Hispanic
  - Economically Disadvantaged
  - English Learner

Legend:
- 2017 HISD % Meets or Above
- 2018 HISD % Meets or Above
- 2017 State % Meets or Above
- 2018 State % Meets or Above

Note: '^' Indicates that EL rates include current and monitored students

HISD and State STAAR Science
Percentage at Meets or Above
All Grades, 2017 and 2018

Science

- Exceeded State Performance in 2018
  - White

- Within 2 Percentage Points in 2018
  - Special Education

Legend:
- 2017 HISD % Meets or Above
- 2018 HISD % Meets or Above
- 2017 State % Meets or Above
- 2018 State % Meets or Above

Group	2017 HISD	2018 HISD	2017 State	2018 State
All Students	42	41	49	51
African American	32	31	35	36
Hispanic	39	38	42	43
White	72	71	65	66
SPED	23	22	22	24
Economically Disadvantaged	37	35	38	40
EL^	33	32	34	35

Notes: '^' Indicates that EL rates include current and monitored students; Includes STAAR 3–8 and EOC

HISD and State STAAR Social Studies
Percentage at Meets or Above
All Grades, 2017 and 2018

Social Studies

- Exceeded State Performance in 2018
  - White
  - Special Education

- Within 2 Percentage Points in 2018
  - Economically Disadvantaged

Notes: '^' Indicates that EL rates include current and monitored students; Includes STAAR 3–8 and EOC
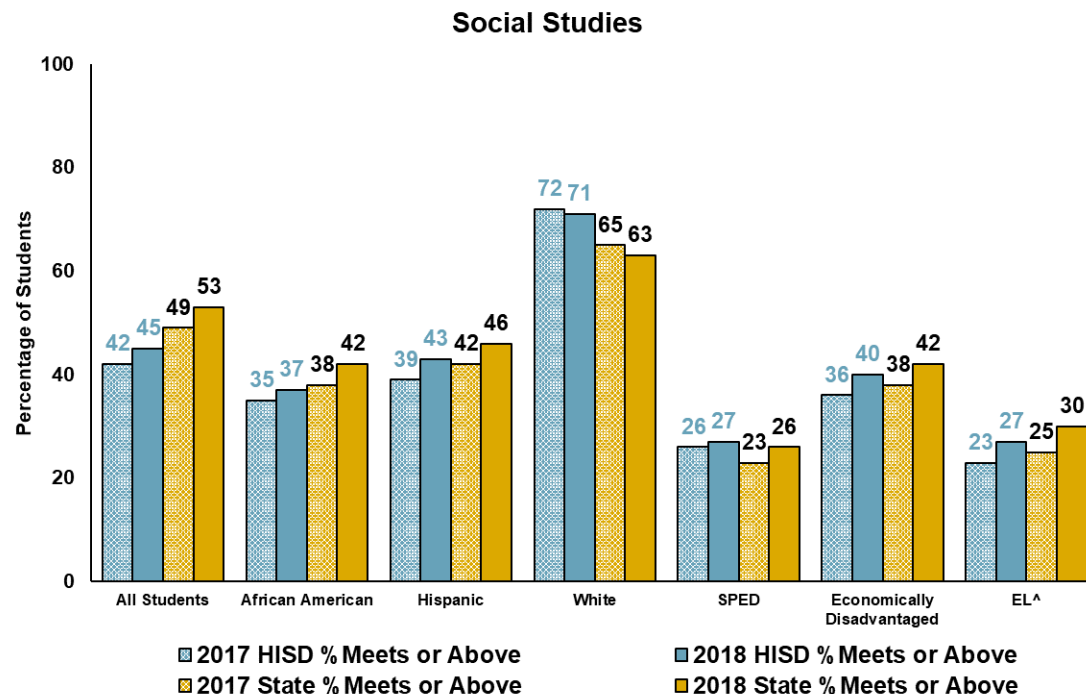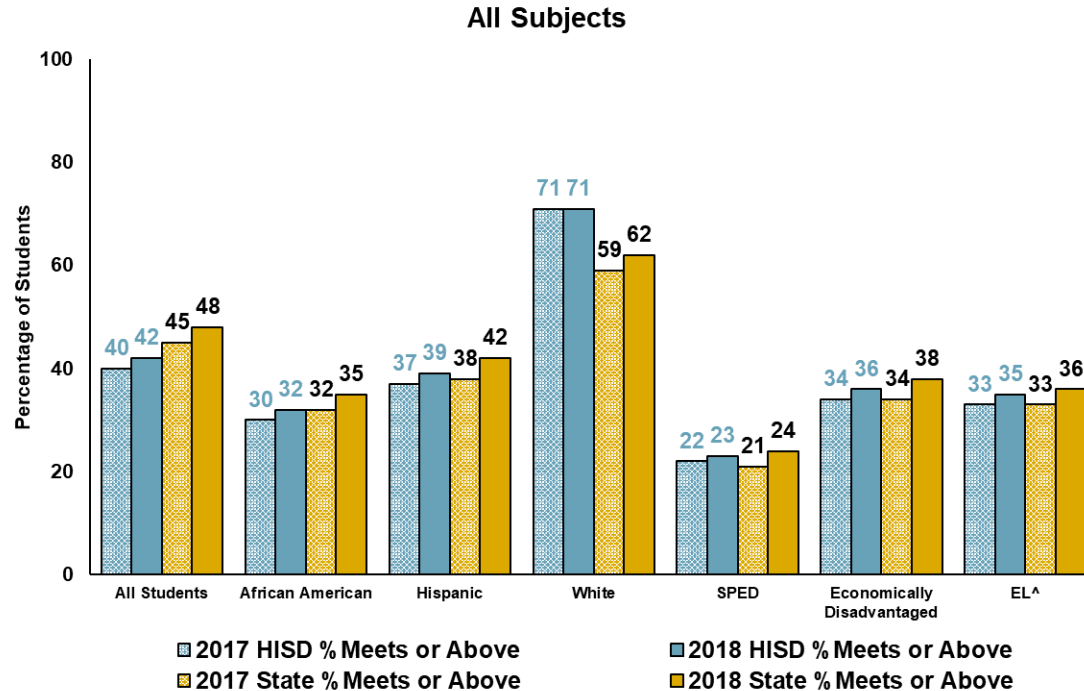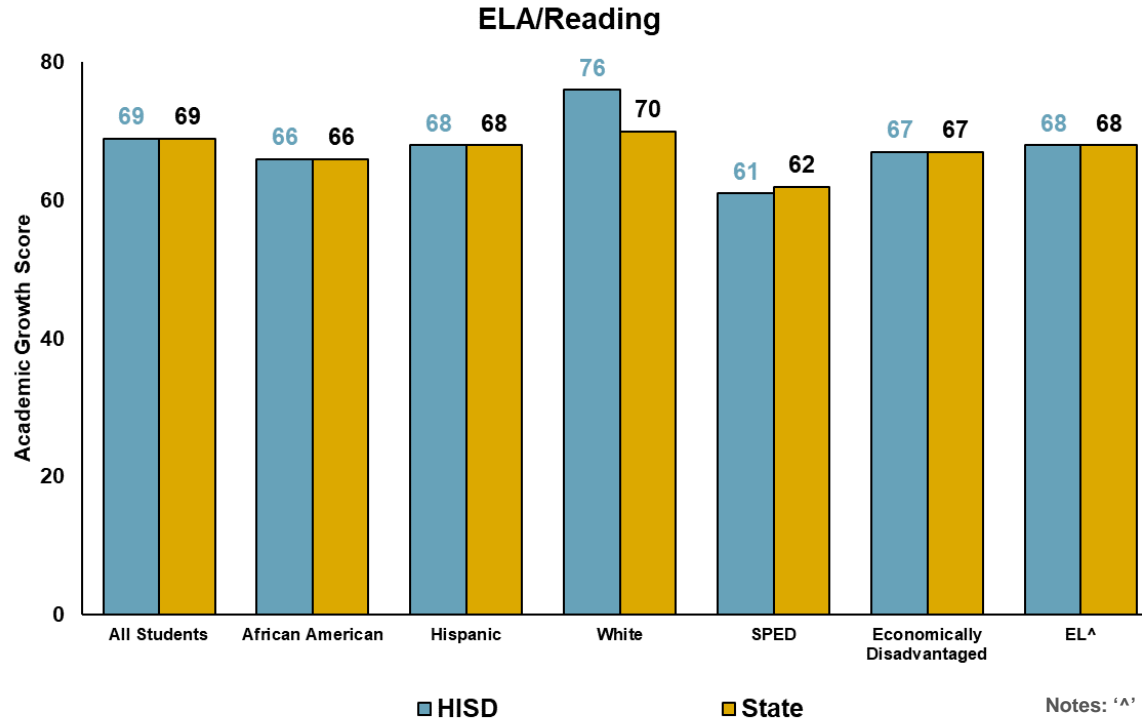
HISD and State STAAR All Subjects
Percentage at Meets or Above
All Grades, 2017 and 2018

All Subjects

- Exceeded State Performance in 2018
  - White

- Within 2 Percentage Points in 2018
  - Special Education
  - Economically Disadvantaged
  - English Learner

Legend:
- 2017 HISD % Meets or Above
- 2018 HISD % Meets or Above
- 2017 State % Meets or Above
- 2018 State % Meets or Above

Values by group (2017 HISD, 2018 HISD, 2017 State, 2018 State):
- All Students: 40, 42, 45, 48
- African American: 30, 32, 32, 35
- Hispanic: 37, 39, 38, 42
- White: 71, 71, 59, 62
- SPED: 22, 23, 21, 24
- Economically Disadvantaged: 34, 36, 34, 38
- EL^: 33, 35, 33, 36

