

Texas Academic Performance Report

2015–2016 District Performance

February 9, 2017

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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
 - Economically Disadvantaged Status
 - English Language Learners
 - Special Education

Changes to the Texas Academic Performance Report

- STAAR data is only shown for 2016. Direct comparisons of 2016 and 2015 scores are not possible due to the exclusion of STAAR A, STAAR Alternate 2, and grades 3–8 mathematics in 2015.
- Cumulative grades 5 and 8 Phase-in Satisfactory Rates are shown for the first two administrations of STAAR reading and mathematics (SSI).

Changes to the Texas Academic Performance Report

- The percentage of students who graduated by graduation plan is provided for:
 - FHSP-E Longitudinal Rate (Class of 2015)
 - FHSP-DLA Longitudinal Rate (Class of 2015)
 - RHSP/DAP/FHSP-E/FHSP-DLA Longitudinal Rate (Class of 2015)
 - FHSP-E Annual Rate (2014—15 Graduates)
 - FHSP-DLA Annual Rate (2014—15 Graduates)
 - RHSP/DAP/FHSP-E/FHSP-DLA Annual Rate (2014—15 Graduates)

Changes to the Texas Academic Performance Report

- The Postsecondary section now includes:
 - AP/IB Course Completion for 2014–2015 graduates
 - 2014–2015 performance on TSI assessment through October 2015 for 2014–2015 graduates
 - Annual graduates' completion of two or more advanced/dual credits
 - Annual graduates' completion of twelve or more hours of postsecondary credit

District Performance Summary

- **Student Enrollment**

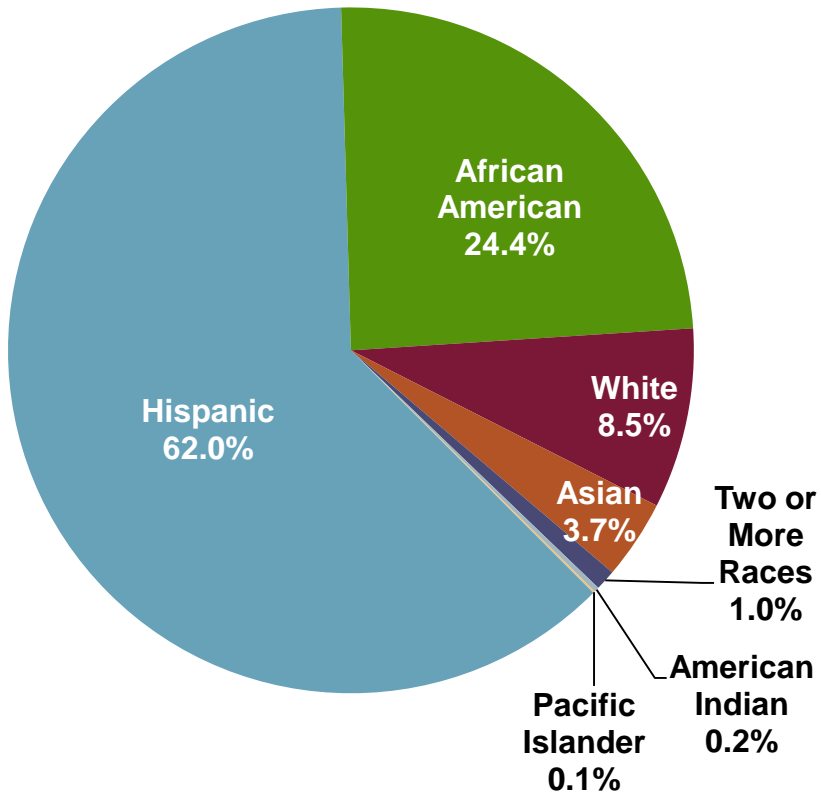
- 1.5% Decrease in African American Enrollment
- 2.8% Increase in White Enrollment
- 4.1% Increase in Asian Enrollment
- 1.4% Increase in Economically Disadvantaged Enrollment
- 10.2% Decrease in At-Risk Enrollment

- **Average Class Size**

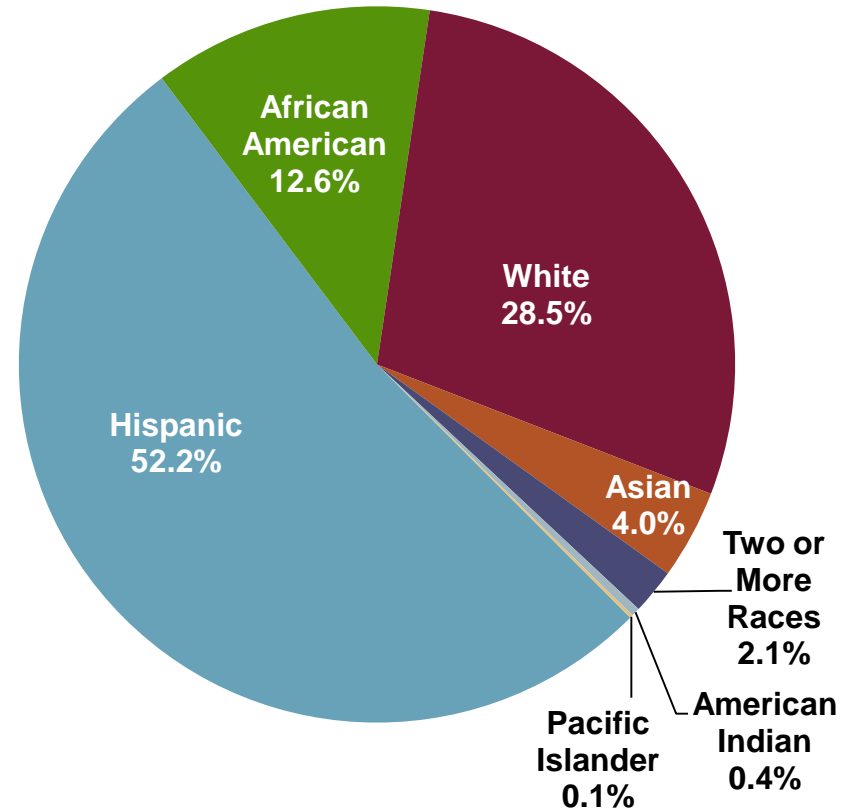
- Elementary Avg. class size **decreased** for K–6
 - Grades 2–5 Class Size **below** State average
- Secondary Avg. class size **decreased** for ELA, Mathematics, Sci., and Soc. Stu.
 - All Secondary Class Size **above** State average

Enrollment by Race/Ethnicity, 2015–2016

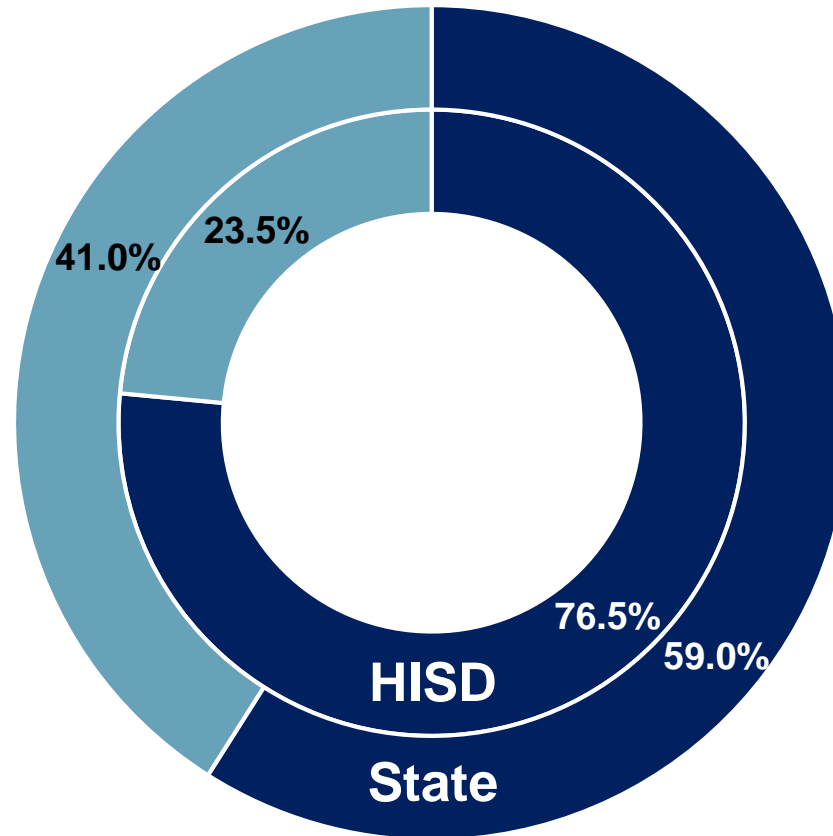
**HISD
(N=214,891)**



**State
(N=5,284,252)**

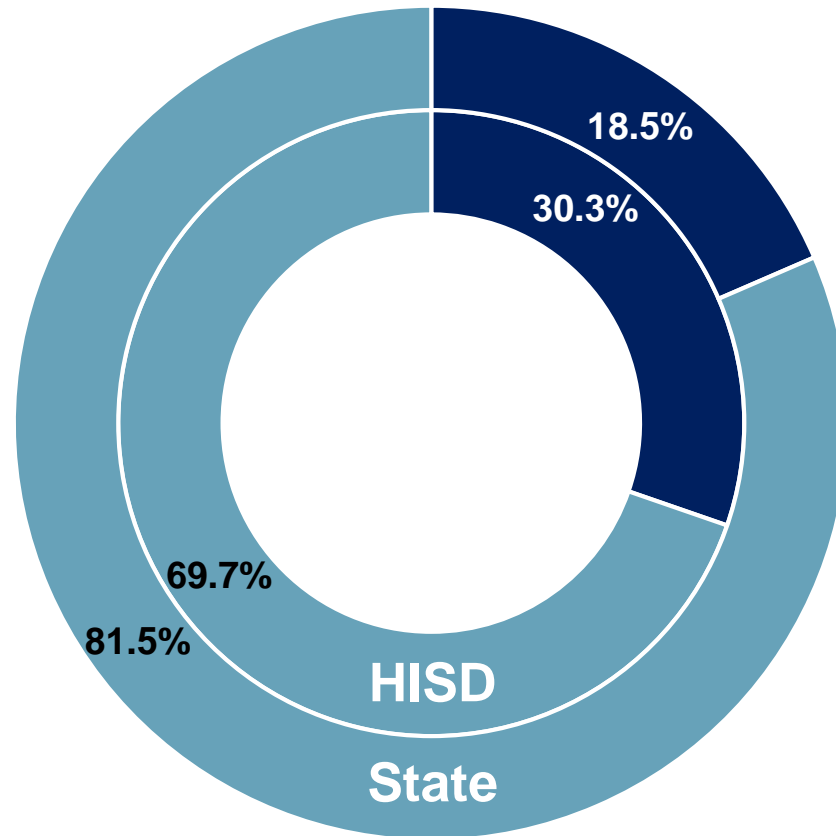


Enrollment by Economically Disadvantaged Status 2015–2016



■ Economically Disadvantaged ■ Non-Economically Disadvantaged

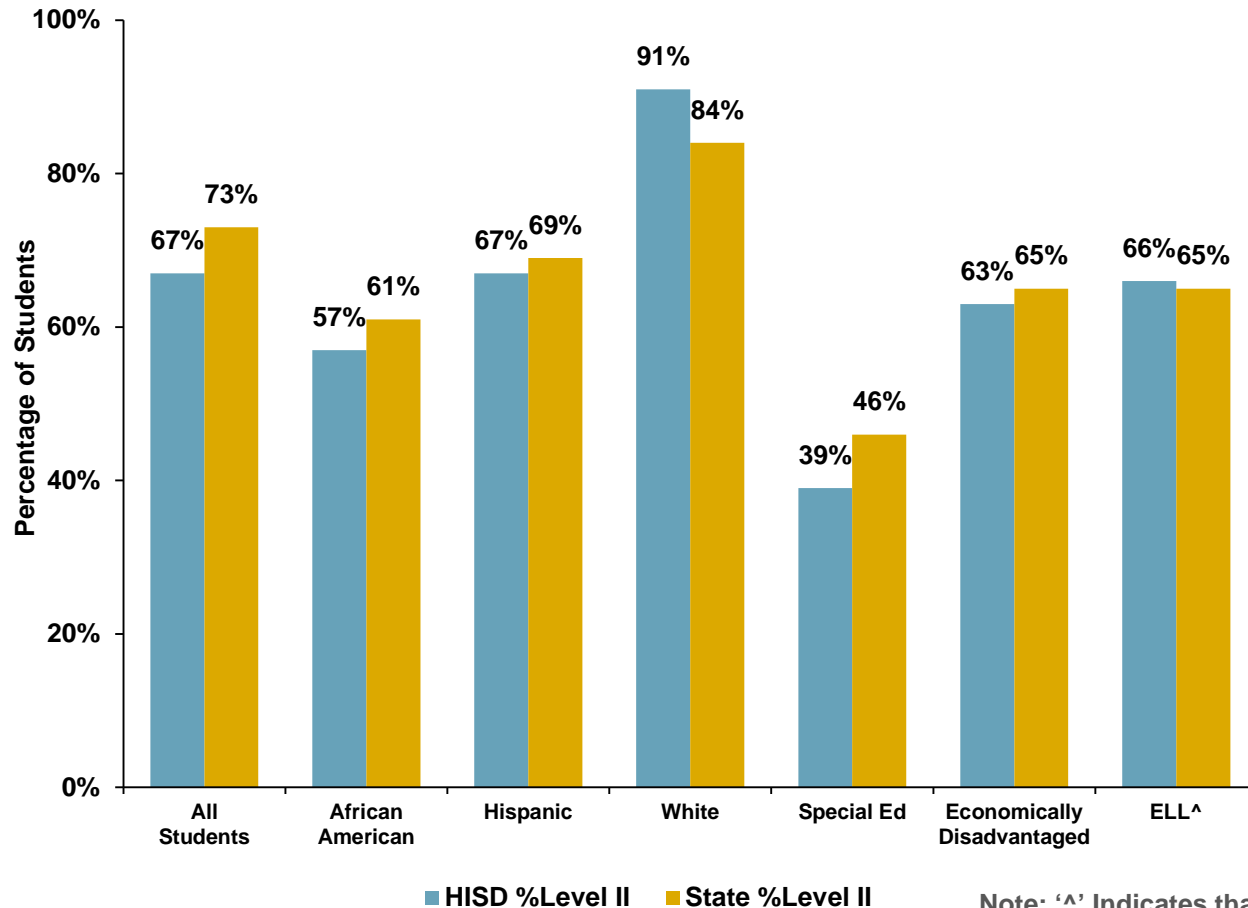
Enrollment by English Language Learner Status 2015–2016



■ English Language Learner ■ Non-English Language Learner

HISD, State STAAR Grade 3 Met Level II Satisfactory Standard Student Groups 2016

Grade 3 Reading

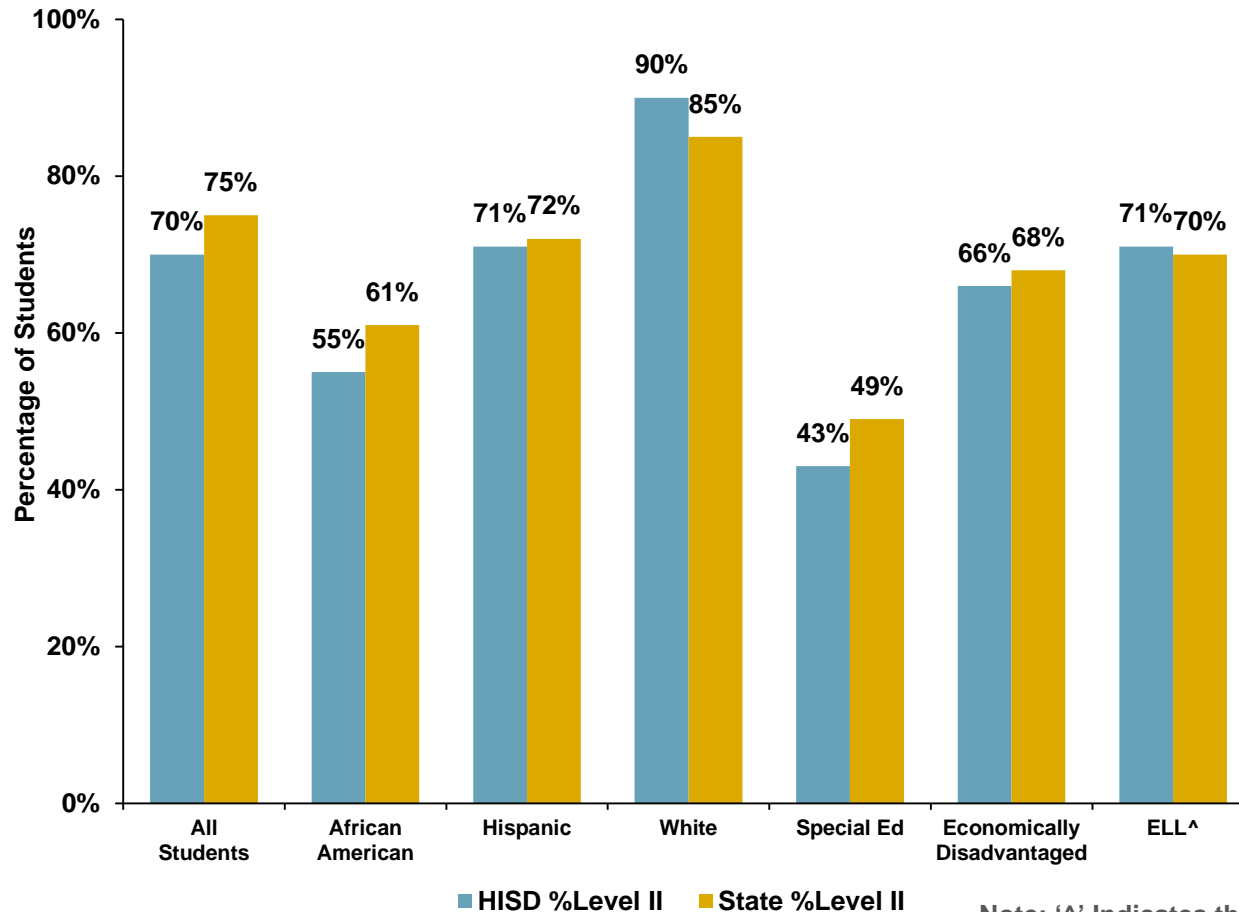


- Exceeded State Performance
 - White
 - ELL
- Within 2 Percentage Points
 - Hispanic
 - Economically Disadvantaged