Notes: '^' Indicates that EL rates include current and monitored students; Includes STAAR 3–8 and EOC

HISD and State STAAR ELA/Reading
School Progress Domain – Academic Growth Score
All Grades, 2018

ELA/Reading

Academic Growth Score

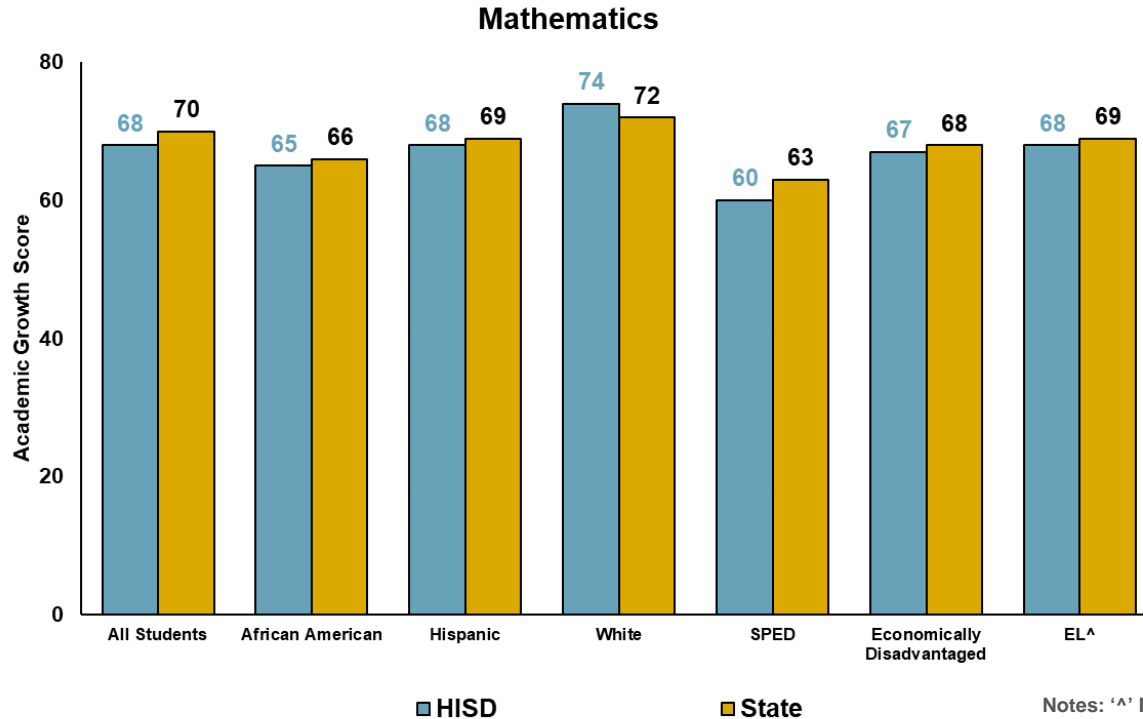| Category	HISD	State
All Students	69	69
African American	66	66
Hispanic	68	68
White	76	70
SPED	61	62
Economically Disadvantaged	67	67
EL^	68	68

■ HISD   ■ State

- Exceeded or Matched State Performance in 2018
  - All Students
  - African American
  - Hispanic
  - White
  - Economically Disadvantaged
  - English Learner

- Within 2 Points in 2018
  - Special Education

Notes: '^' Indicates that EL rates include current and monitored students; Includes STAAR 3–8 and EOC

HISD and State STAAR Mathematics
School Progress Domain – Academic Growth Score
All Grades, 2018

Mathematics

Chart showing Academic Growth Score by group (HISD in blue, State in yellow):

Group	HISD	State
All Students	68	70
African American	65	66
Hispanic	68	69
White	74	72
SPED	60	63
Economically Disadvantaged	67	68
EL^	68	69

- Exceeded State Performance in 2018
  - White

- Within 2 Points in 2018
  - All Students
  - African American
  - Hispanic
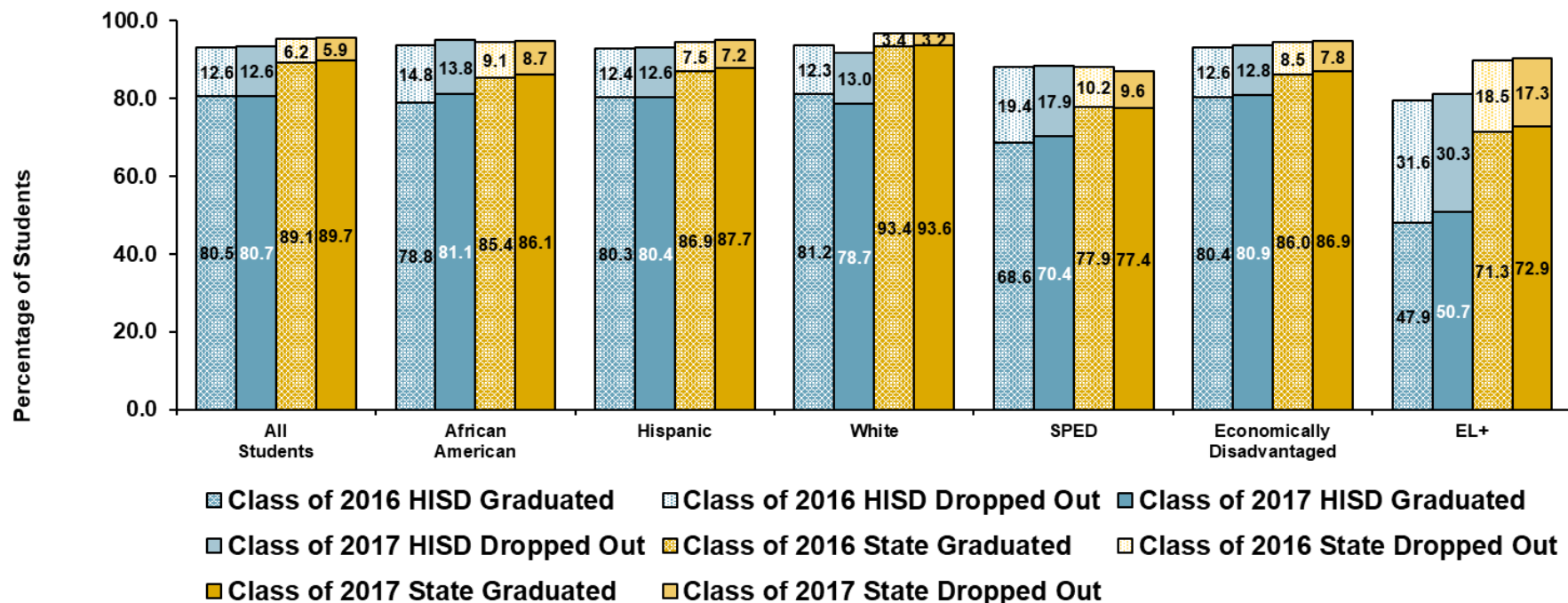 - Economically Disadvantaged
  - English Learner

Notes: '^' Indicates that EL rates include current and monitored students; Includes STAAR 3–8 and EOC

2017–2018 District Performance
## Graduation and Dropout

- **2017 4-Year Longitudinal Graduation Rate**
  - District rate increased 0.2% points
  - District rate lower than the state by 9.0% points
  - District rate increased for African American, Hispanic, Special Education, Economically Disadvantaged, and English Learner students but decreased for White students

- **2017 4-Year Longitudinal Dropout Rate, Grades 9—12**
  - District rate stayed the same
  - District rate higher than the state by 6.7% points

HISD and State Four-Year Longitudinal Graduation and Dropout Rates
2016 and 2017

Percentage of Students

	All Students	African American	Hispanic	White	SPED	Economically Disadvantaged	EL+
Class of 2016 HISD Graduated	80.5	78.8	80.3	81.2	68.6	80.4	47.9
Class of 2016 HISD Dropped Out	12.6	14.8	12.4	12.3	19.4	12.6	31.6
Class of 2017 HISD Graduated	80.7	81.1	80.4	78.7	70.4	80.9	50.7
Class of 2017 HISD Dropped Out	12.6	13.8	12.6	13.0	17.9	12.8	30.3
Class of 2016 State Graduated	89.1	85.4	86.9	93.4	77.9	86.0	71.3
Class of 2016 State Dropped Out	6.2	9.1	7.5	3.4	10.2	8.5	18.5
Class of 2017 State Graduated	89.7	86.1	87.7	93.6	77.4	86.9	72.9
Class of 2017 State Dropped Out	5.9	8.7	7.2	3.2	9.6	7.8	17.3

Legend:
- Class of 2016 HISD Graduated
- Class of 2016 HISD Dropped Out
- Class of 2017 HISD Graduated
- Class of 2017 HISD Dropped Out
- Class of 2016 State Graduated
- Class of 2016 State Dropped Out
- Class of 2017 State Graduated
- Class of 2017 State Dropped Out

Notes: Exclusions applied;
'+' Indicates that EL rates include current students only

HISD and State Total Graduates by Type
Longitudinal Rate
2017

14.1%

13.0%

HISD

87.0%

85.9%

State

■ RHSP/DAP/FHSP-E/FHSP-DLA   ■ Minimum/FHSP (No Endorsement)
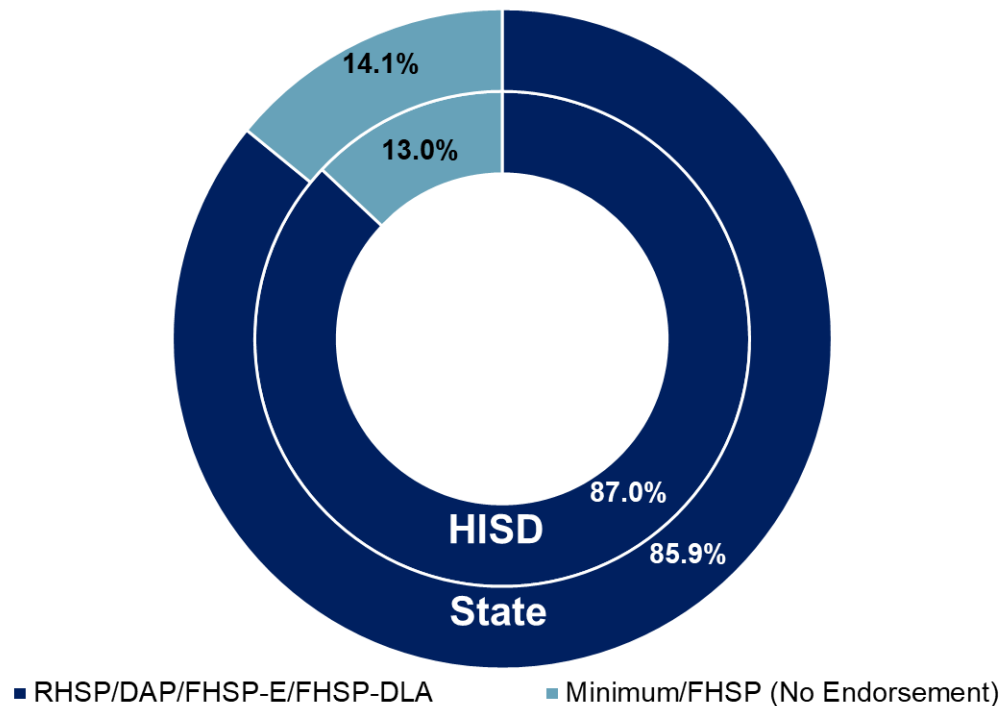
Note: Percentages may not equal 100 due to rounding

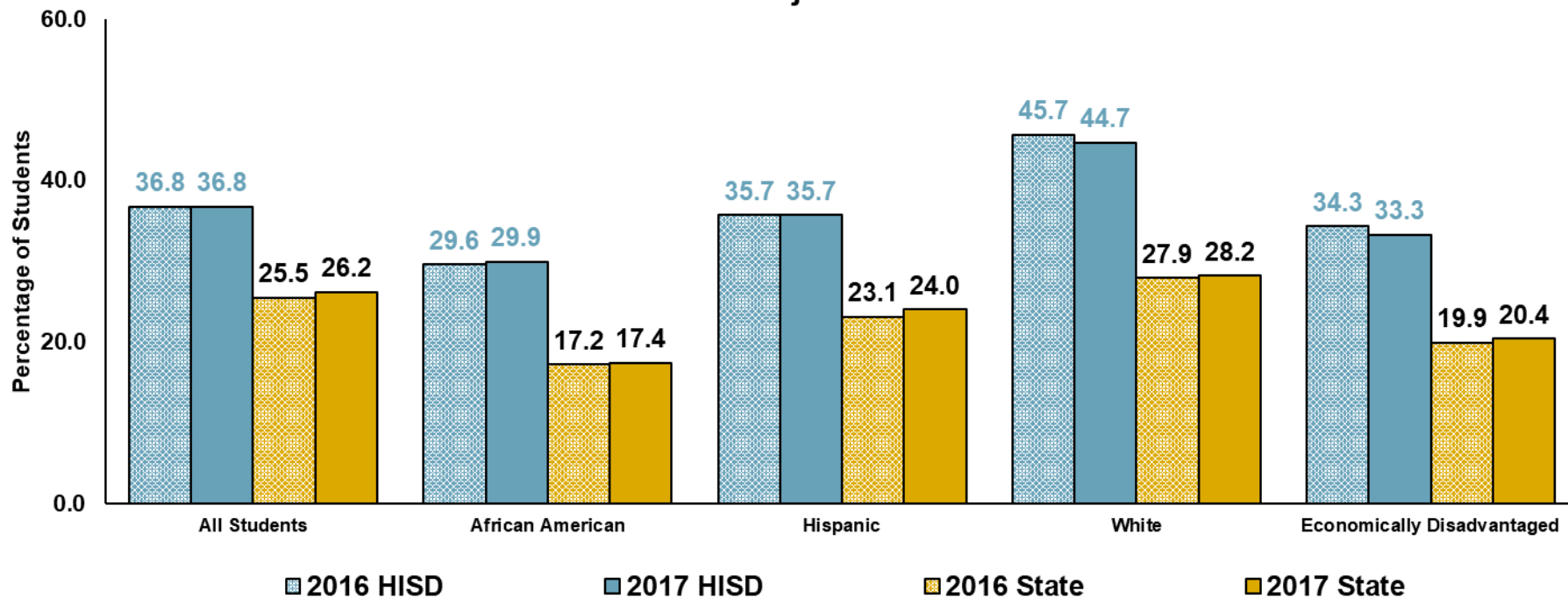# 2017–2018 District Performance
AP/IB

- **2017 AP/IB Examination Participation Rates**
  - District participation rate stayed the same
  - District participation rate 10.6% points higher than the state
  - District participation rate increased for African American and stayed the same for Hispanic students

- **2017 AP/IB Examination Performance Results**
  - District percentage of testers meeting criterion increased 0.7% points
  - District rate 11.2% points lower than the state

HISD and State AP/IB Exam Participation
Percentage Tested
Grades 11–12, 2016 and 2017

All Subjects

HISD and State AP/IB Exam Results
Percentage of Testers > Criterion
### Grades 11–12, 2016 and 2017

All Subjects
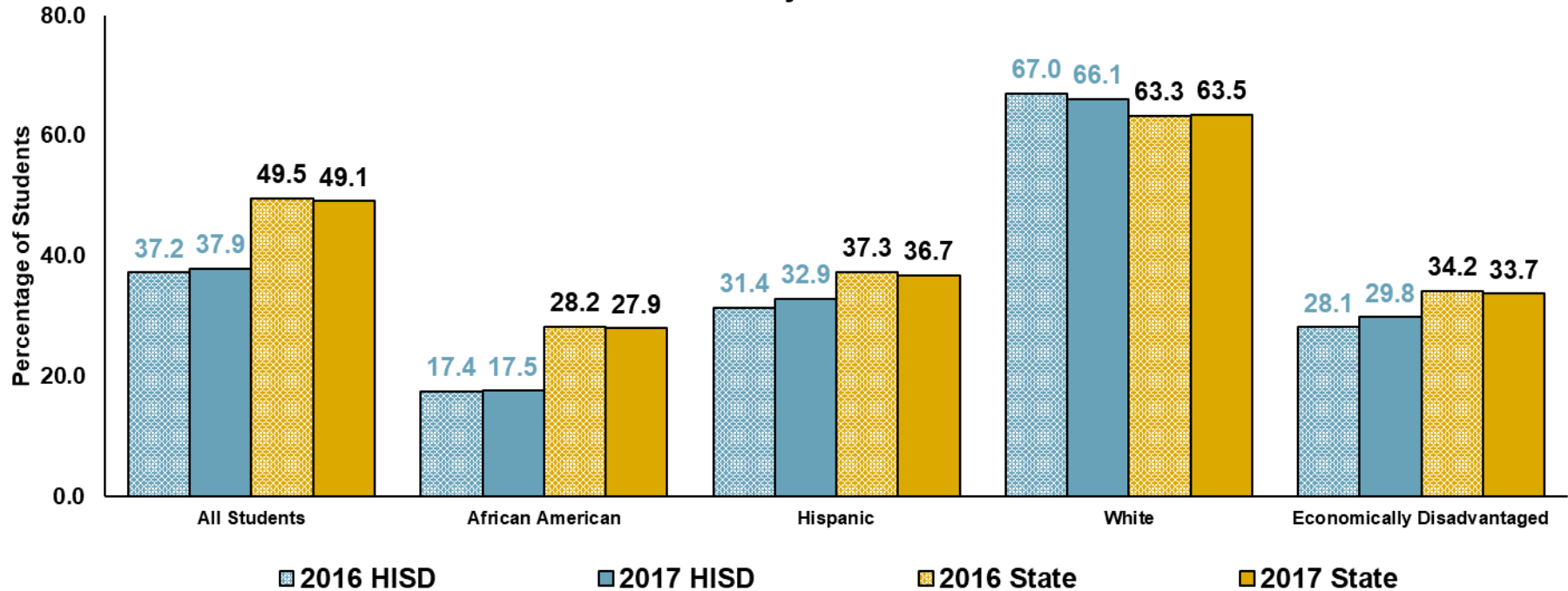
2017–2018 District Performance
SAT/ACT

- **2017 SAT/ACT Participation**
  - District participation rate decreased 4.3% points
  - District participation rate 17.4% points higher than the state

- **2017 Average SAT Scores**
  - SAT was redesigned in March 2016, and scores from the old test and new test cannot be compared
  - District scores lower than state scores