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

HISD, State STAAR Grade 3 Met Level II Satisfactory Standard Student Groups 2016

Grade 3 Mathematics

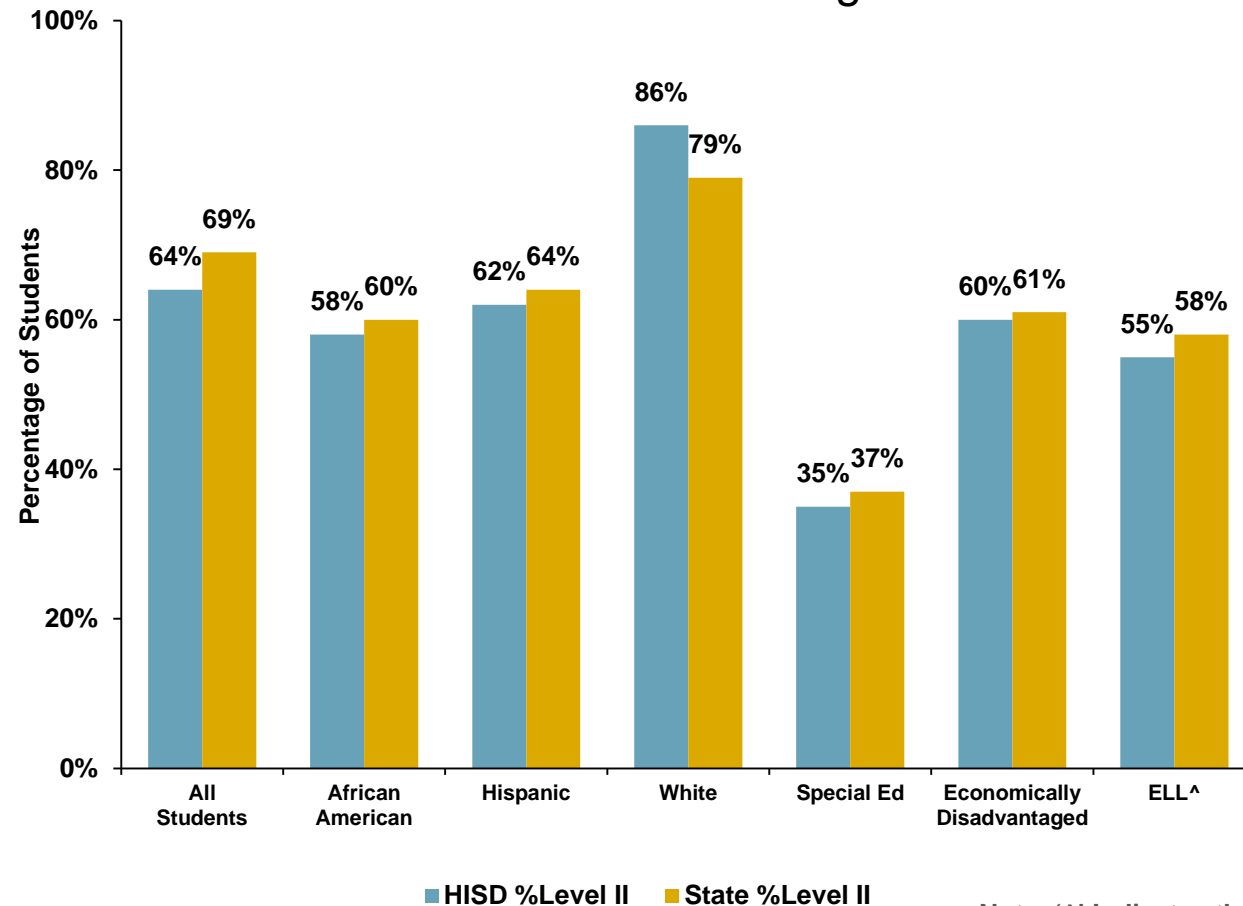


- Exceeded State Performance
 - White
 - ELL
- Within 2 Percentage Points
 - Hispanic
 - Economically Disadvantaged

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

HISD, State STAAR Grade 4 Met Level II Satisfactory Standard Student Groups 2016

Grade 4 Writing



- Exceeded State Performance
 - White
- Within 2 Percentage Points
 - African American
 - Hispanic
 - Special Education
 - Economically Disadvantaged

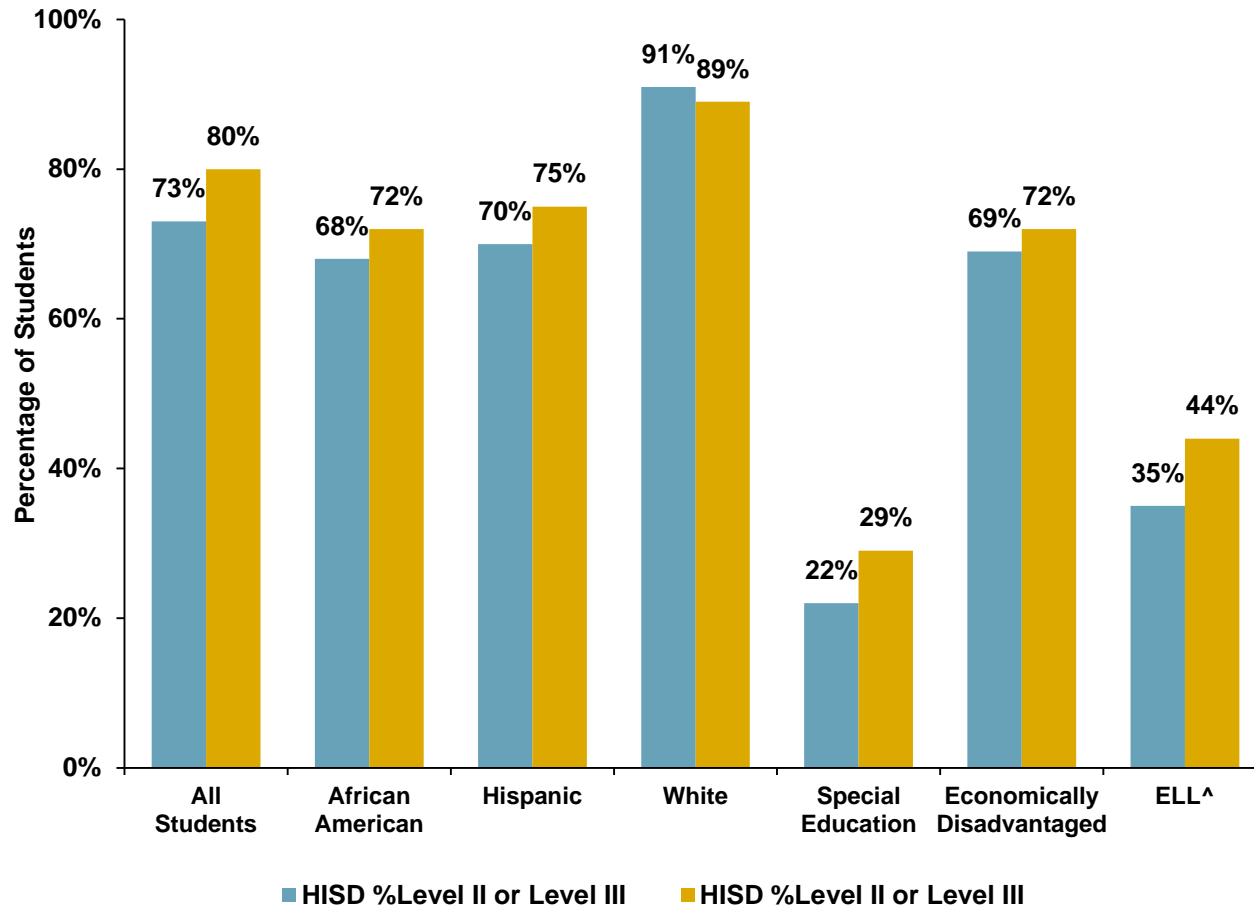
Note: '^' Indicates that ELL rates include current and monitored students

HISD, State Grade 8 Student Success Initiative

Met Level II Satisfactory Standard on First STAAR Administration

Student Groups 2016

Grade 8 Reading



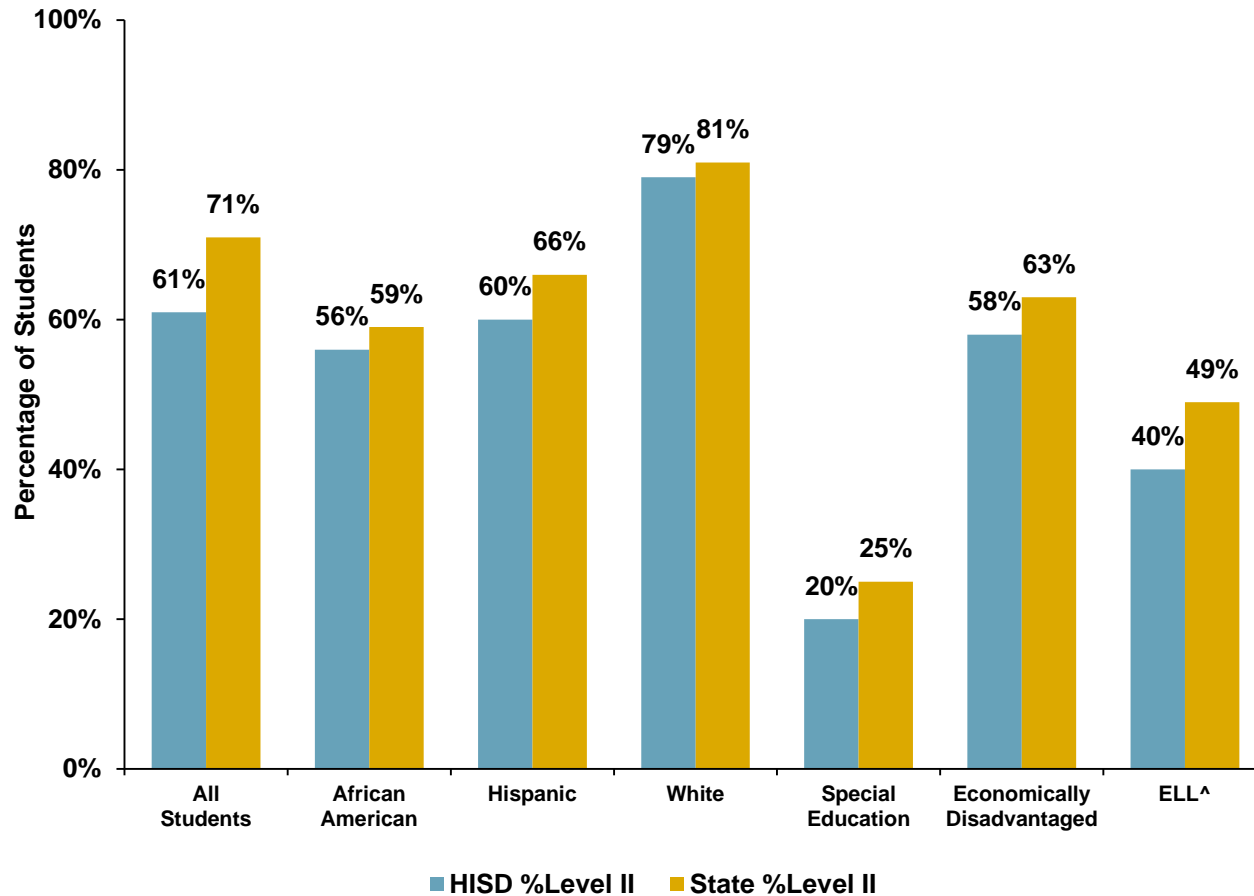
- Exceeded State Performance
 - White
- Within 5 Percentage Points
 - African American
 - Hispanic
 - Economically Disadvantaged

HISD, State Grade 8 Student Success Initiative

Met Level II Satisfactory Standard on First STAAR Administration

Student Groups 2016

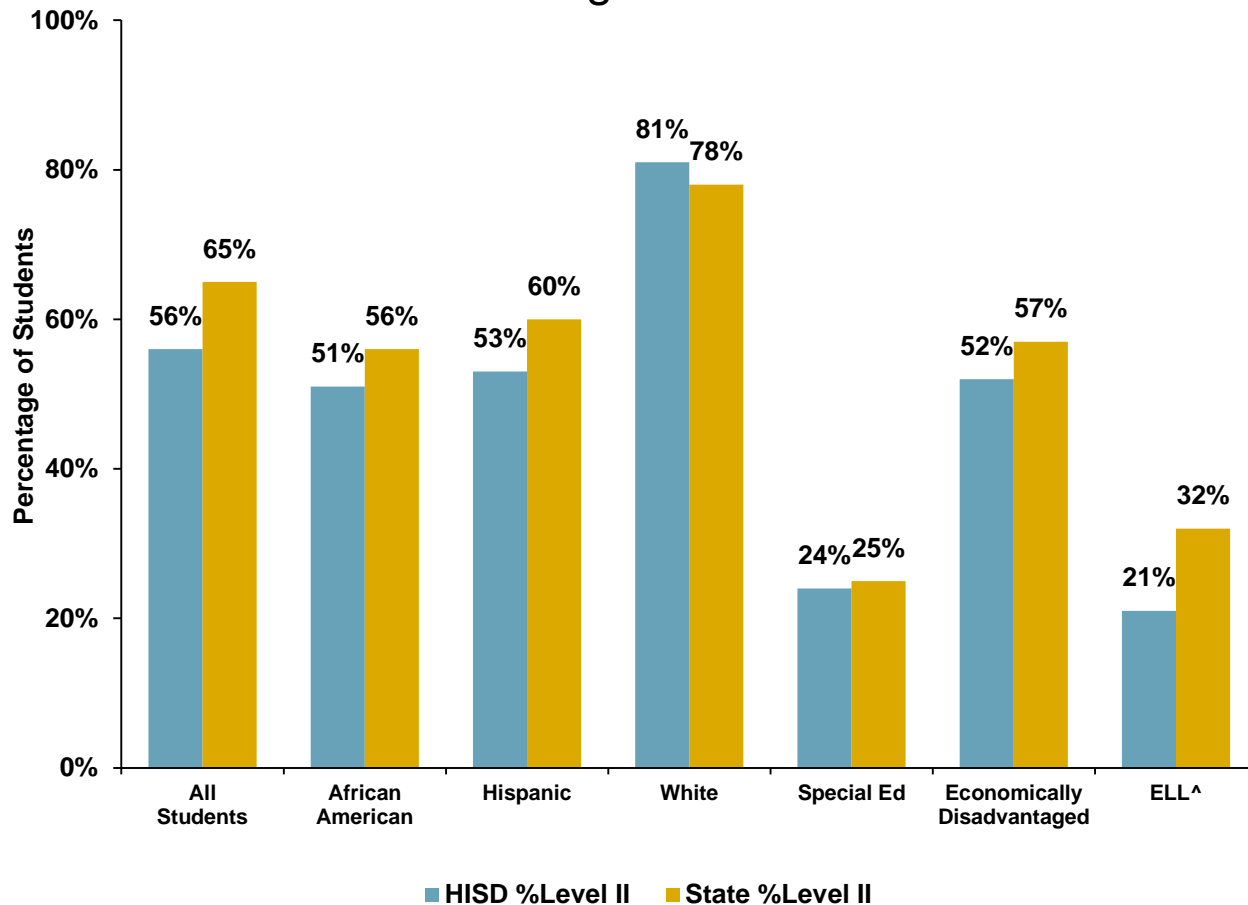
Grade 8 Mathematics



- Within 5 Percentage Points
 - African American
 - White
 - Special Education
 - Economically Disadvantaged

HISD, State English I STAAR EOC at Level II Satisfactory Standard Student Groups 2016

English I

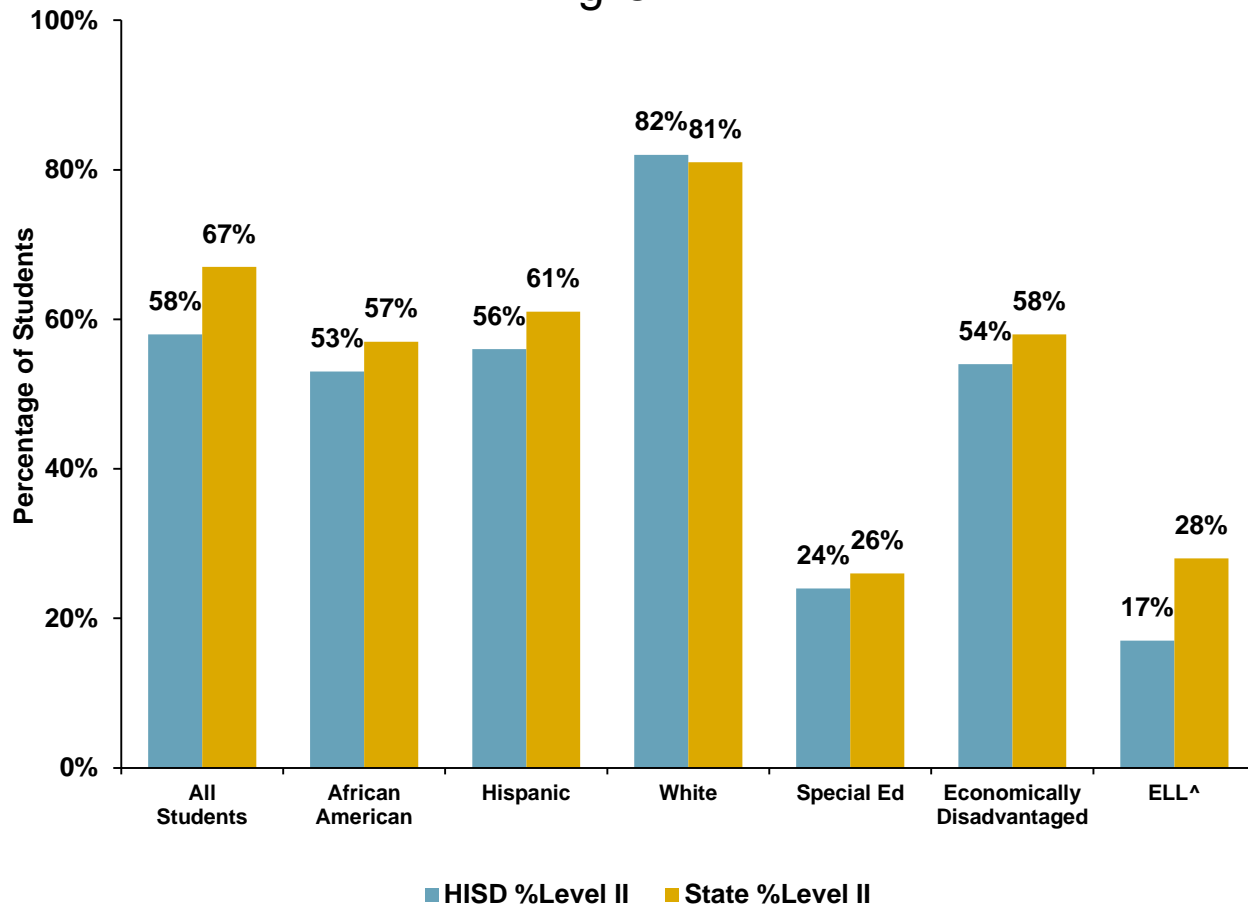


- Exceeded State Performance
 - White
- Within 5 Percentage Points
 - African American
 - Special Education
 - Economically Disadvantaged