- **2017 Average ACT Scores**
  - District average composite score increased 0.8 points
  - District average composite score 1.6 points higher than the state
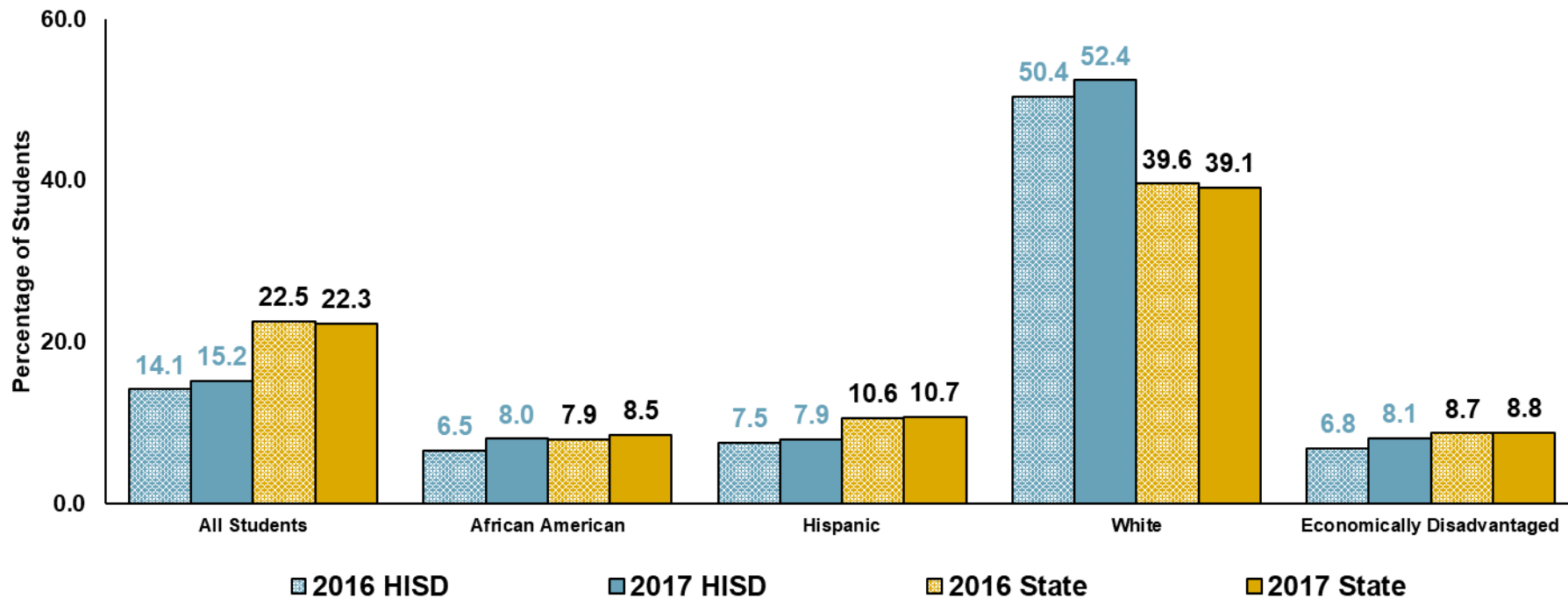
HISD and State SAT/ACT Participation
Percentage Tested
Annual Graduates, 2016 and 2017
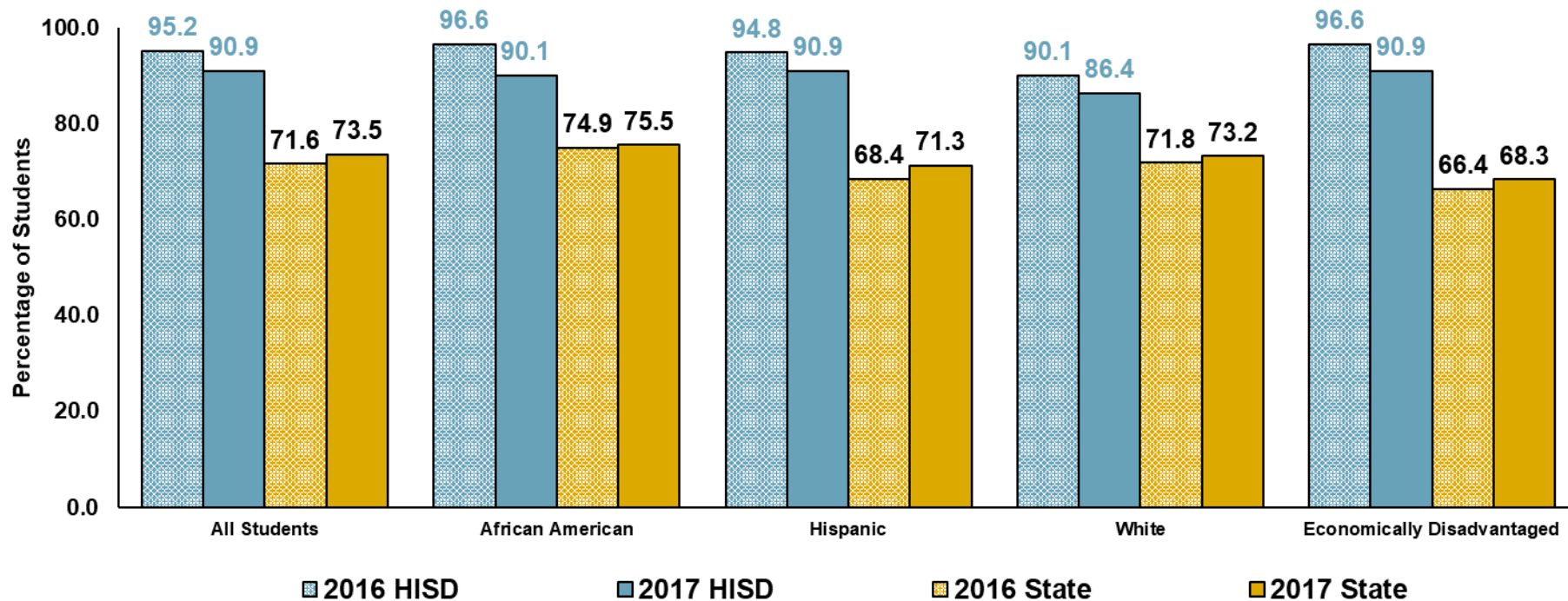
HISD and State SAT/ACT Results
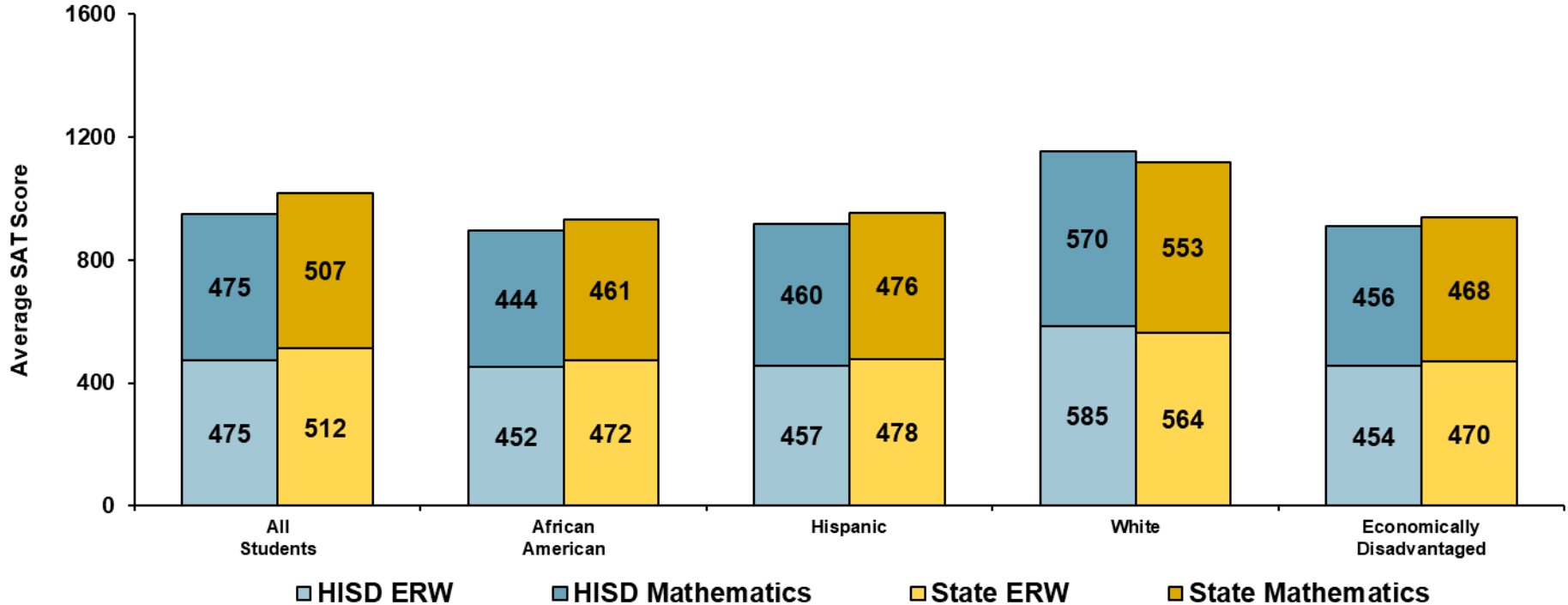## Percentage of Testers > Criterion
Annual Graduates, 2016 and 2017