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

HISD, State English II STAAR EOC at Level II Satisfactory Standard Student Groups 2016

English II

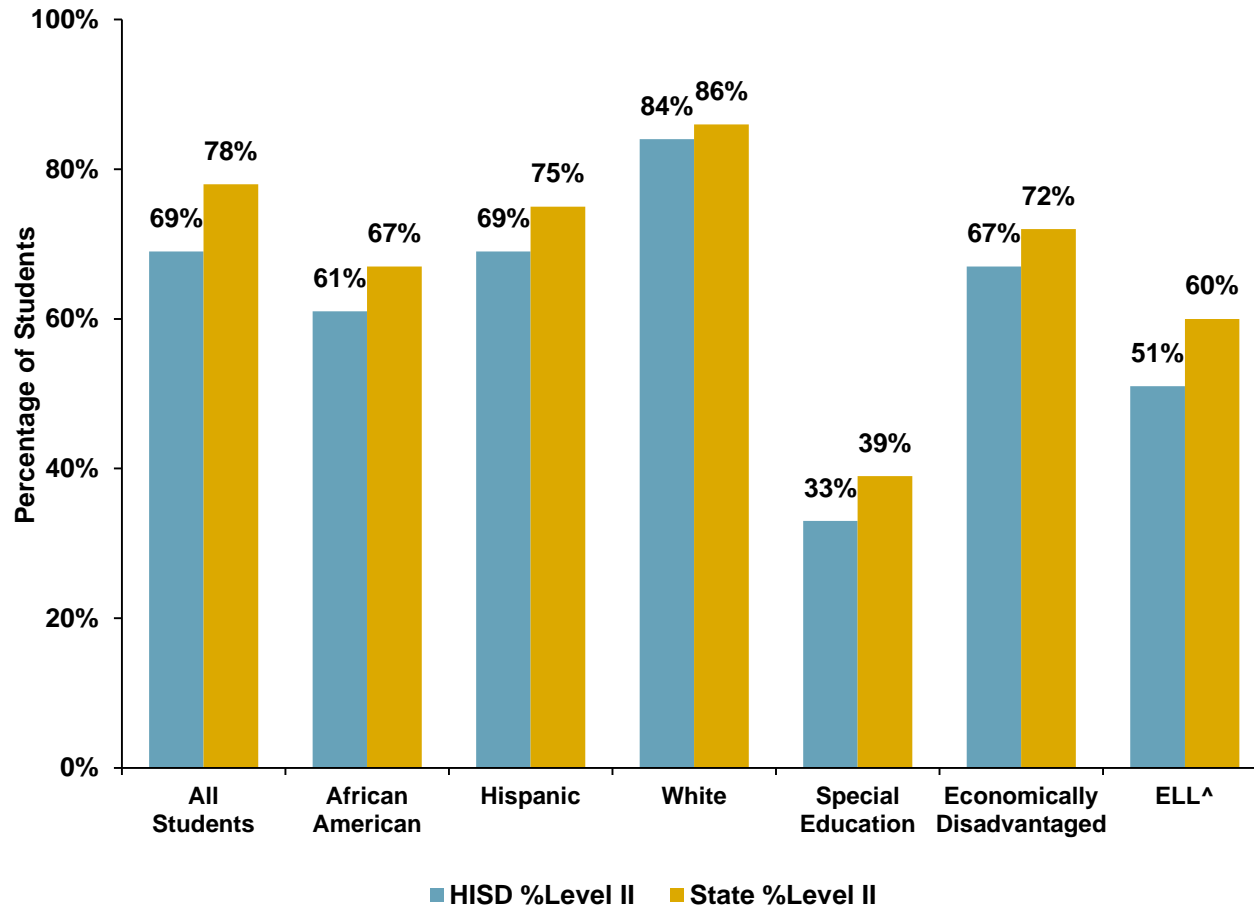


- Exceeded State Performance
 - White
- Within 5 Percentage Points
 - African American
 - Hispanic
 - Special Education
 - Economically Disadvantaged

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

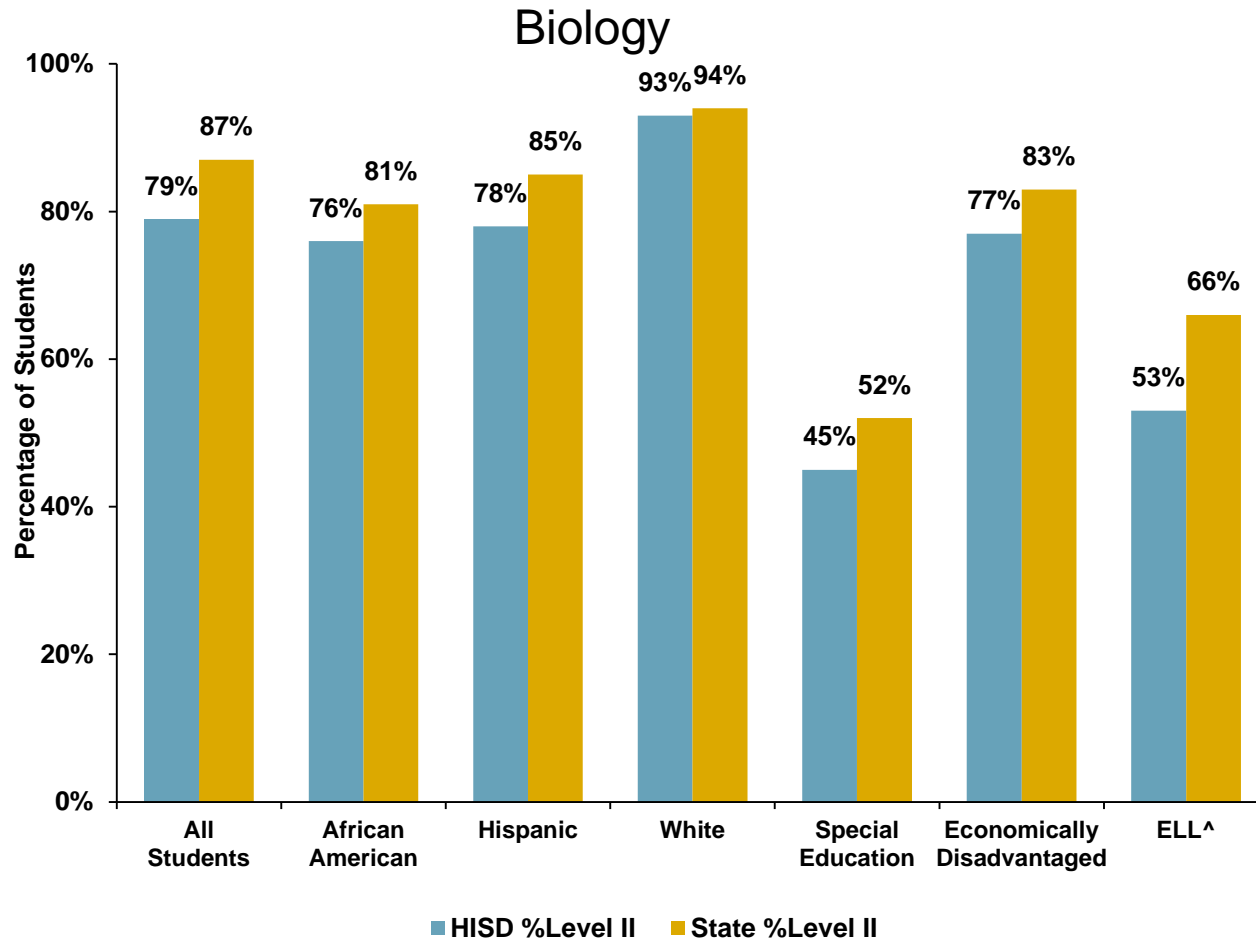
HISD, State Algebra I STAAR EOC at Level II Satisfactory Standard Student Groups 2016

Algebra I



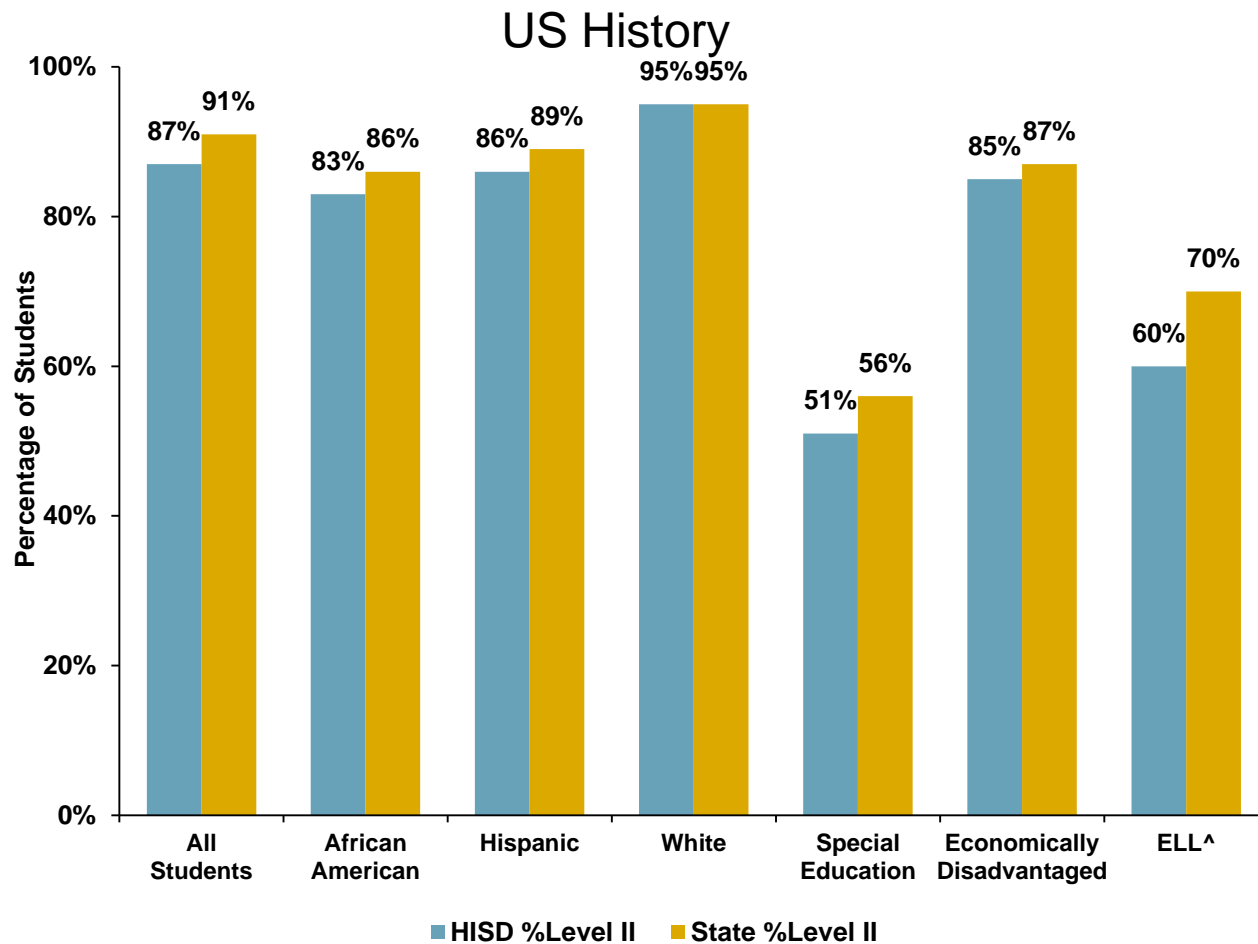
- Within 5 Percentage Points
 - White
 - Economically Disadvantaged

HISD, State Biology STAAR EOC at Level II Satisfactory Standard Student Groups 2016



- Within 5 Percentage Points
 - African American
 - White
- All groups above 75% except Special Education and ELL

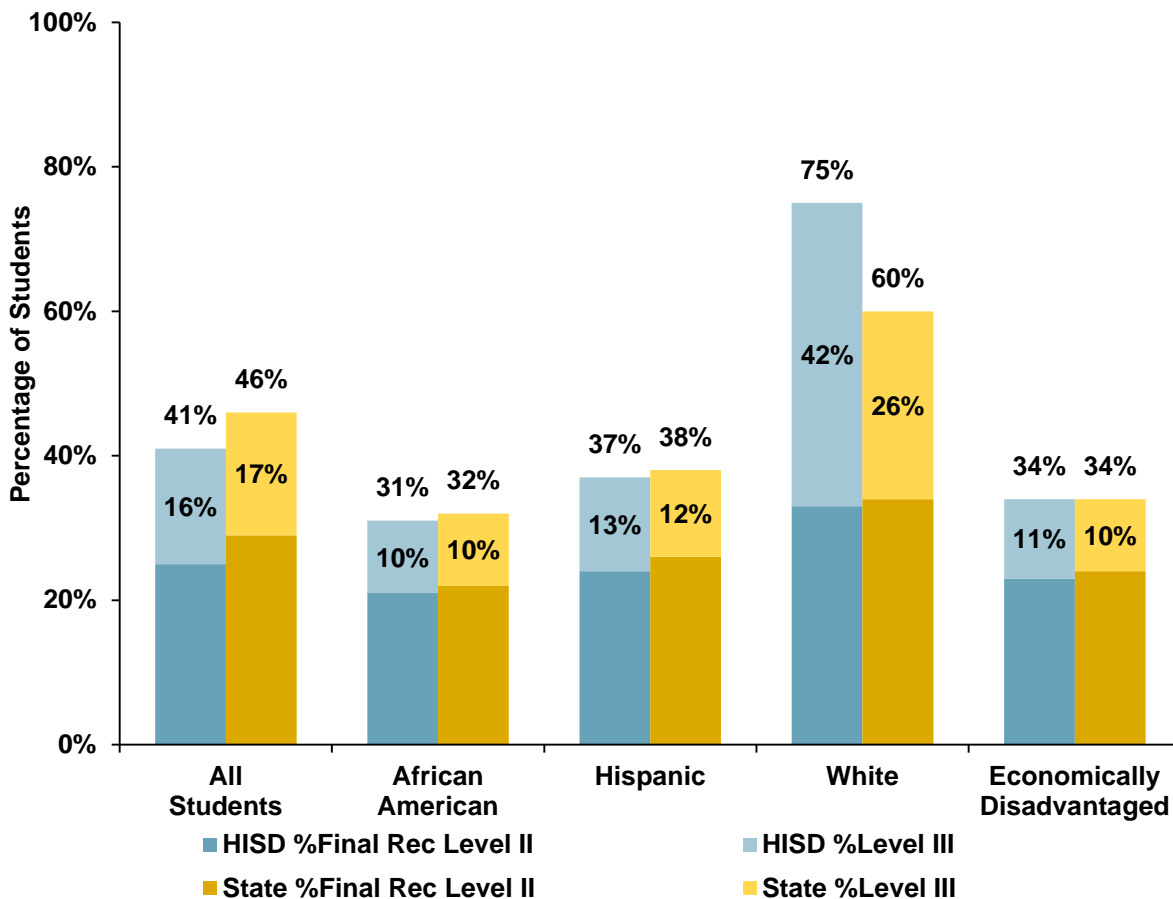
HISD, State US History STAAR EOC at Level II Satisfactory Standard or Above Student Groups 2016



- Matched State
 - White
- Within 3 Percentage Points
 - African American
 - Hispanic
 - Economically Disadvantaged
- All groups above 80% except special education and ELL

HISD, State STAAR and STAAR EOC at Level II Final Recommended and Level III Advanced Standard Student Group, All Grades, 2016

Reading



Final Recommended

- Exceeded
 - White
- Matched
 - Economically Disadvantaged
- Within 2 Percentage Points
 - African American
 - Hispanic

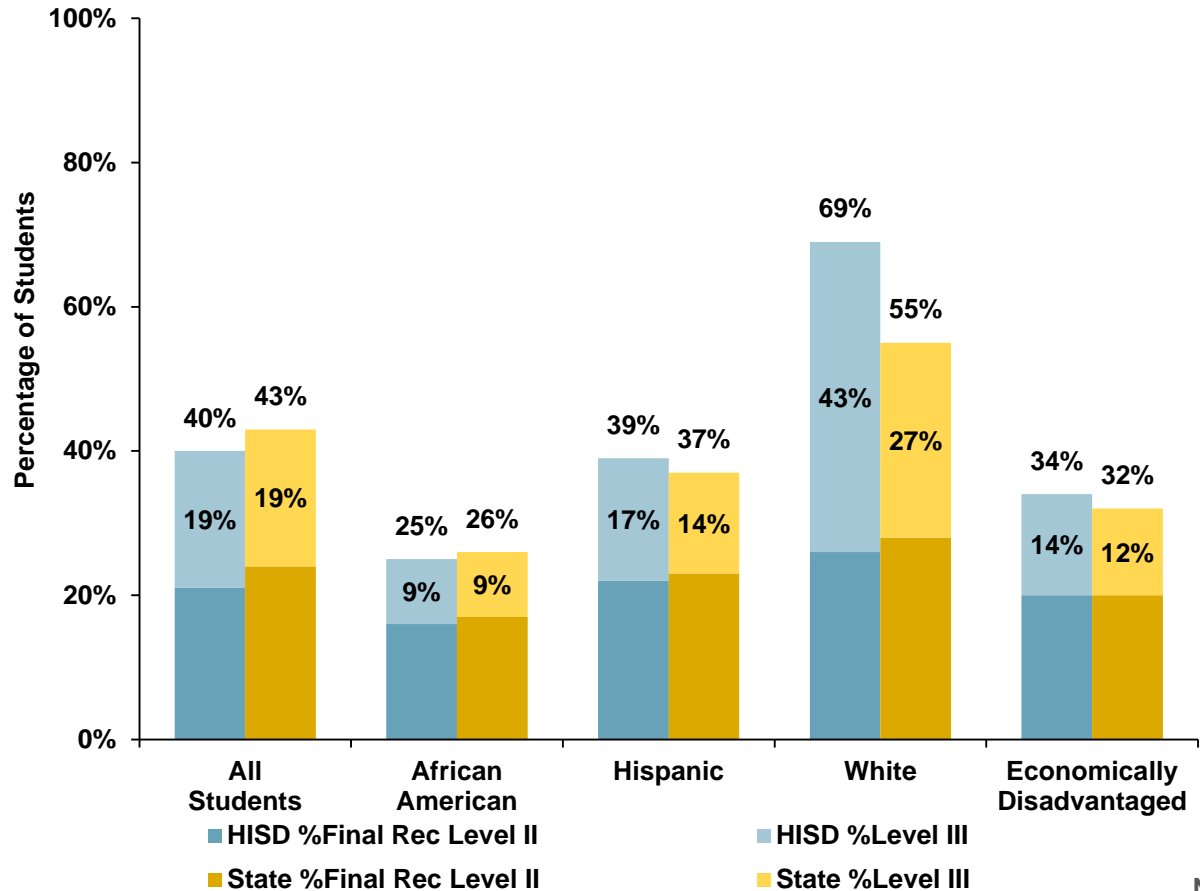
Advanced

- Exceeded
 - Hispanic
 - White
 - Economically Disadvantaged
- Matched
 - African American

Note: Includes STAAR Gr. 3–8 and STAAR EOC

HISD, State STAAR and STAAR EOC at Level II Final Recommended and Level III Advanced Standard Student Group, All Grades, 2016

Mathematics

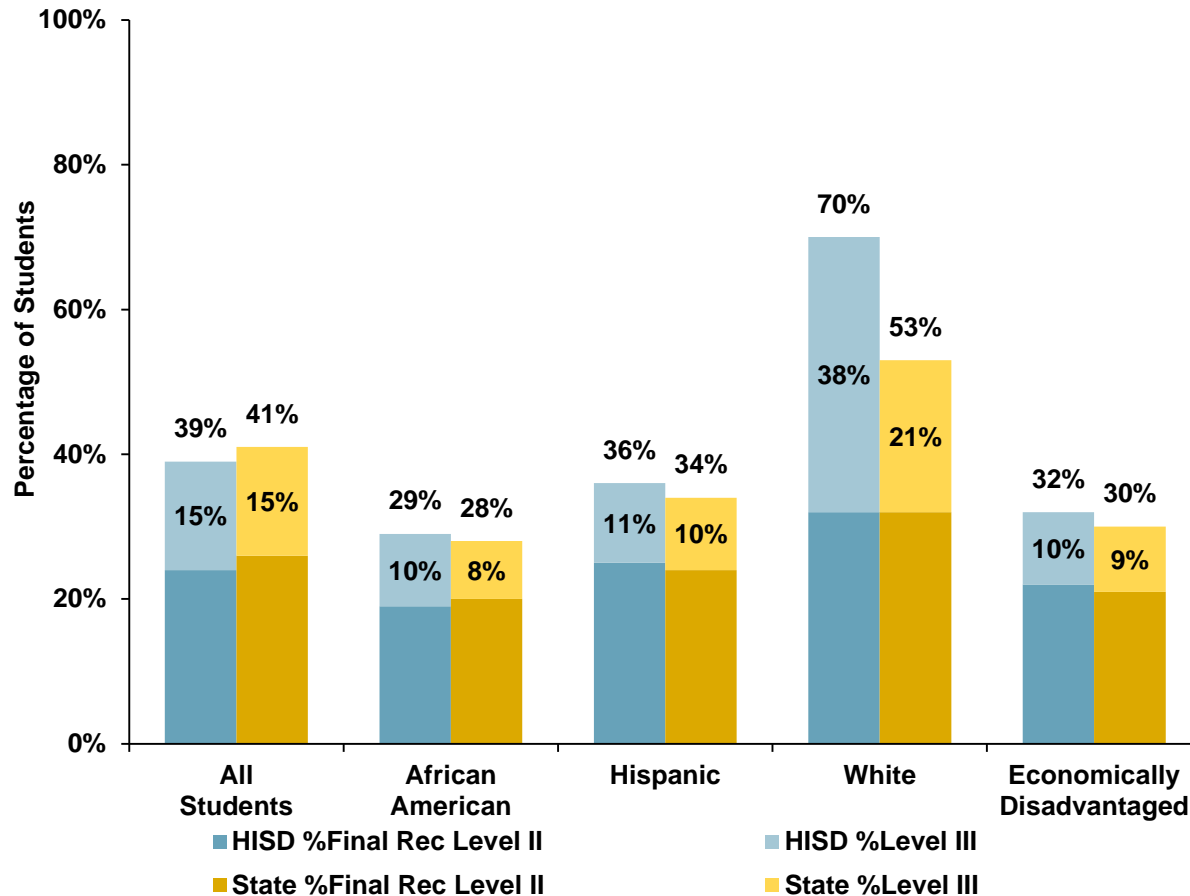


- Final Recommended
 - Exceeded
 - Hispanic
 - White
 - Economically Disadvantaged
 - Within 2 Percentage Points
 - African American
- Advanced
 - Exceeded
 - Hispanic
 - White
 - Economically Disadvantaged
 - Matched
 - African American

Note: Includes STAAR Gr. 3–8 and STAAR EOC

HISD, State STAAR and STAAR EOC at Level II Final Recommended and Level III Advanced Standard Student Group, All Grades, 2016

Writing

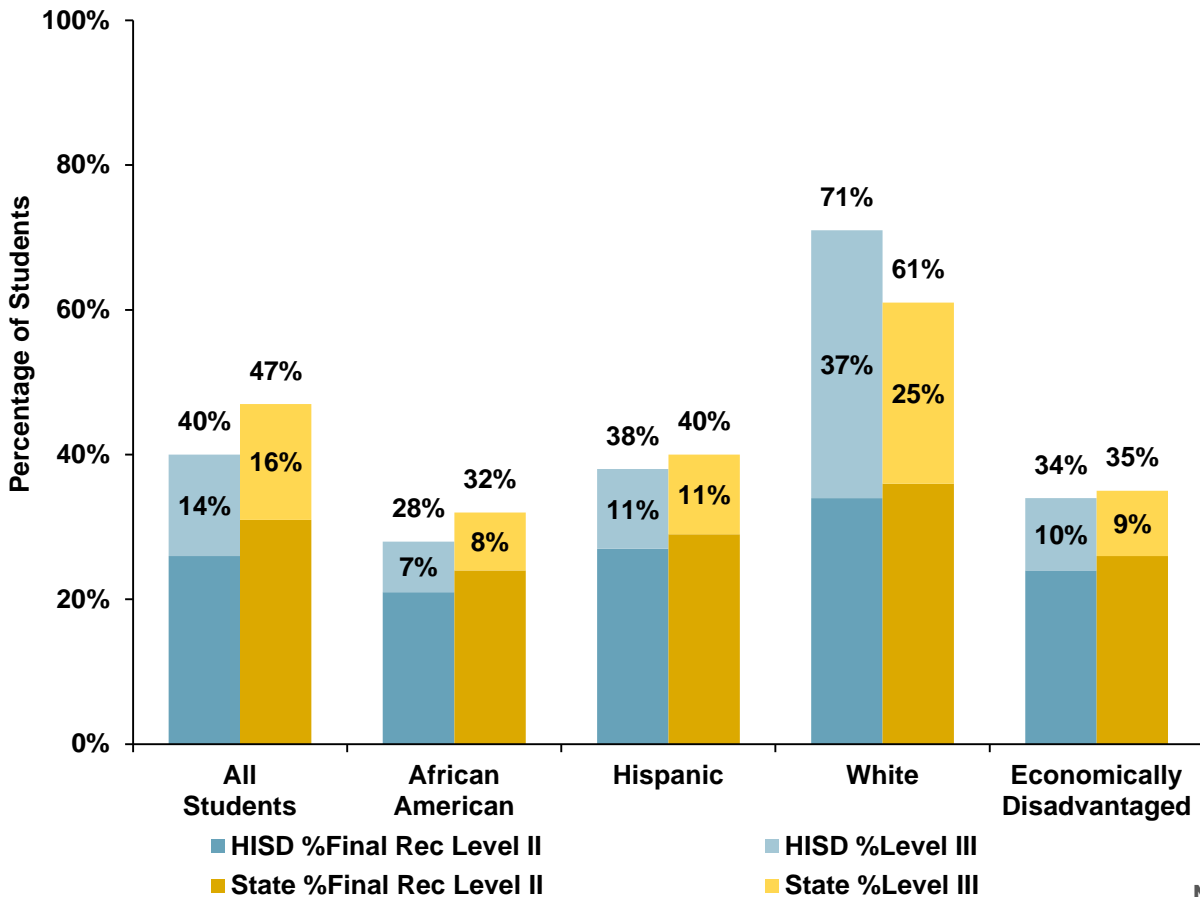


- Final Recommended
 - Exceeded
 - African American
 - Hispanic
 - White
 - Economically Disadvantaged
- Advanced
 - Exceeded
 - African American
 - Hispanic
 - White
 - Economically Disadvantaged

Note: Includes STAAR Gr. 3–8 and STAAR EOC

HISD, State STAAR and STAAR EOC at Level II Final Recommended and Level III Advanced Standard Student Group, All Grades, 2016

Science

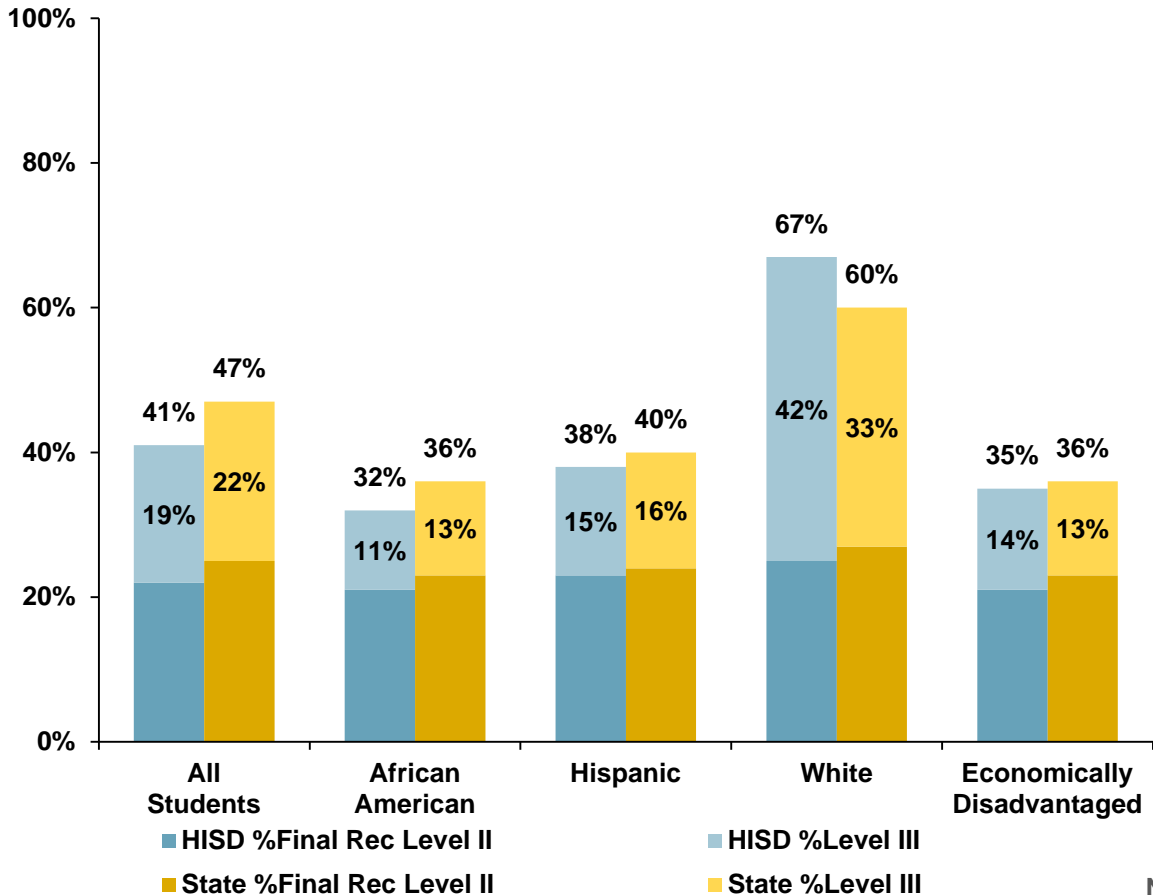


- Final Recommended
 - Exceeded
 - White
 - Within 2 Percentage Points
 - Hispanic
 - Economically Disadvantaged
- Advanced
 - Exceeded
 - White
 - Economically Disadvantaged
 - Matched
 - Hispanic
 - Within 2 Percentage Points
 - African American

Note: Includes STAAR Gr. 3–8 and STAAR EOC

HISD, State STAAR and STAAR EOC at Level II Final Recommended and Level III Advanced Standard Student Group, All Grades, 2016

Social Studies



- Final Recommended
 - Exceeded
 - White
 - Within 2 Percentage Points
 - Hispanic
 - Economically Disadvantaged
- Advanced
 - Exceeded
 - White
 - Economically Disadvantaged
 - Within 2 Percentage Points
 - African American
 - Hispanic

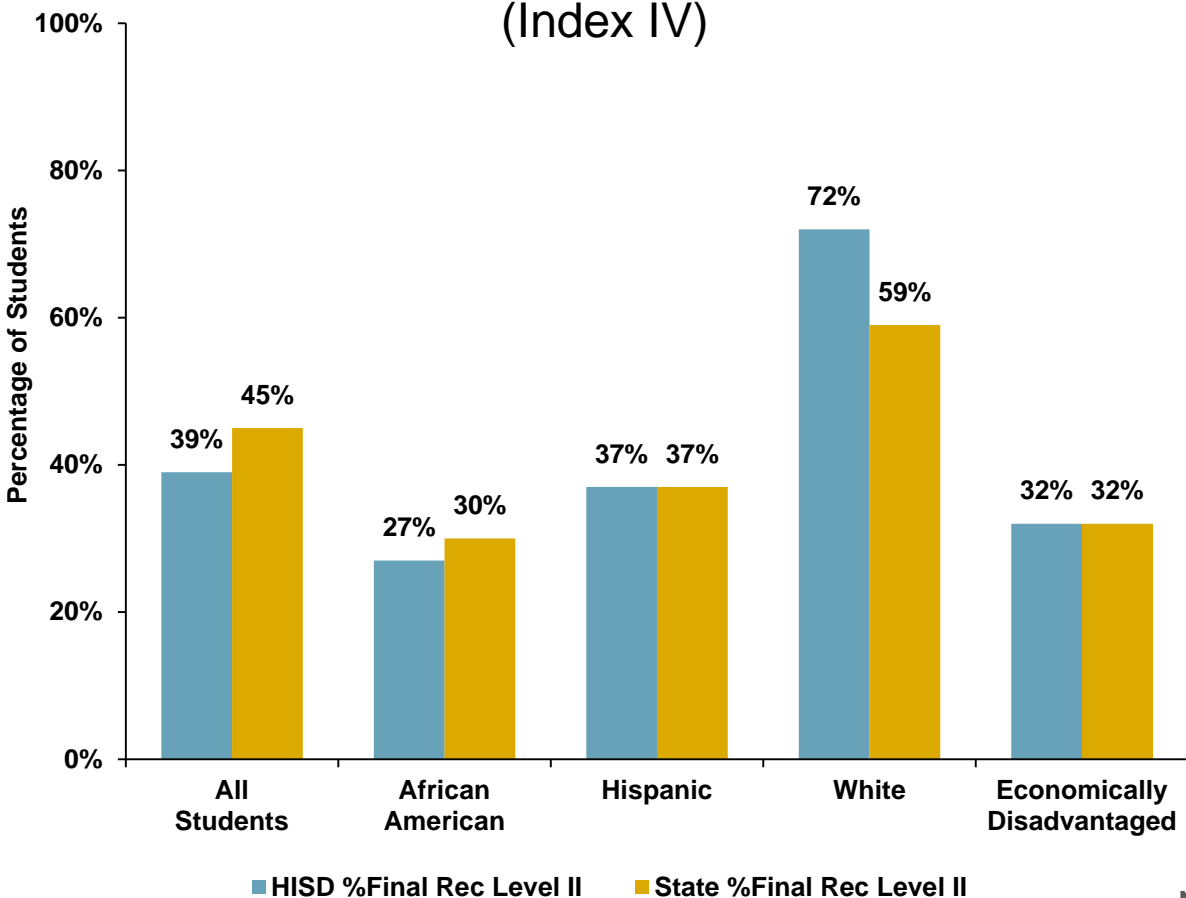
Note: Includes STAAR Gr. 3–8 and STAAR EOC

HISD, State STAAR and STAAR EOC

Two or More Subjects at Level II Final Recommended Standard Student Group, All Grades, 2016

Two or More Subjects
(Index IV)

- Exceeded
 - White
- Matched
 - Hispanic
 - Economically Disadvantaged
- Within 3 Percentage Points
 - African American