HISD and State SAT Results
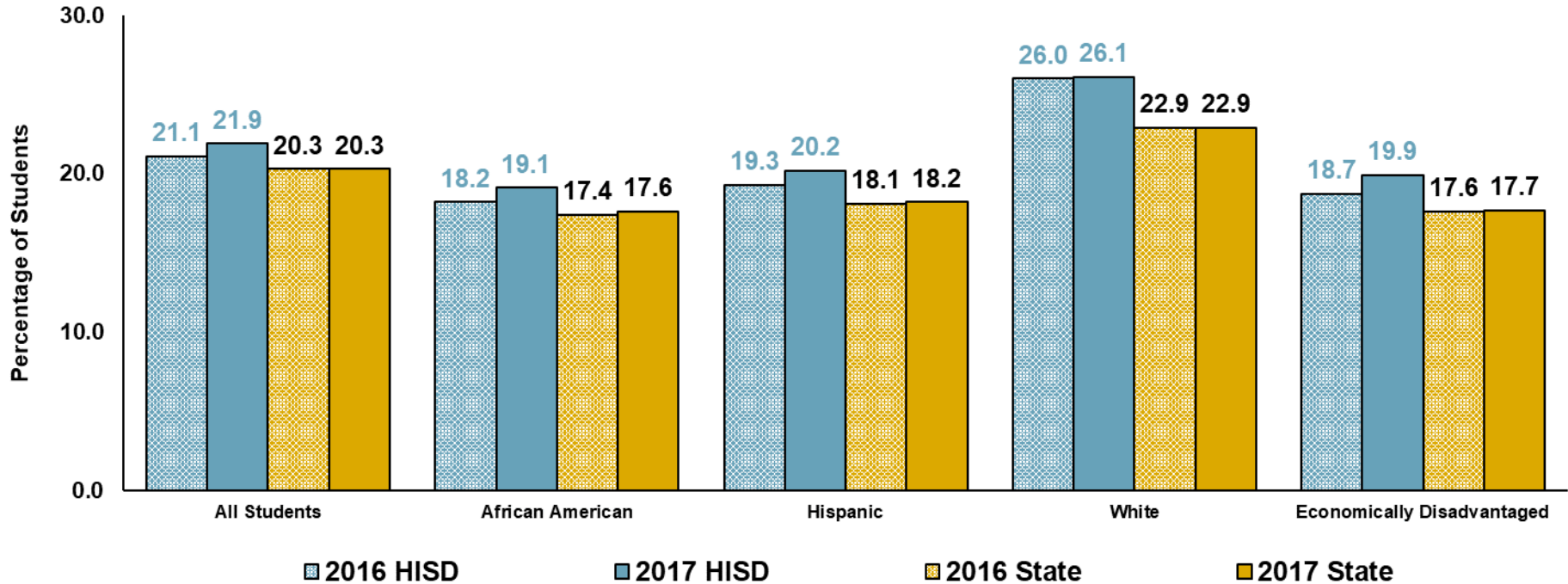## Average Test Score
Annual Graduates, 2017

Note: The SAT was redesigned in March 2016, and results from the new and old tests cannot be compared.

Average SAT Score

	All Students	African American	Hispanic	White	Economically Disadvantaged
HISD Mathematics	475	444	460	570	456
State Mathematics	507	461	476	553	468
HISD ERW	475	452	457	585	454
State ERW	512	472	478	564	470

■ HISD ERW   ■ HISD Mathematics   ■ State ERW   ■ State Mathematics

HISD and State ACT Results
Average Test Score
Annual Graduates, 2016 and 2017
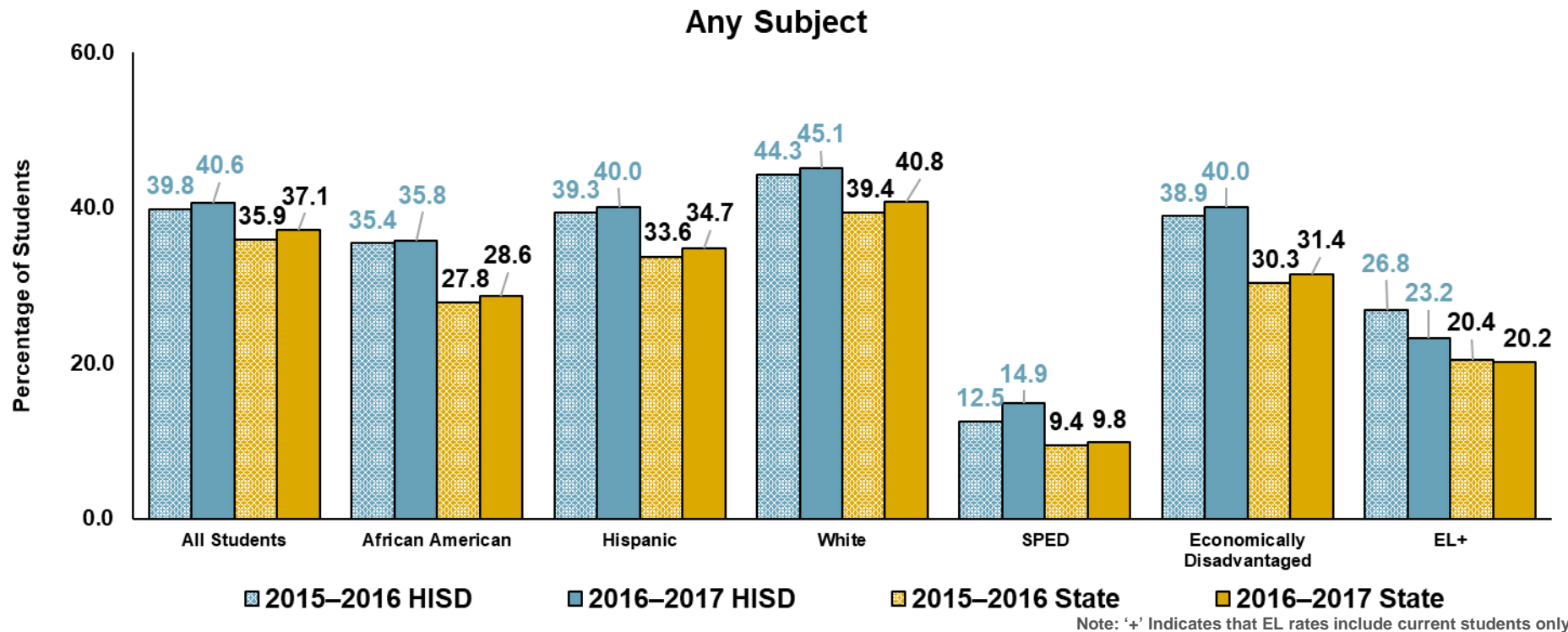
2017–2018 District Performance
Advanced/Dual Credit Courses

- **2016–2017 Advanced/Dual Credit Course Completion (Grades 9–12)**
  - District completion rate increased 0.8% points
  - District completion rate 3.5% points higher than state

HISD and State Advanced/Dual-Credit Results
Course Completion
Grades 9–12, 2015–2016 and 2016–2017

Any Subject
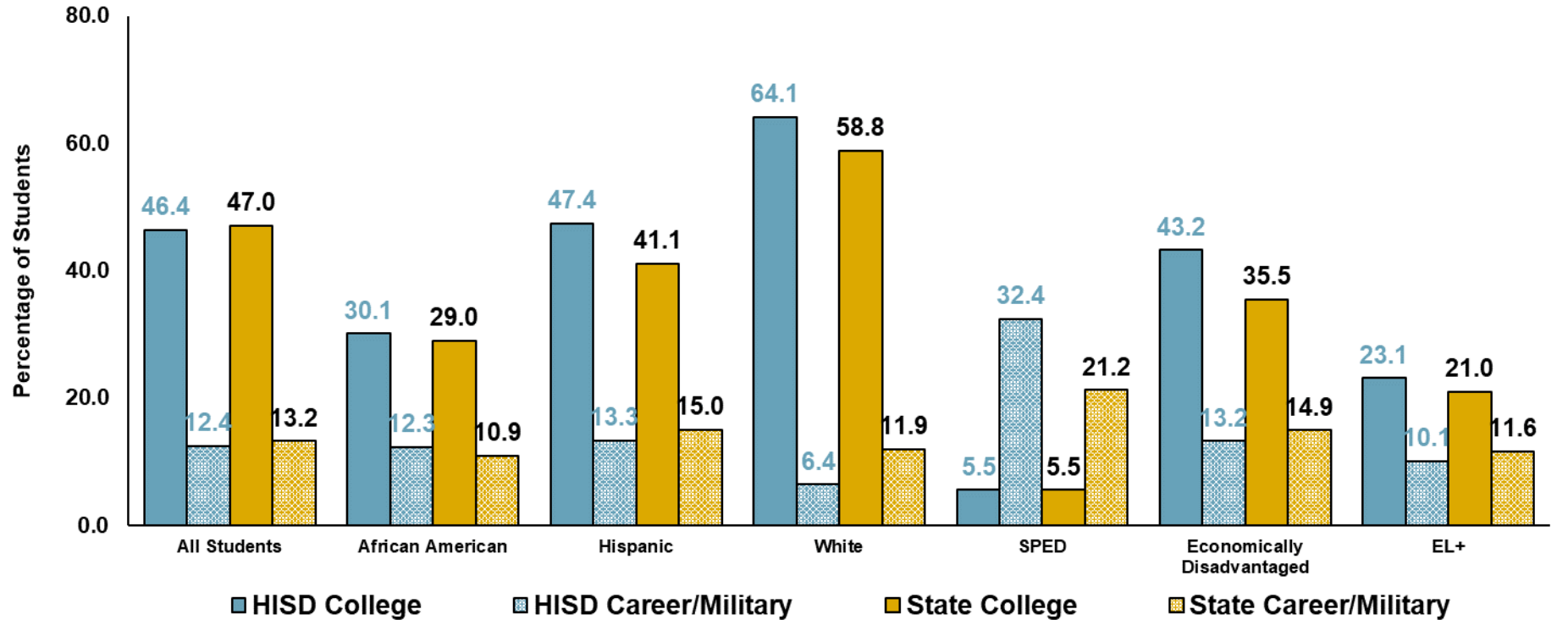
2017–2018 District Performance
College, Career, and Military Ready (CCMR)