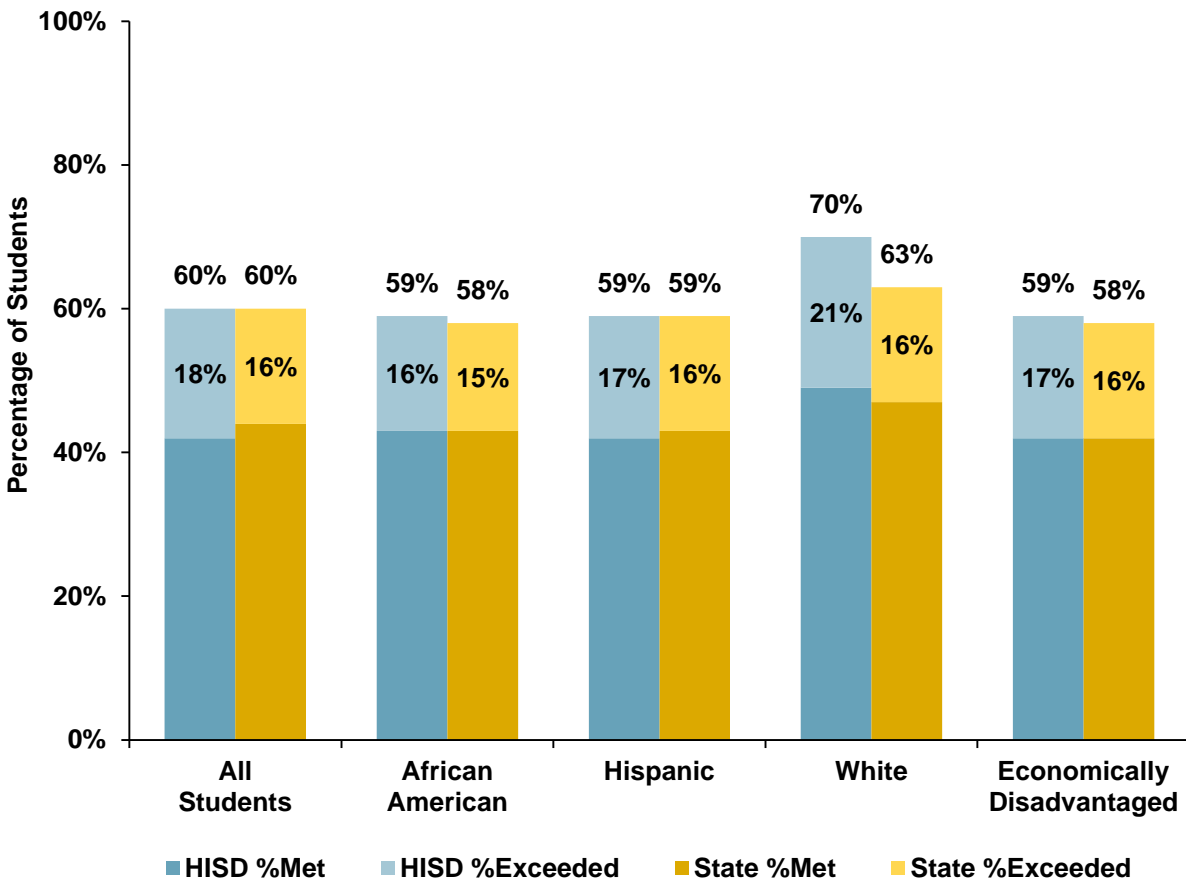


Note: Includes STAAR Gr. 3–8 and STAAR EOC

HISD, State STAAR and STAAR EOC Percent Met or Exceeded 2016 Progress Measures Student Group, All Grades, 2016

Reading

- Exceeded
 - African American
 - White
 - Economically Disadvantaged
- Matched
 - Hispanic

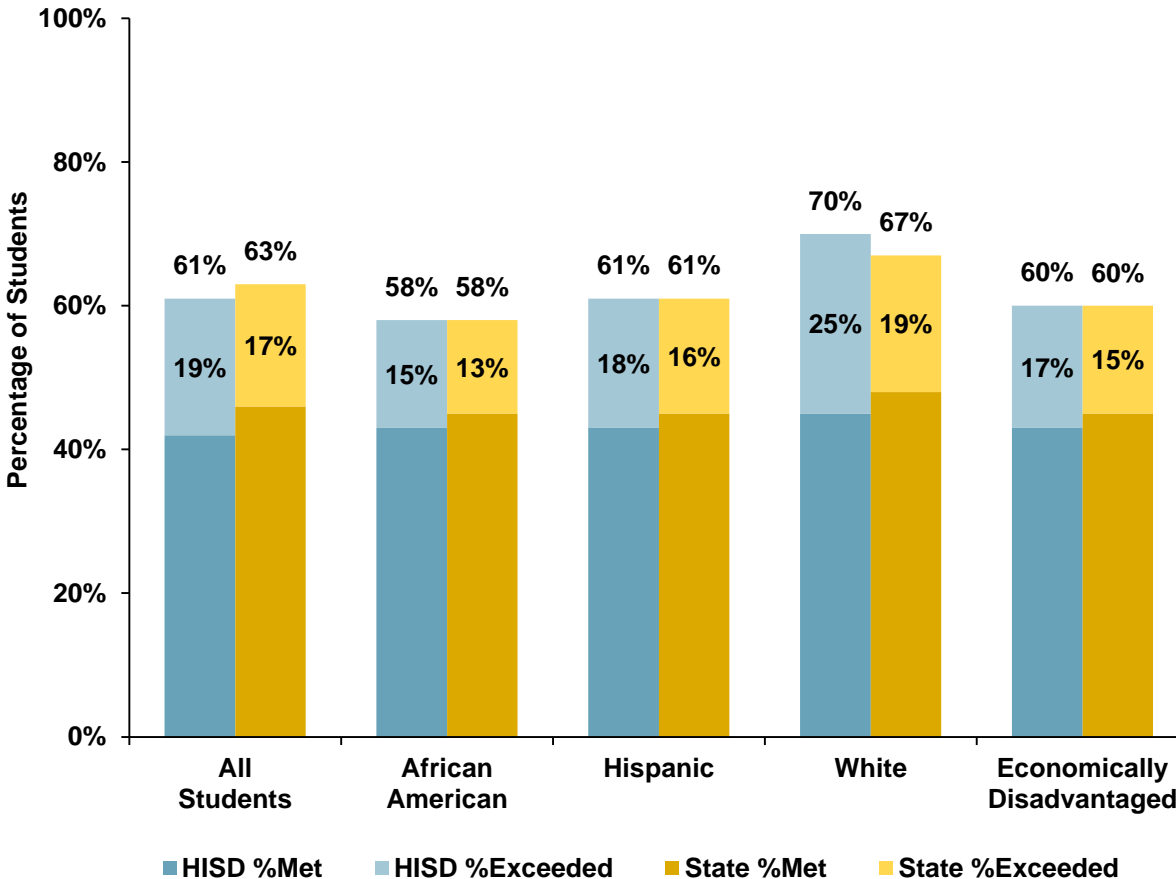


Note: Includes STAAR Gr. 3–8 and STAAR EOC

HISD, State STAAR and STAAR EOC Percent Met or Exceeded 2016 Progress Measures Student Group, All Grades, 2016

Mathematics

- Exceeded
 - White
 - African American
 - Hispanic
 - Economically Disadvantaged
- Matched



Note: Includes STAAR Gr. 3–8 and STAAR EOC

District Performance Summary

- **AP/IB Examination Participation Rates**
 - District participation rate increased 1.6% points
 - District participation rate 12.2% points higher than the state
 - District participation rate increased for African American, Hispanic, Asian, and Economically Disadvantaged students.
 - District Participation rate decreased 5.2% points for White students

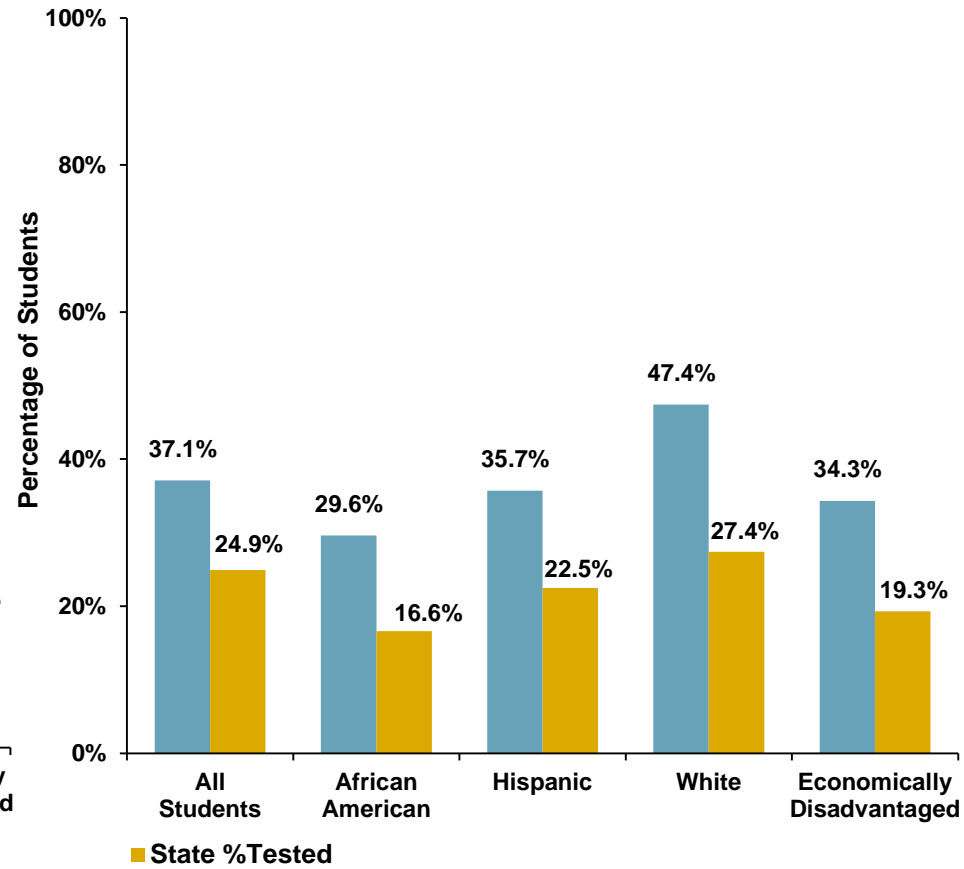
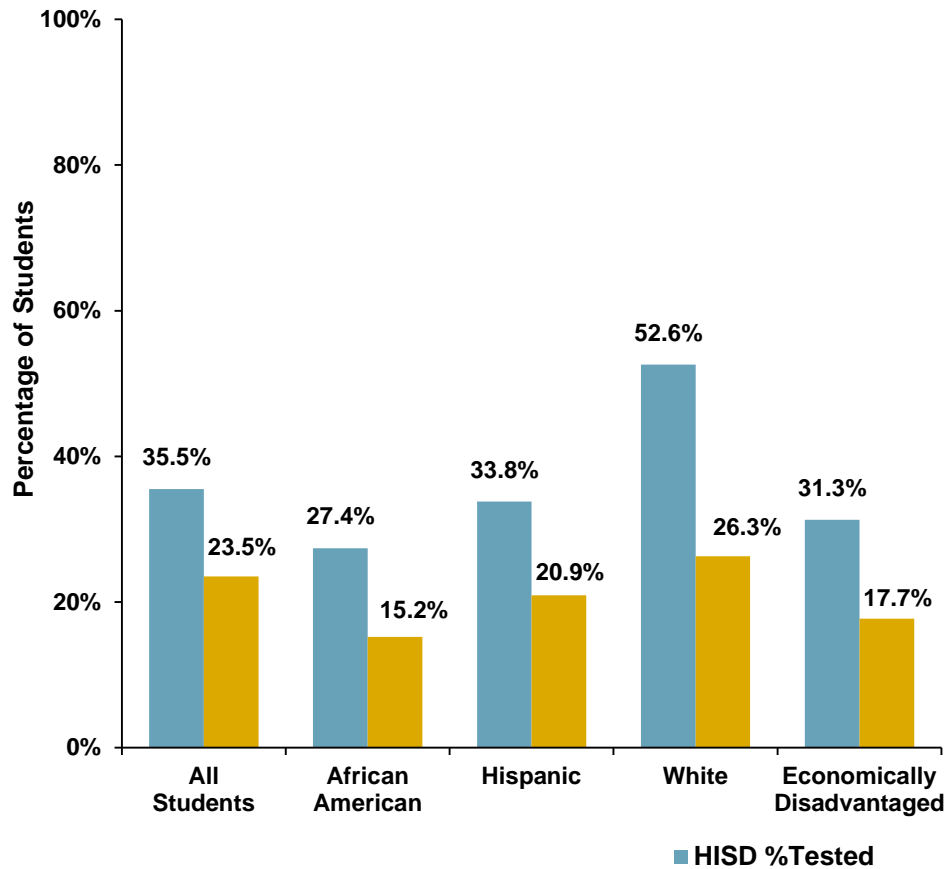
HISD, State AP/IB Results

Class of 2014 and Class of 2015

Percent Tested

Class of 2014

Class of 2015



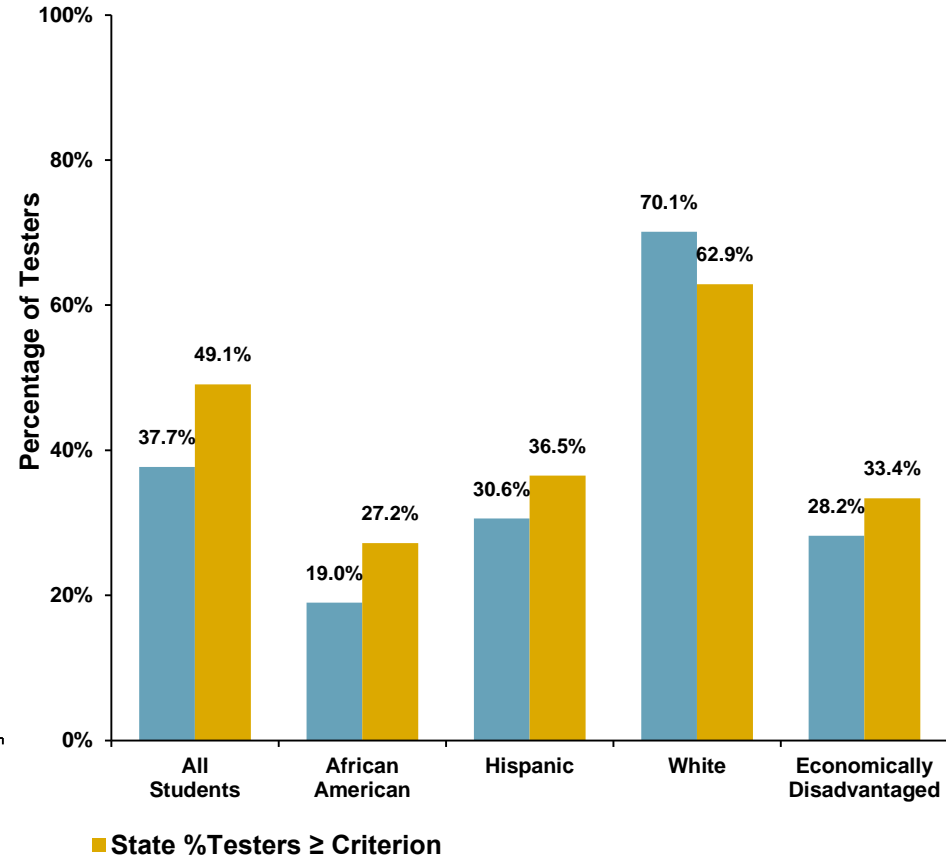
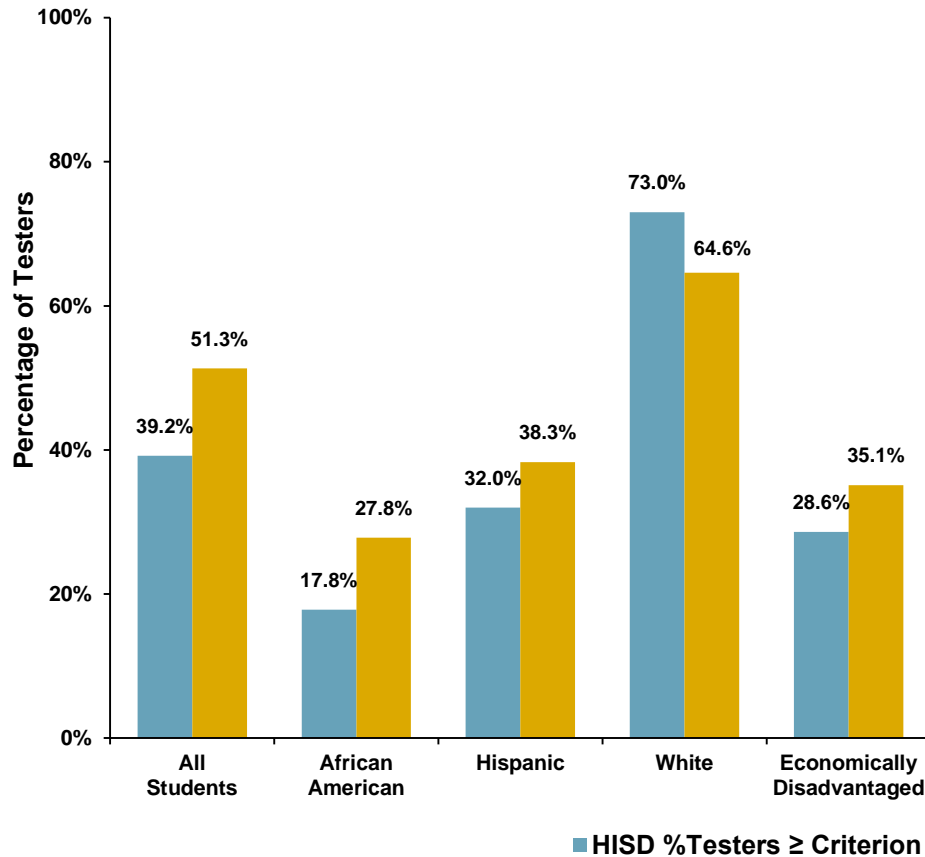
HISD, State AP/IB Results

Class of 2014 and Class of 2015

Percentage of Testers \geq Criterion

Class of 2014

Class of 2015



District Performance Summary

- **SAT/ACT Participation**
 - District participation rate 29.0% points higher than the state
- **Average SAT Scores**
 - Average SAT score was higher for the state
 - True by race/ethnicity (except White students) and economically disadvantaged status
- **Average ACT Scores**
 - Average ACT score was higher for the district
 - True by race/ethnicity and economically disadvantaged status

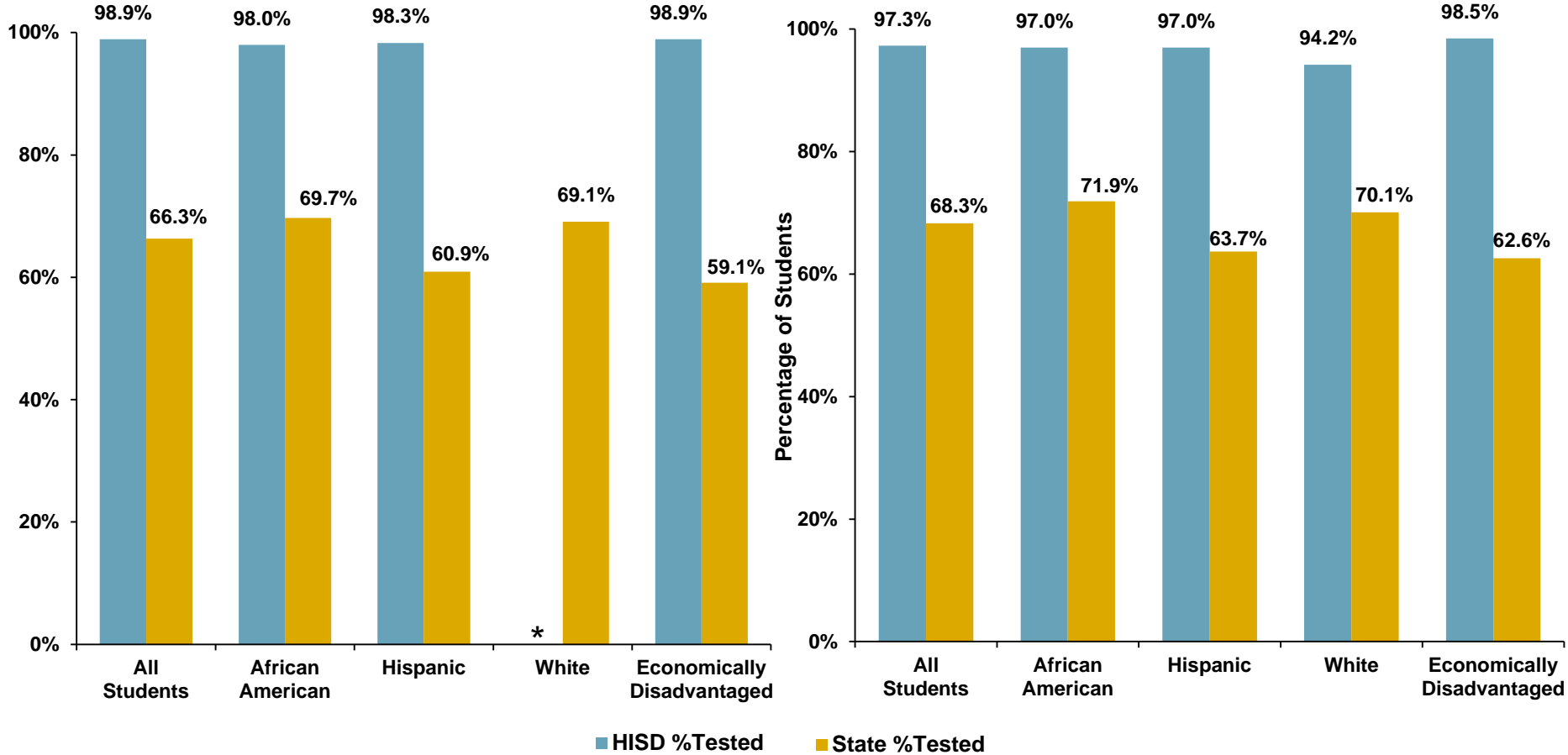
HISD, State SAT/ACT Results

Class of 2014 and Class of 2015

Percent Tested

Class of 2014

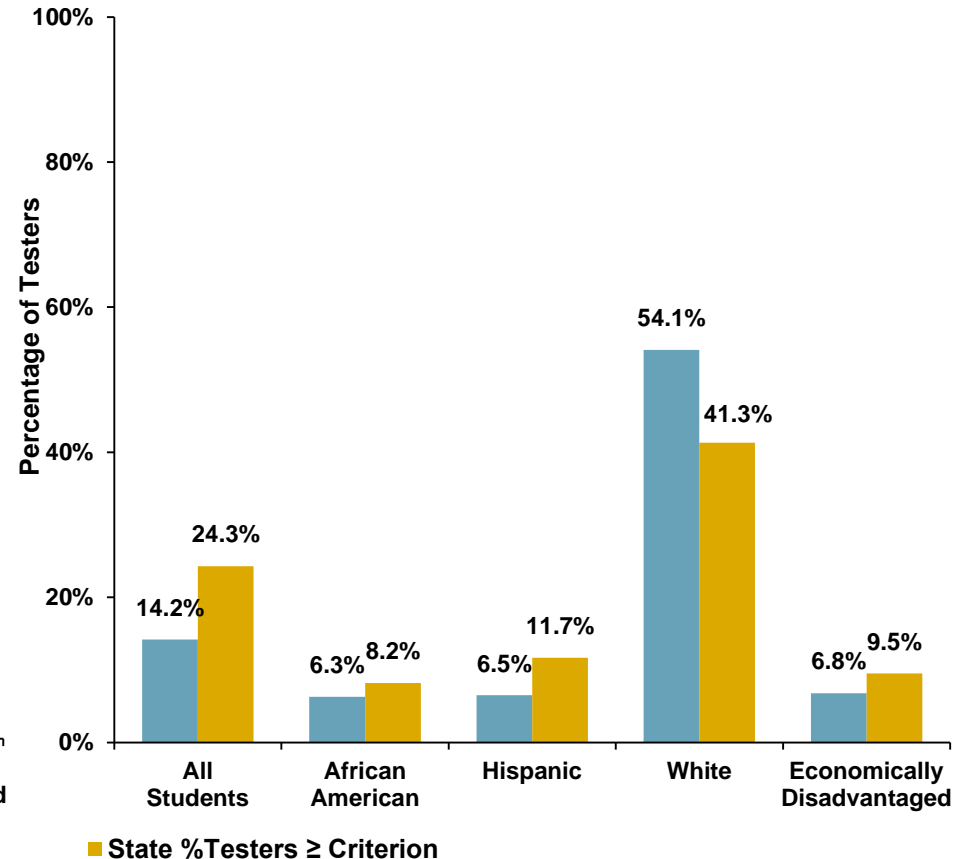
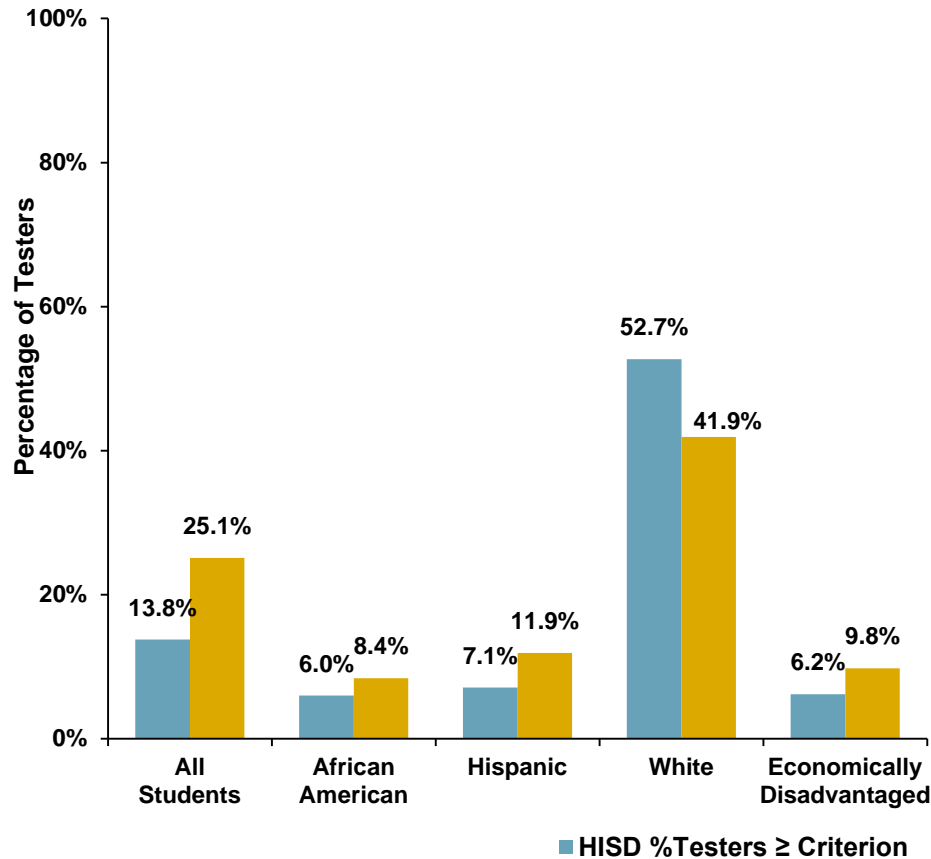
Class of 2015



HISD, State SAT/ACT Results, Class of 2014 and Class of 2015 Percentage of Testers \geq Criterion

Class of 2014

Class of 2015



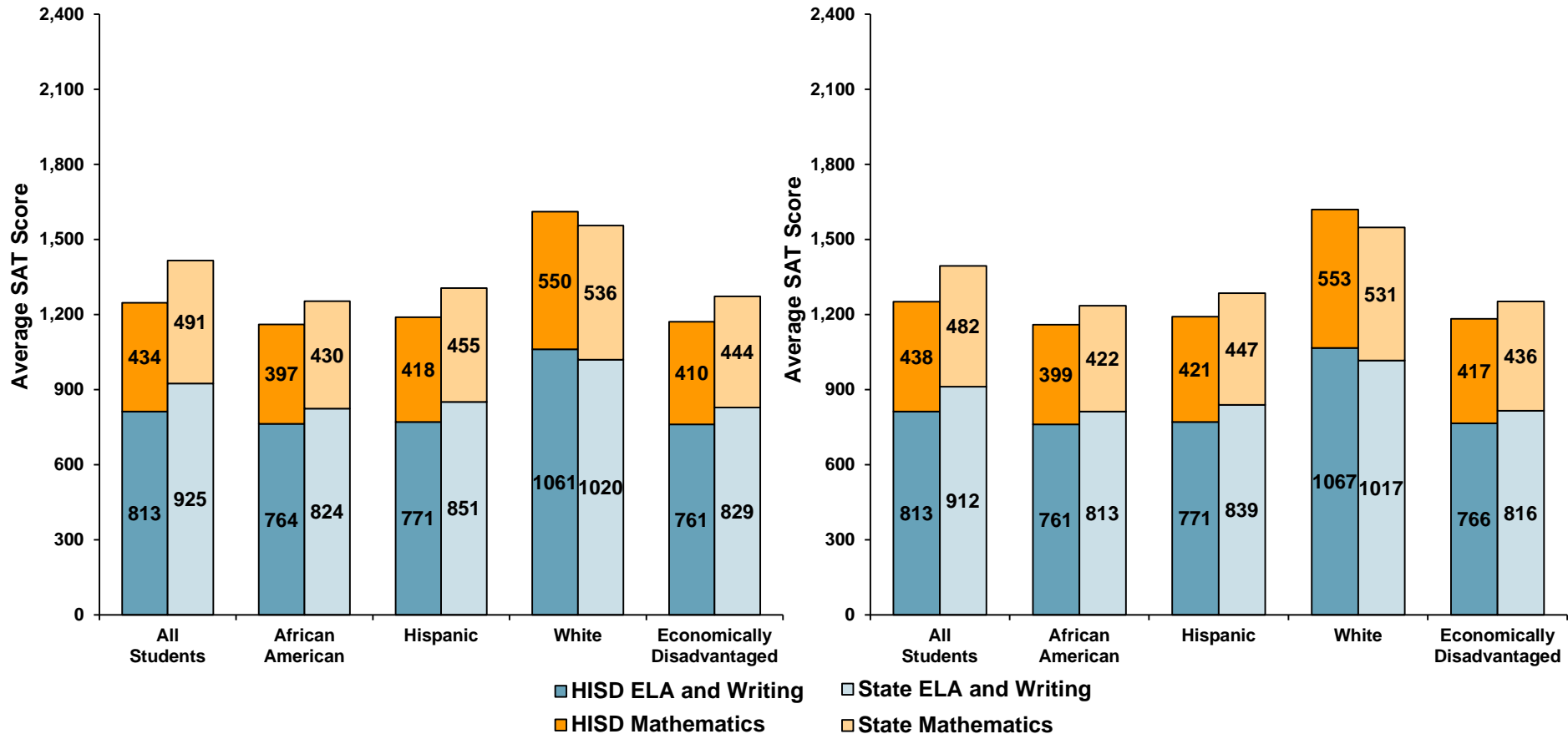
HISD, State SAT Results

Class of 2014 and Class of 2015

Average Test Scores by Student Group

Class of 2014

Class of 2015



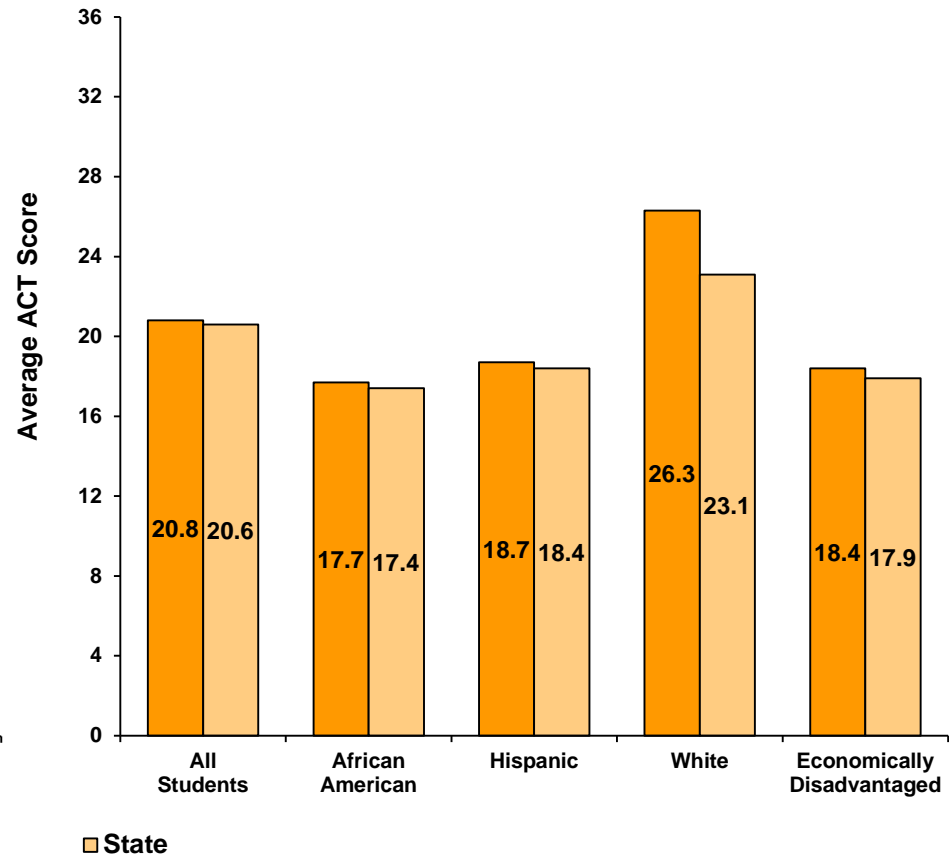
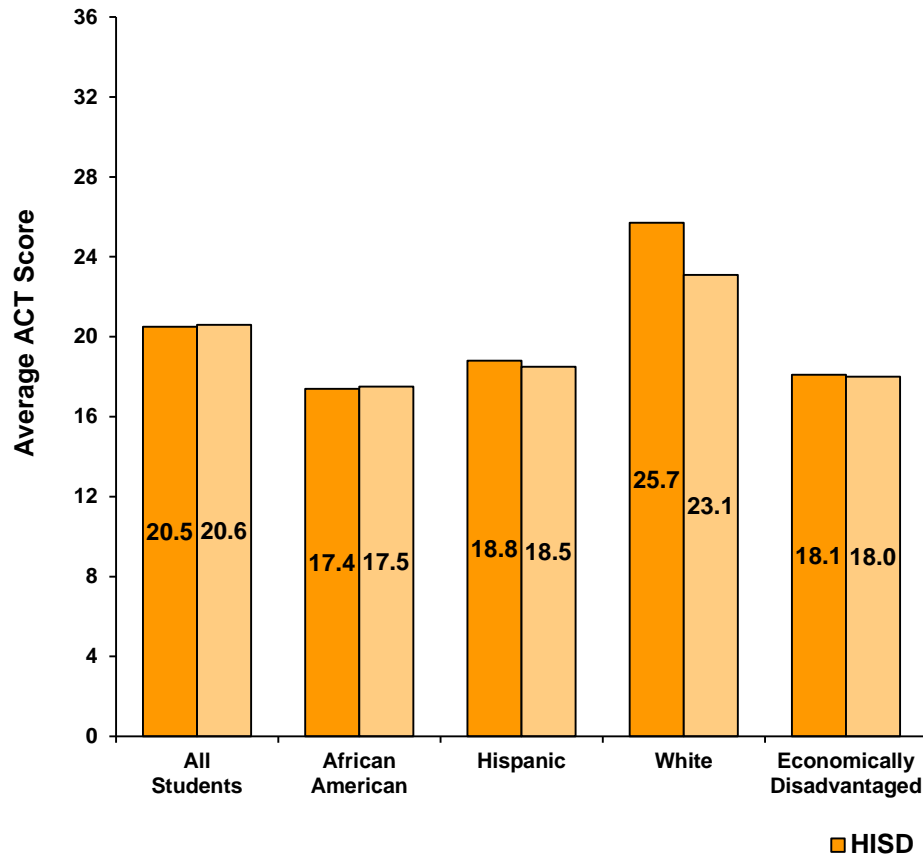
HISD, State ACT Results