- **2017 College-Ready**
  - District percentage of college-ready students 0.6% points lower than the state
  - District percentage of college-ready African American, Hispanic, White, Economically Disadvantaged, and English Learner students higher than the state

- **2017 Career/Military Ready**
  - District percentage of career/military-ready students 0.8% points lower than the state
  - District percentage of career/military-ready African American and Special Education students higher than the state

- **2017 College, Career, and Military Ready**
  - District percentage of college, career, and military ready African American, Hispanic, White, Special Education, Economically Disadvantaged, and English Learner students higher than the state

HISD and State CCMR
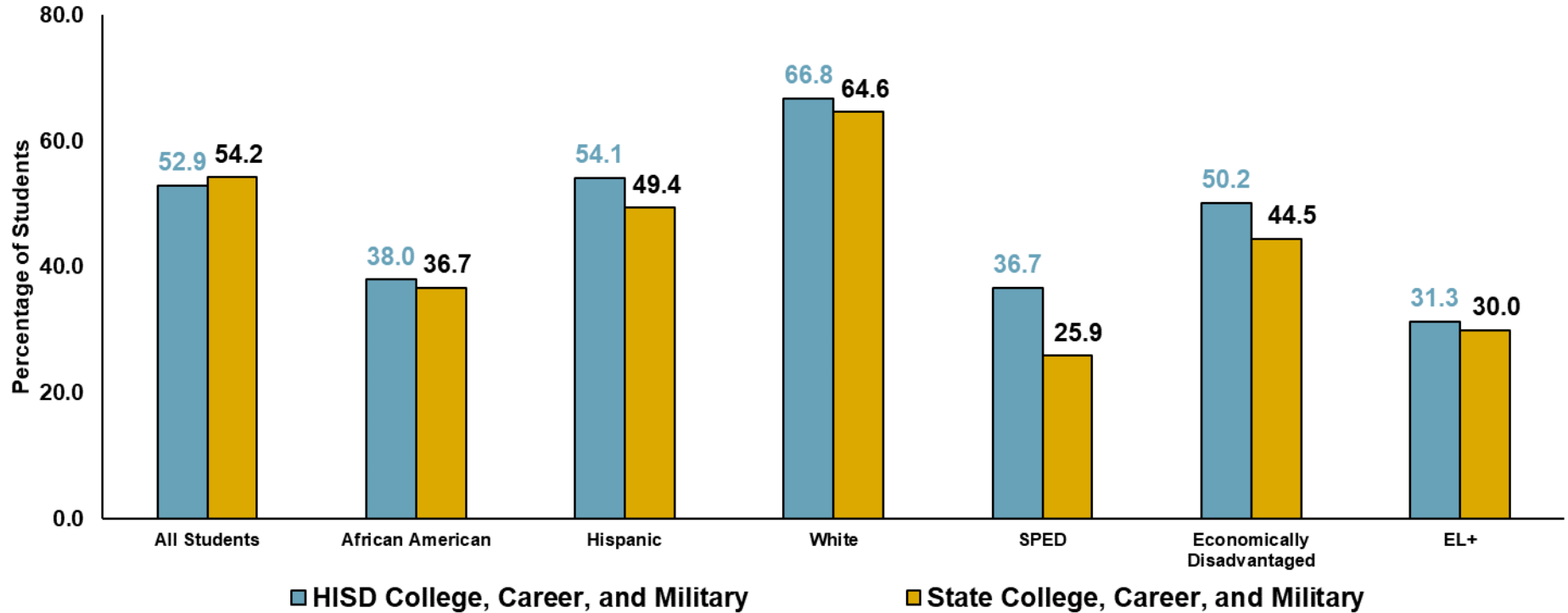## Percentage of Students Ready
Annual Graduates, 2017

Chart: Percentage of Students by category

Legend: ■ HISD College ▦ HISD Career/Military ■ State College ▦ State Career/Military

Group	HISD College	HISD Career/Military	State College	State Career/Military
All Students	46.4	12.4	47.0	13.2
African American	30.1	12.3	29.0	10.9
Hispanic	47.4	13.3	41.1	15.0
White	64.1	6.4	58.8	11.9
SPED	5.5	32.4	5.5	21.2
Economically Disadvantaged	43.2	13.2	35.5	14.9
EL+	23.1	10.1	21.0	11.6

Note: '+' Indicates that EL rates include current students only

HISD and State CCMR
Percentage of Students Ready
Annual Graduates, 2017

Bar chart comparing HISD College, Career, and Military readiness with State College, Career, and Military readiness across student groups.

Group	HISD College, Career, and Military	State College, Career, and Military
All Students	52.9	54.2
African American	38.0	36.7
Hispanic	54.1	49.4
White	66.8	64.6
SPED	36.7	25.9
Economically Disadvantaged	50.2	44.5
EL+	31.3	30.0

■ HISD College, Career, and Military   ■ State College, Career, and Military

Note: '+' Indicates that EL rates include current students only

2017–2018 District Performance
Enrollment in Higher Education

- **2015–2016 Graduate Enrollment in TX Institution of Higher Education**
  - District enrollment decreased 1.8% points
  - District enrollment 6.3% points lower than state

- **2015–2016 Graduate Enrollment in TX Institution of Higher Education (without Remediation)**
  - District enrollment increased 2.6% points
  - District enrollment 8.7% points lower than state

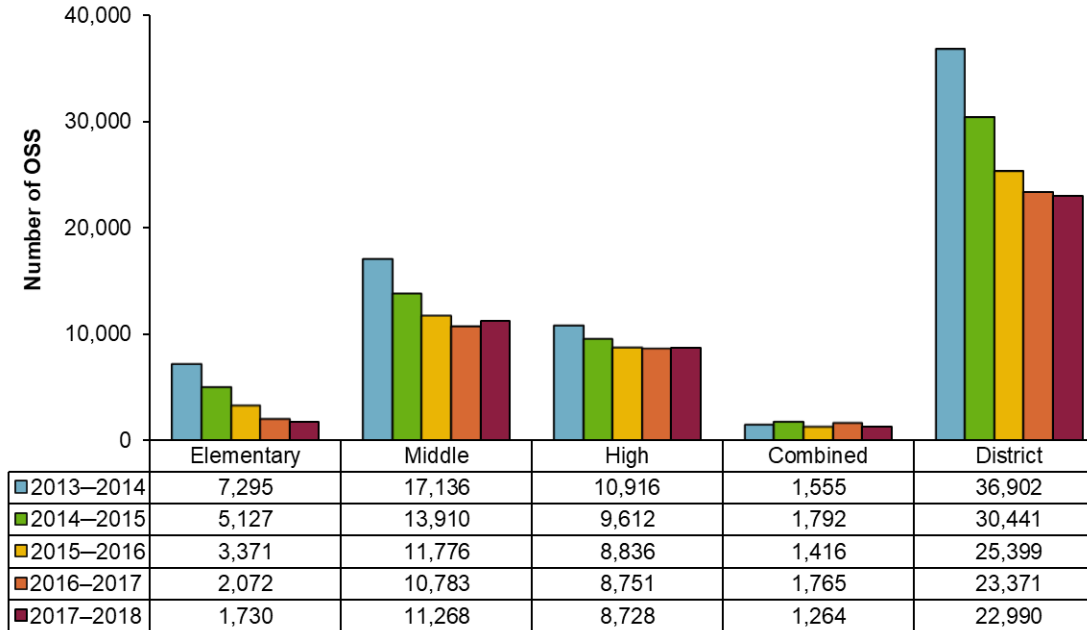# HISD and State Graduates in Texas Higher Education 2014–2015 and 2015–2016
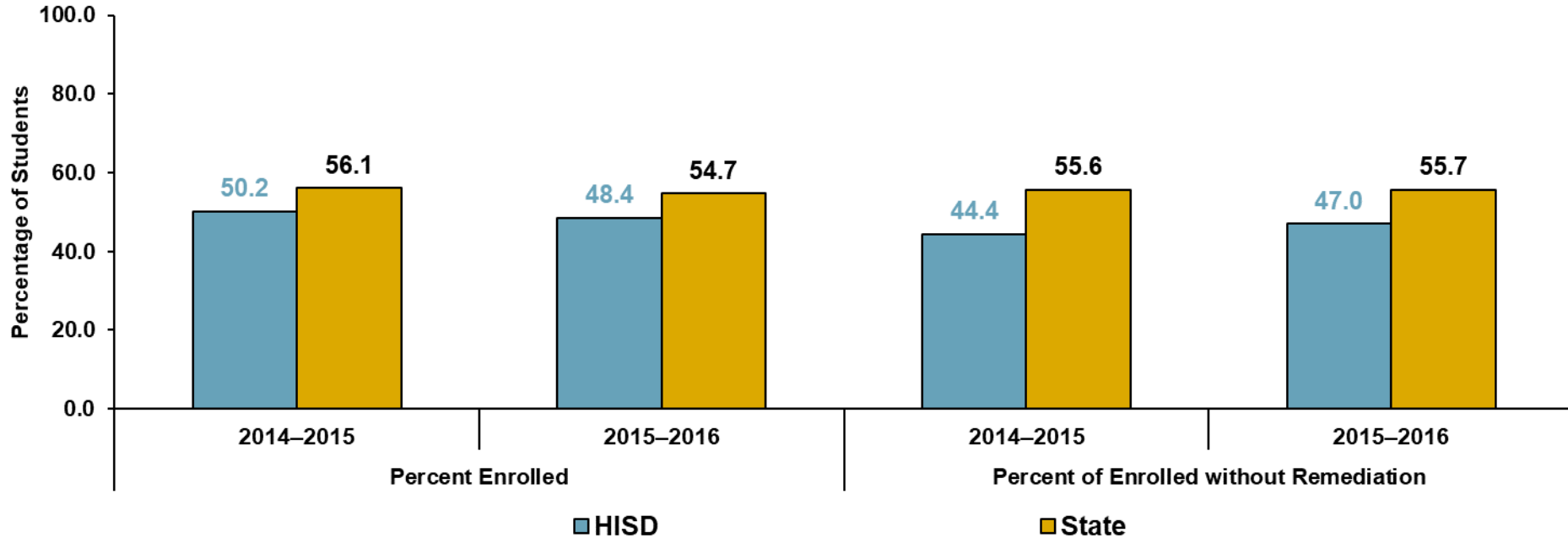
Notes: The percentage of students who enrolled and began instruction at a Texas institution of higher education in the school year following high school graduation. Students did not require a developmental education course, based on meeting the Texas Success Initiative.

2017–2018 District Performance
Discipline

- **Out-of-School Suspensions**
  - Number of Out-of-School Suspensions increased only at the Middle School level

- **Weapon Possessions**
  - After a four-year low in 2016–2017, number of incidents of students using or possessing an illegal weapon increased across all school levels
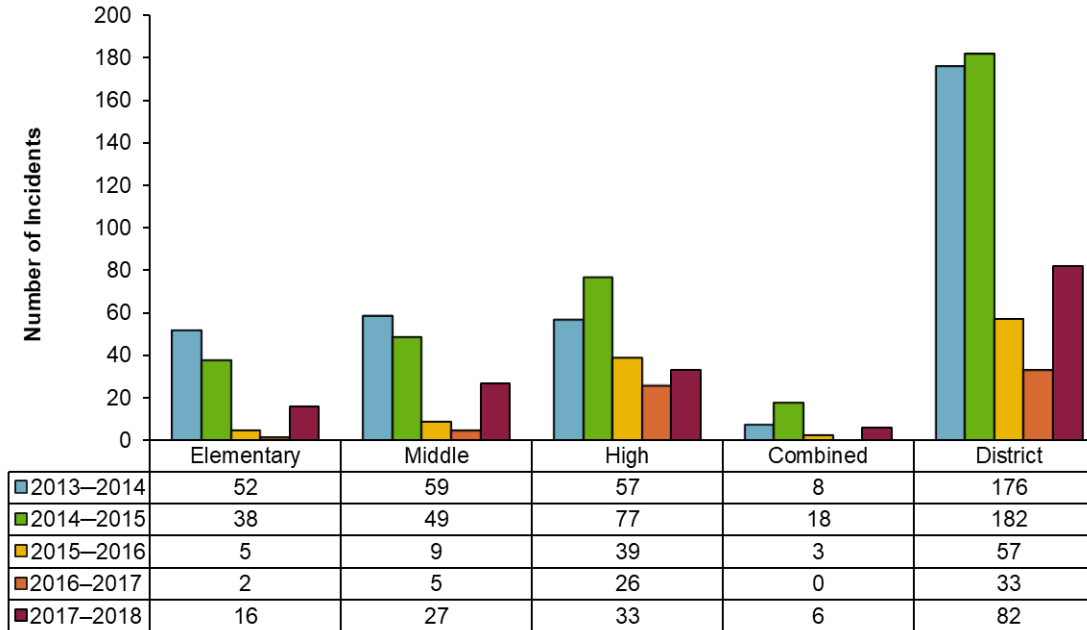
HISD Out-of-School Suspensions 2013–2014 through 2017–2018

	Elementary	Middle	High	Combined	District
2013—2014	7,295	17,136	10,916	1,555	36,902
2014—2015	5,127	13,910	9,612	1,792	30,441
2015—2016	3,371	11,776	8,836	1,416	25,399
2016—2017	2,072	10,783	8,751	1,765	23,371
2017—2018	1,730	11,268	8,728	1,264	22,990

Source: PEIMS 425 Record, Summer Resubmission, Disciplinary Action - Out-of-School Suspension
Note: Totals include multiple suspensions by individual students.

HISD Weapon Possessions 2013–2014 through 2017–2018

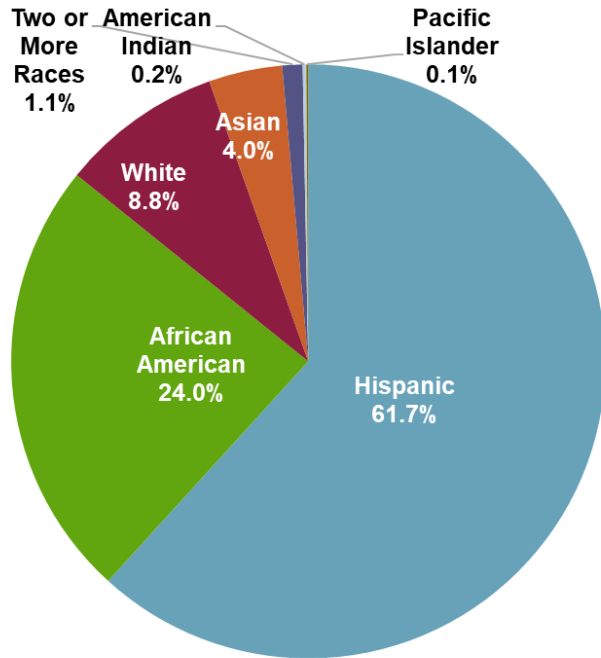|	Elementary	Middle	High	Combined	District
2013–2014	52	59	57	8	176
2014–2015	38	49	77	18	182
2015–2016	5	9	39	3	57
2016–2017	2	5	26	0	33
2017–2018	16	27	33	6	82

Source: PEIMS 425 Record, Summer Resubmission
Note: Includes using or possessing a firearm, illegal knife, club, prohibited weapon, non-illegal knife on campus and within a 300 foot zone around campus. Totals include multiple incidents by individual students.

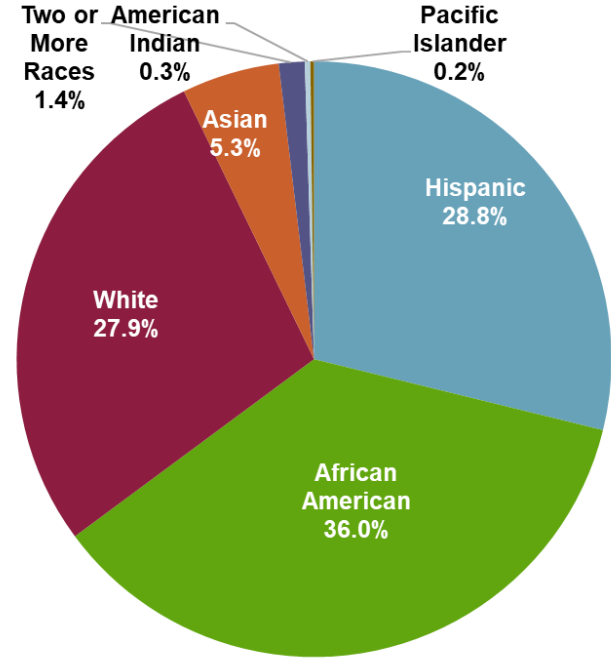# 2017–2018 District Summary
Staff

- **Proportion of Student Population and Teachers by Race/Ethnicity**
  - Hispanic teachers are under-represented compared to student population

- **Teaching Staff by Years of Experience**
  - District proportion of teachers with 1–5 years of experience increased 0.5% points
  - District proportion of teachers with 6–10 years of experience decreased 1.2% points
  - District proportion of teachers with 1–5 years of experience 4.1% points higher than the state

- **Average Teaching Staff Salaries**
  - District average teacher salaries higher than the state across all years of experience categories

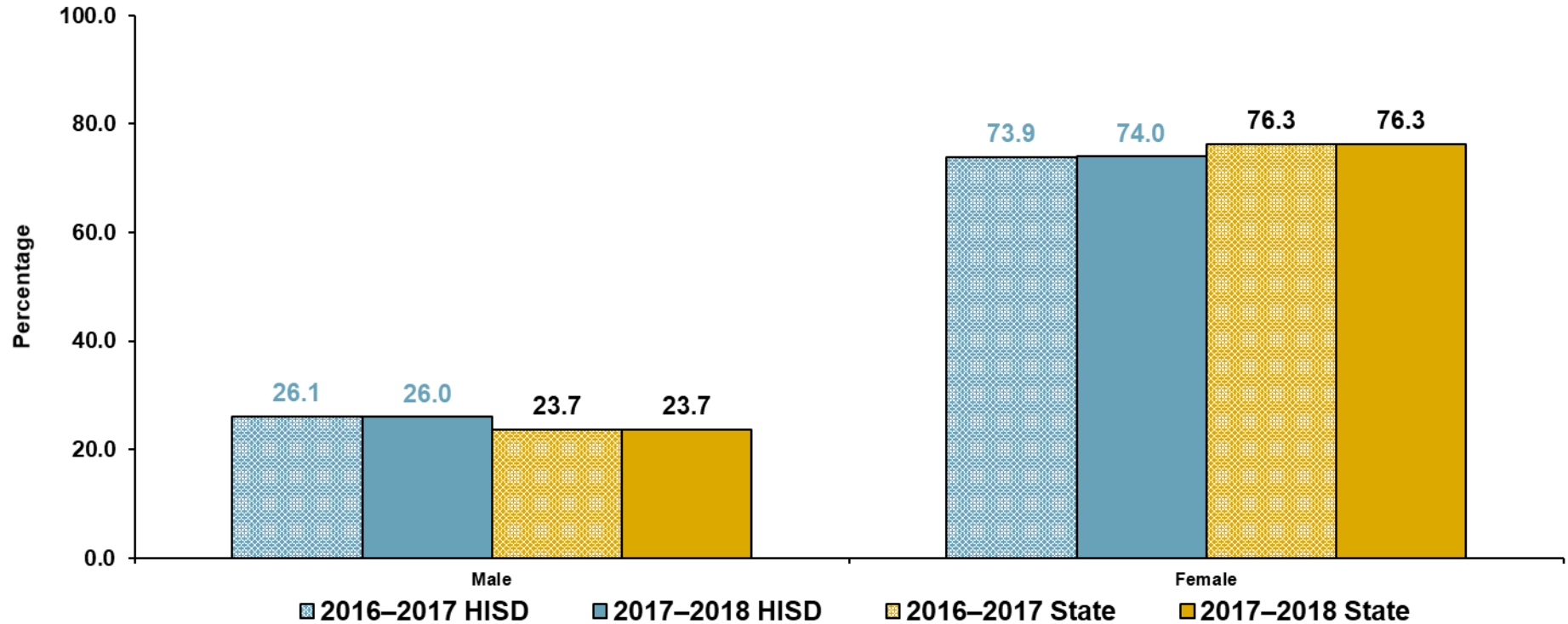# Student Population and Teaching Staff by Race/Ethnicity 2017–2018