Class of 2014 and Class of 2015

Average Test Scores by Student Group

Class of 2014

Class of 2015



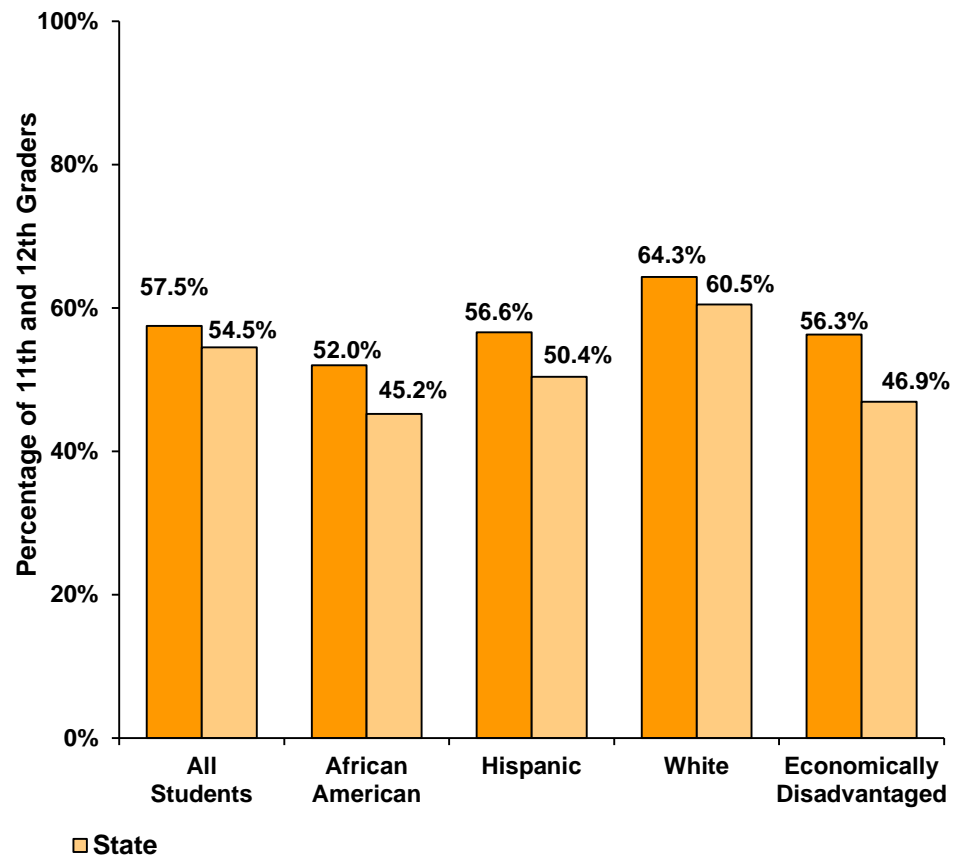
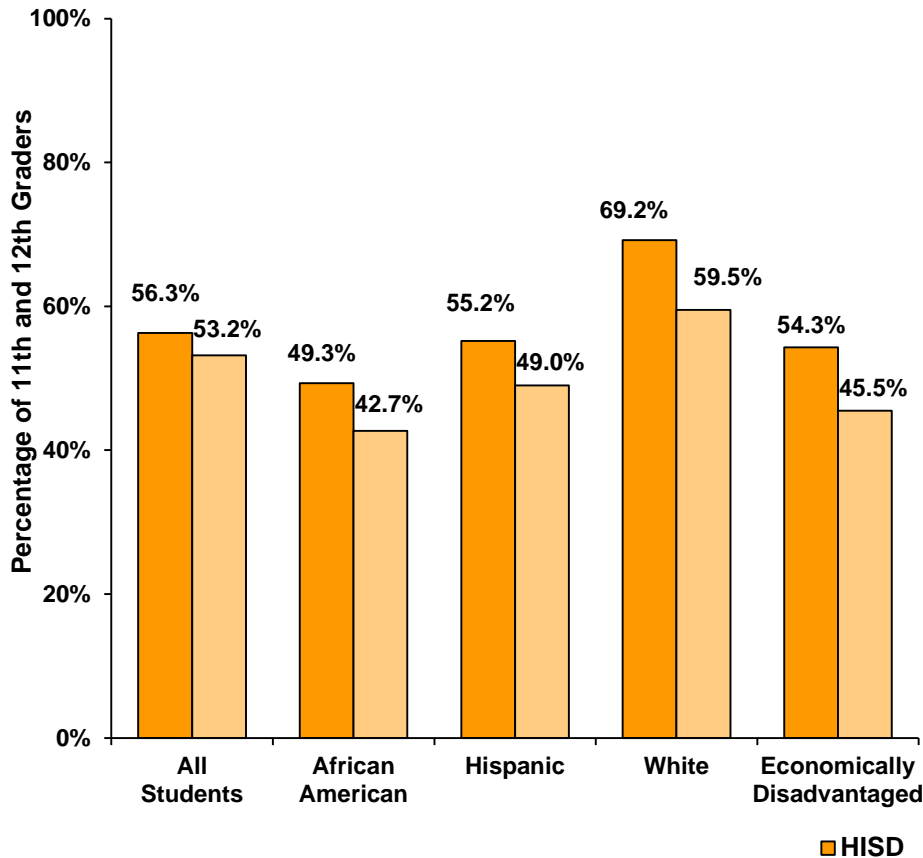
District Performance Summary

- **Advanced/Dual Credit Course Completion (Grades 9–12)**
 - District completion rate increased 1.1% points
 - District completion rate 3.8% points higher than state completion rate
 - District completion rate increased for African American, Hispanic, Asian, and Economically Disadvantaged students
 - District completion rate decreased 4.5% points for White students

Advanced Course/Dual Enrollment Completion, 2013–2014 and 2014-2015 Grades 11–12, Any Subject

2013 – 2014

2014 – 2015



District Performance Summary

- **College and Career Ready Graduates (Index IV) = 69.6% for 2014–2015**
 - A higher percentage of African American (64.5% vs. 62.9%) and Asian (90.8% vs. 89.5%) HISD students than the state met the criteria
- **Graduate Enrollment in TX Institution of Higher Education for 2013–2014**
 - District enrollment decreased 1.1% points (52.4% to 51.3%)
 - District enrollment 6.2% points lower than state enrollment (51.3% vs. 57.5%)
- **Graduate Enrollment in TX Institution of Higher Education (without Remediation) for 2013–2014**
 - District enrollment increased 1.5% points (64.4% to 65.9%)
 - District enrollment 4.6% points lower than state enrollment (65.9% vs. 70.5%)

District Performance Summary

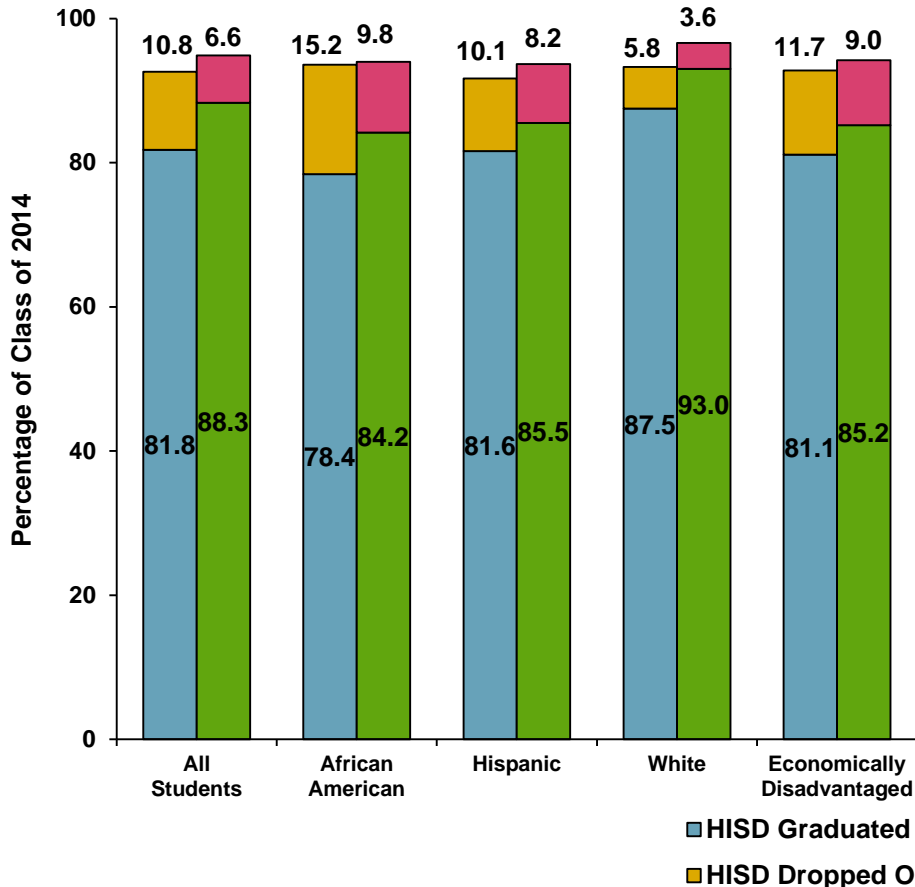
- **No change in attendance rates (95.6%) for 2013–2014 and 2014–2015**
 - State attendance rate decreased (95.9% to 95.7%)
- **Retention Rates for K–8**
 - Non-Special Education: Higher than the state except Kindergarten (0.8% vs. 1.9%) and Grade 5 (equal at 0.9%)
 - Special Education: Higher than the state except Kindergarten (3.9% vs. 8.2%) and Grade 8 (equal at 1.3%)

District Performance Summary

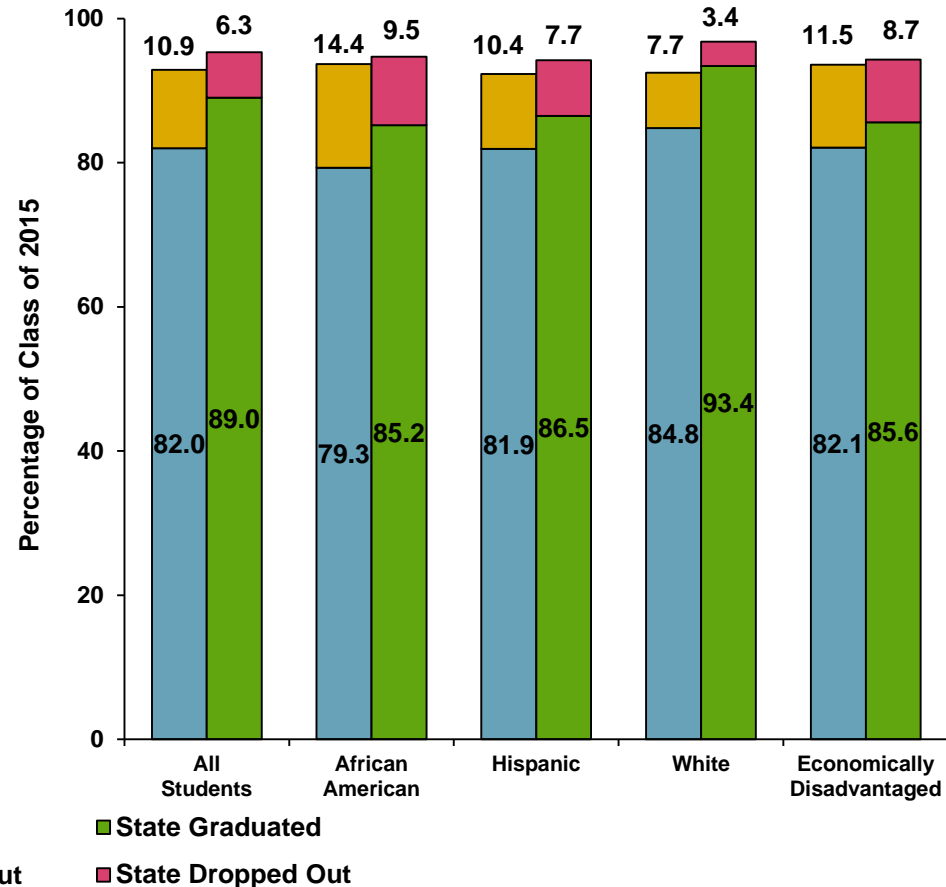
- **Annual Dropout Rates, Grades 9–12 for 2014–2015**
 - District rate increased 0.7% points from 3.2% to 3.9%
 - Highest increases among American Indian (2.8% points), Pacific Islander (1.6% points), and White (1.2% points) students
 - State dropout rate decreased 0.1% points
- **4-Year Longitudinal Graduation Rate, Class of 2015**
 - Increased for All Students, African American, Hispanic, and Economically Disadvantaged Students

Four-Year Longitudinal Graduation and Dropout Rates Classes of 2014 and 2015 by Student Group

Class of 2014

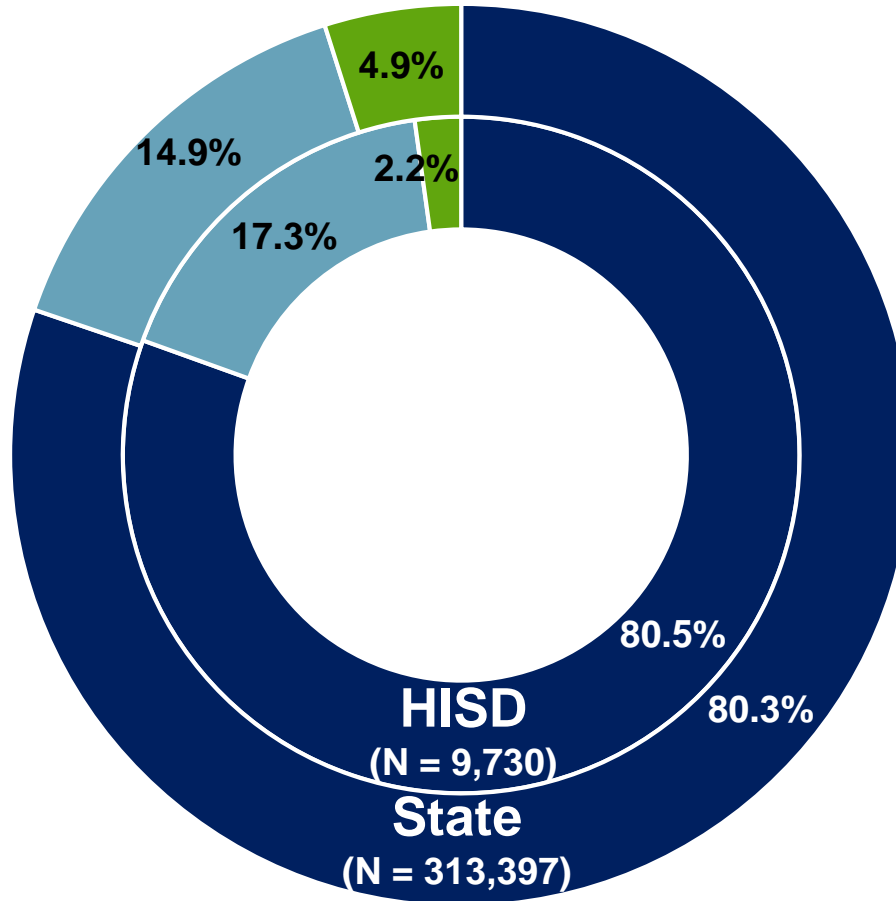


Class of 2015



Note: Exclusions applied.

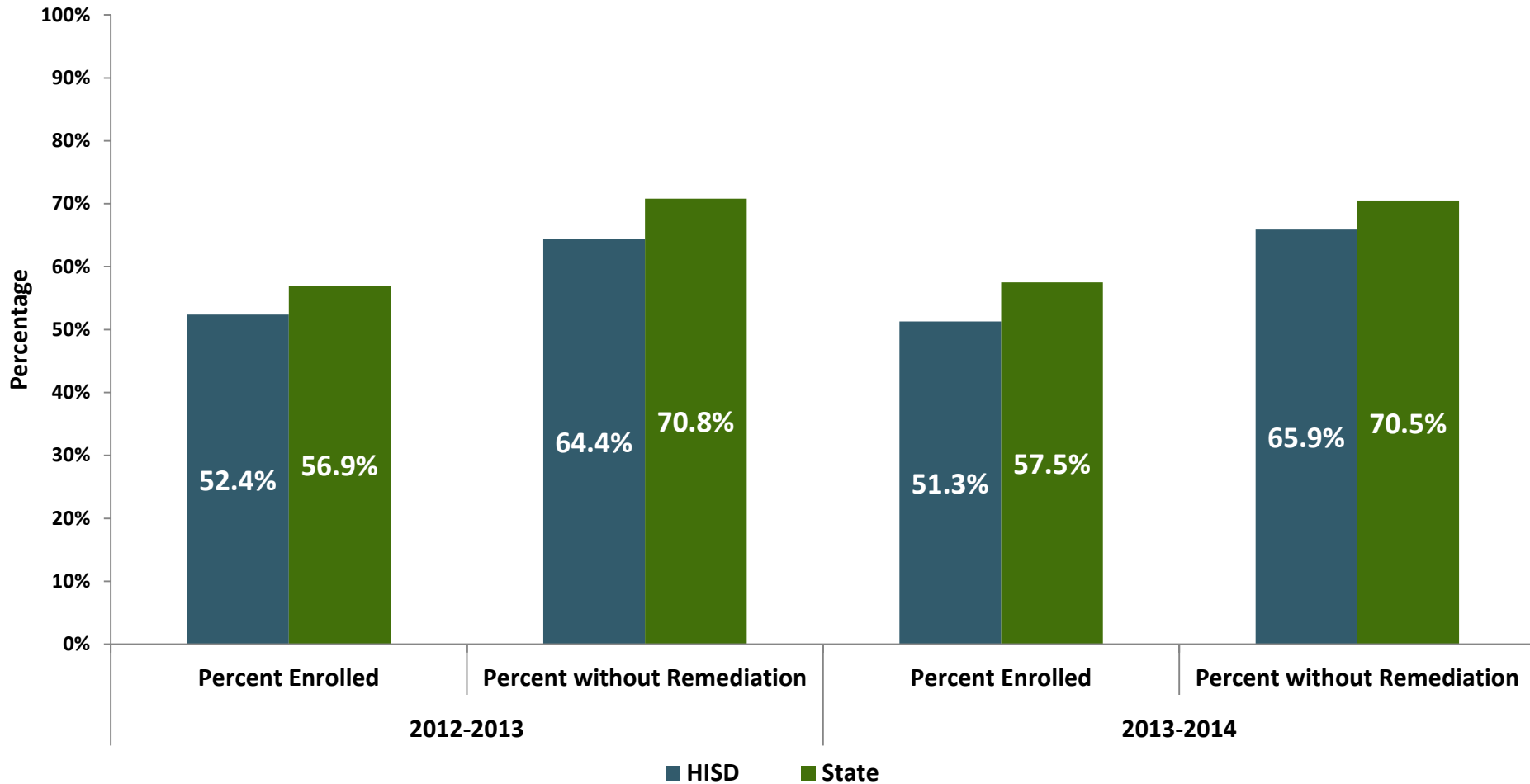
HISD, State Total Graduates by Type Class of 2015