HISD Students

- Two or More Races 1.1%
- American Indian 0.2%
- Pacific Islander 0.1%
- Asian 4.0%
- White 8.8%
- African American 24.0%
- Hispanic 61.7%

HISD Teachers

- Two or More Races 1.4%
- American Indian 0.3%
- Pacific Islander 0.2%
- Asian 5.3%
- Hispanic 28.8%
- White 27.9%
- African American 36.0%

Teaching Staff by Gender
2016—2017 and 2017—2018

Male: 26.1, 26.0, 23.7, 23.7
Female: 73.9, 74.0, 76.3, 76.3
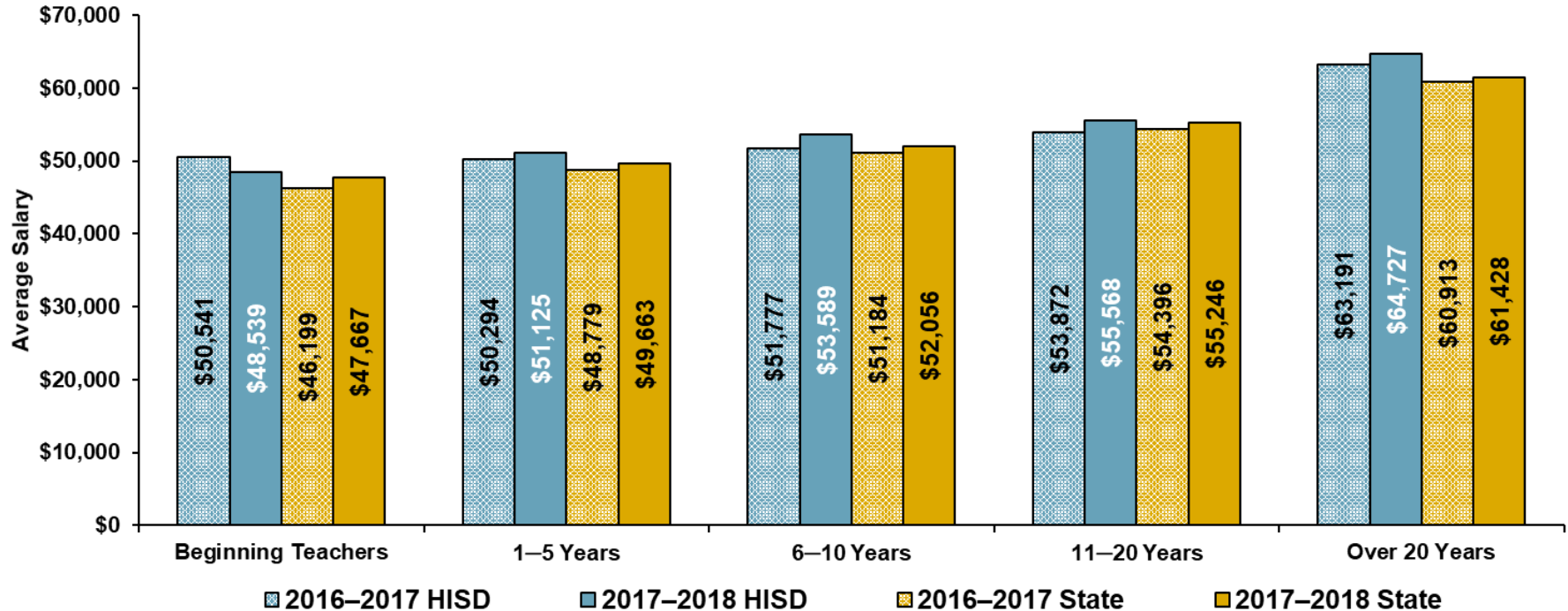
Legend: 2016–2017 HISD, 2017–2018 HISD, 2016–2017 State, 2017–2018 State

Teaching Staff by Years of Experience
2016–2017 and 2017–2018
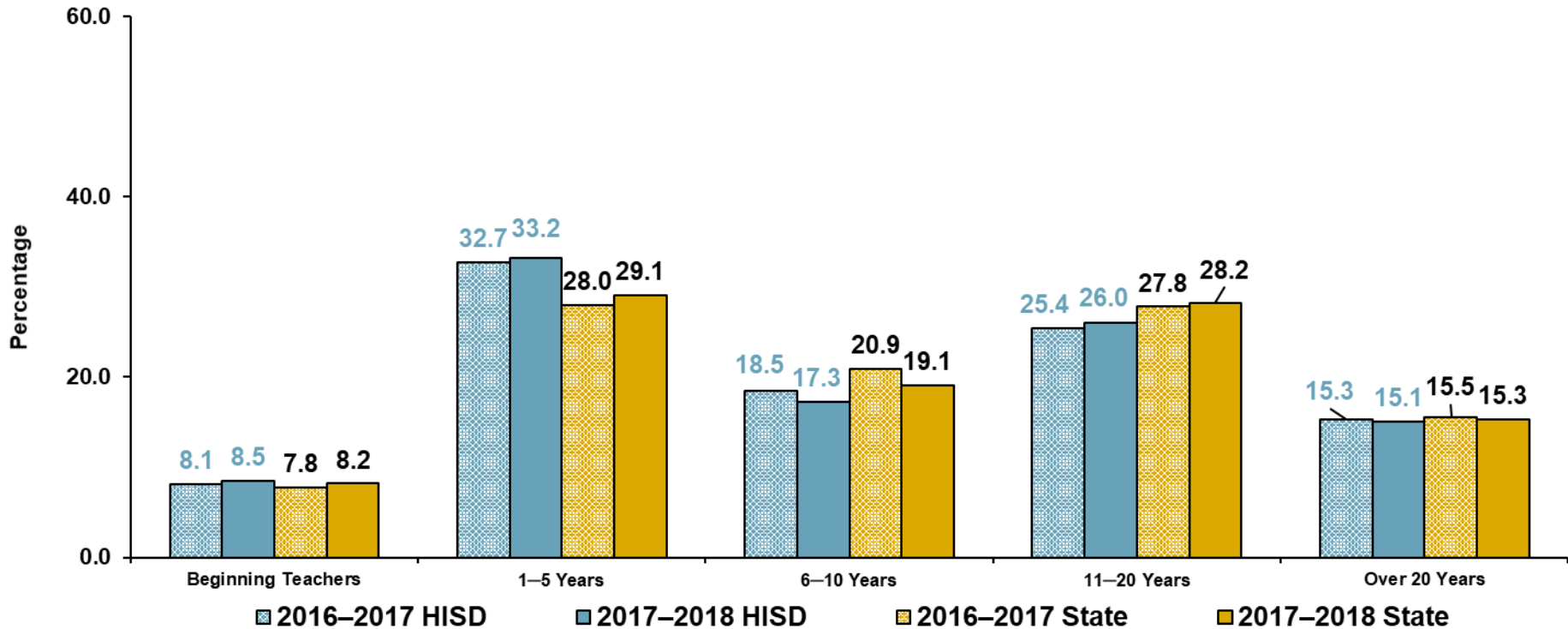
Average Teaching Staff Salaries 2016–2017 and 2017–2018

	Beginning Teachers	1—5 Years	6—10 Years	11—20 Years	Over 20 Years
2016–2017 HISD	$50,541	$50,294	$51,777	$53,872	$63,191
2017–2018 HISD	$48,539	$51,125	$53,589	$55,568	$64,727
2016–2017 State	$46,199	$48,779	$51,184	$54,396	$60,913
2017–2018 State	$47,667	$49,663	$52,056	$55,246	$61,428

Note: Average salaries were calculated by dividing the total pay for all teachers' regular duties in each category by the total teacher FTE count in that category.

2017–2018 District Summary
Class Size

- **Average Class Size**
  - Elementary average class size **decreased** for K–6
    - Grades 1–5 class size **below** state average
  - Secondary average class size **decreased** for Math
  - All Secondary average class sizes **above** state average for ELA, Foreign Languages, Mathematics, Science, and Social Studies

District Summary

- **2018 Accountability Rating**
  - Not Rated: Harvey (Overall Score = 84)

- **2018 Special Education Determination Status**
  - Needs Intervention

- **2018 FIRST Rating**
  - Superior

- **2017–2018 Accreditation Status**
  - Accredited

Thank you

Carla Stevens
Assistant Superintendent of Research & Accountability