■ Recommended/DAP ■ Minimum ■ Foundation Plan

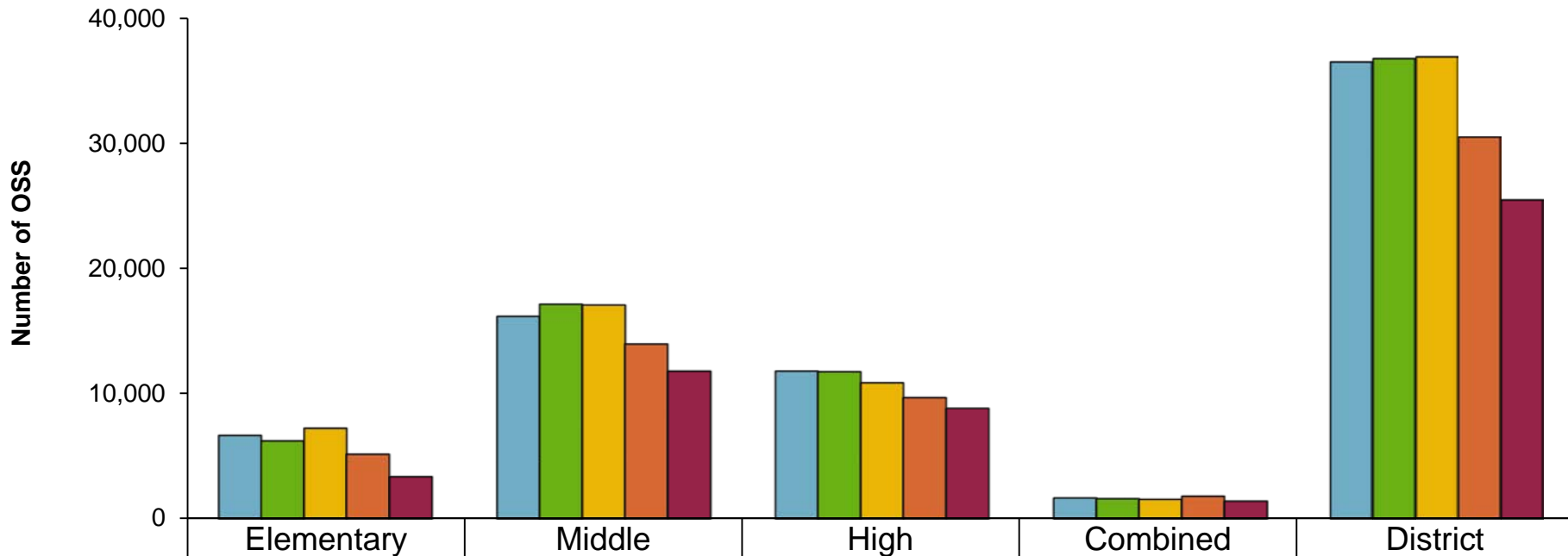
Note: Percentages may not equal 100 due to rounding.

HISD, State Graduates in Texas Higher Education, 2012–2013 and 2013–2014



*The percent age 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.

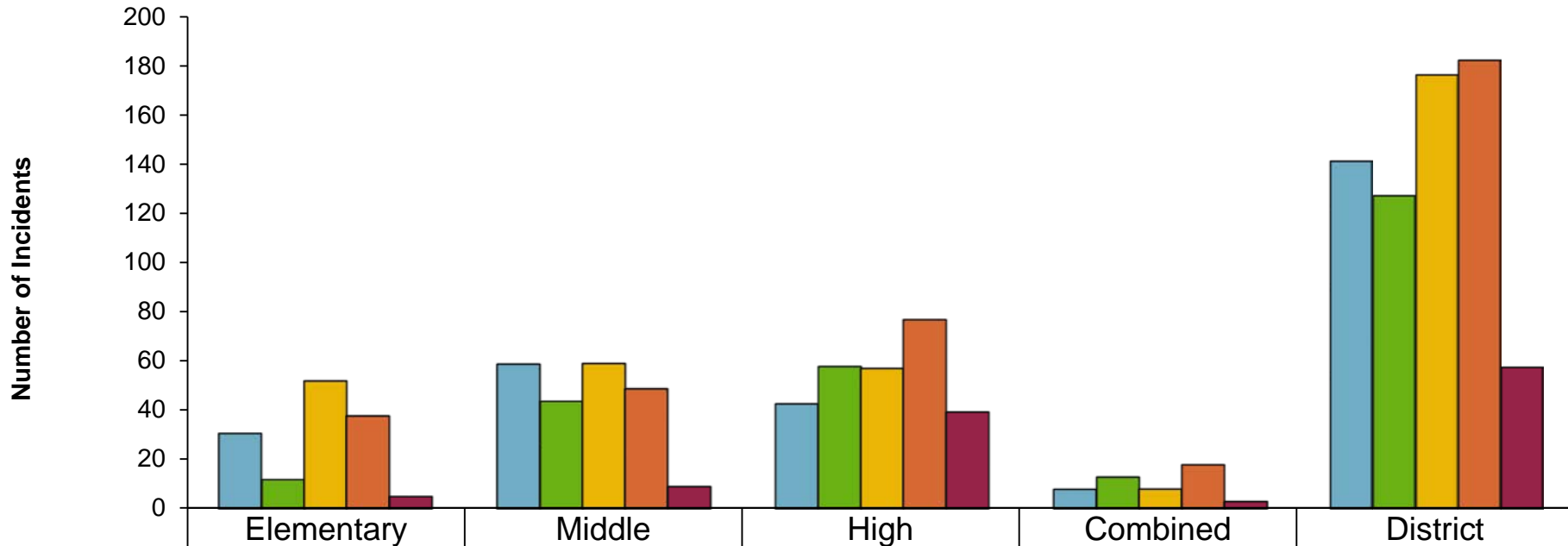
HISD Out-of-School Suspensions 2011–2012 through 2015–2016



Source: PEIMS 425 Record, Summer Resubmission, Disciplinary Action - Out-of-School Suspension

Note: Totals include multiple suspensions by individual students.

HISD Weapon Possessions 2011–2012 through 2015–2016

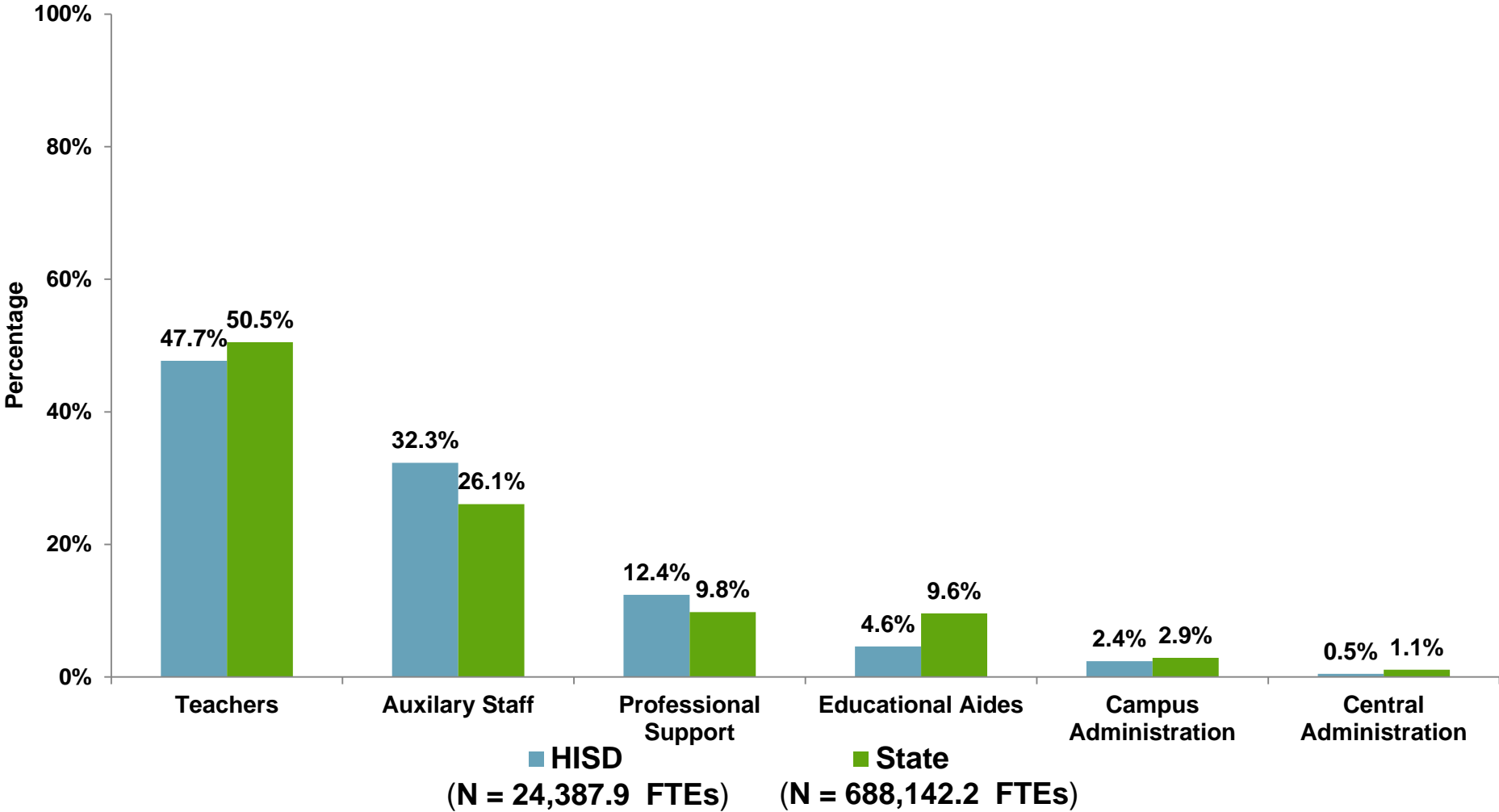


	Elementary	Middle	High	Combined	District
2011–2012	31	59	43	8	141
2012–2013	12	44	58	13	127
2013–2014	52	59	57	8	176
2014–2015	38	49	77	18	182
2015–2016	5	9	39	3	57

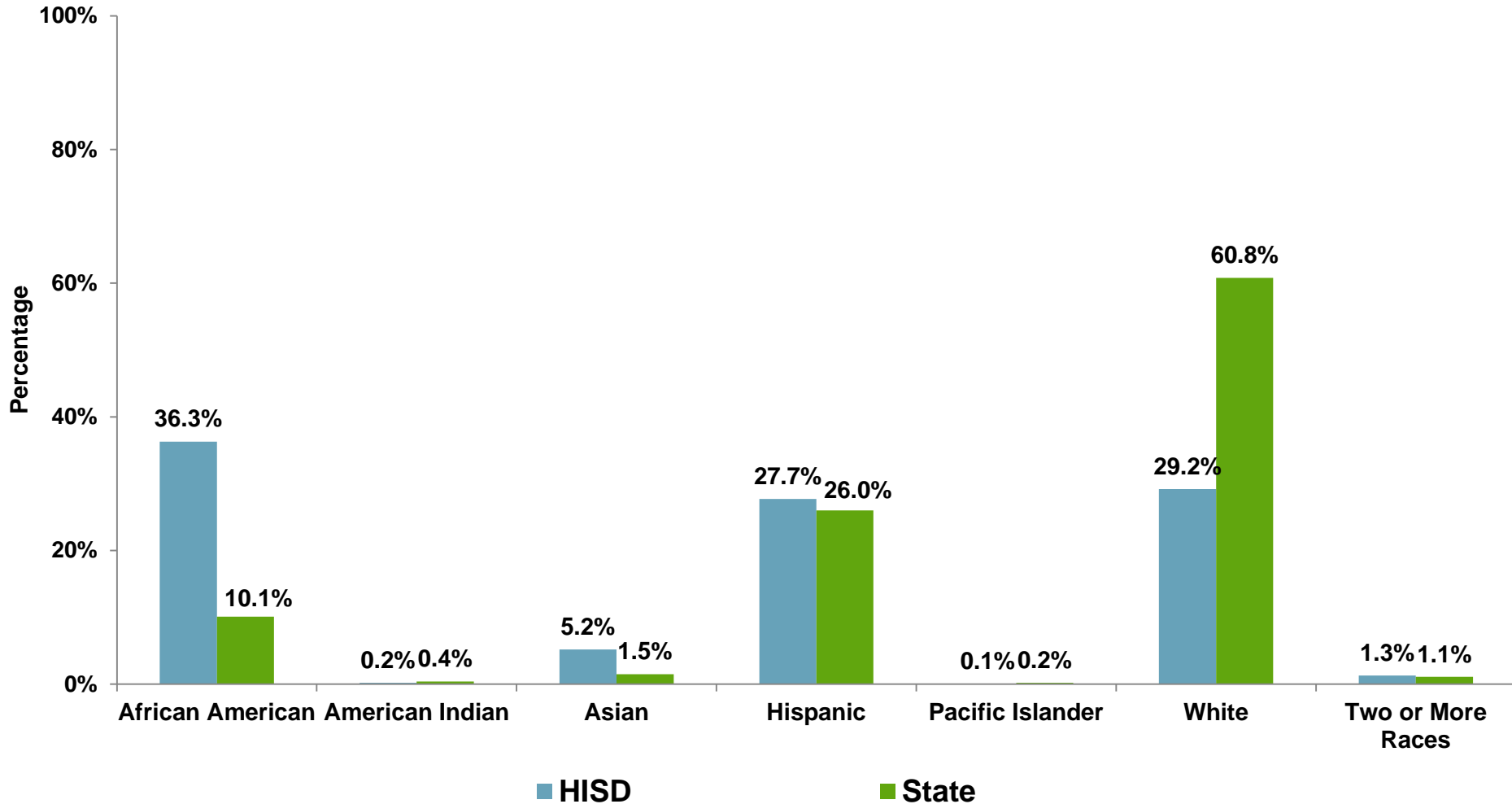
Source: PEIMS 425 Record, Summer Resubmission

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. Disciplinary Action Reason Code 50 was removed from the 2015–2016 PEIMS Data Standards.

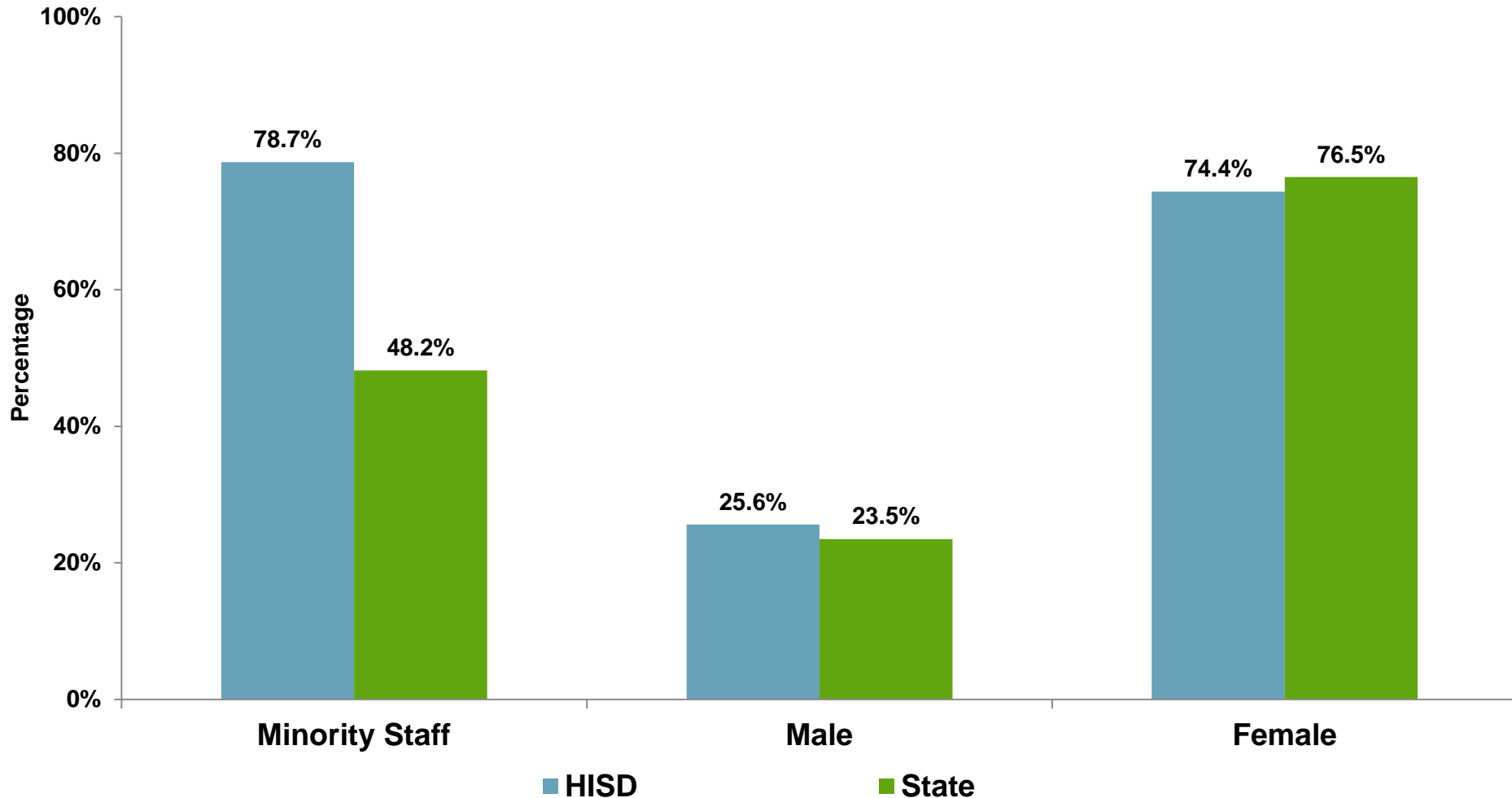
Percent of Staff by Position 2015–2016



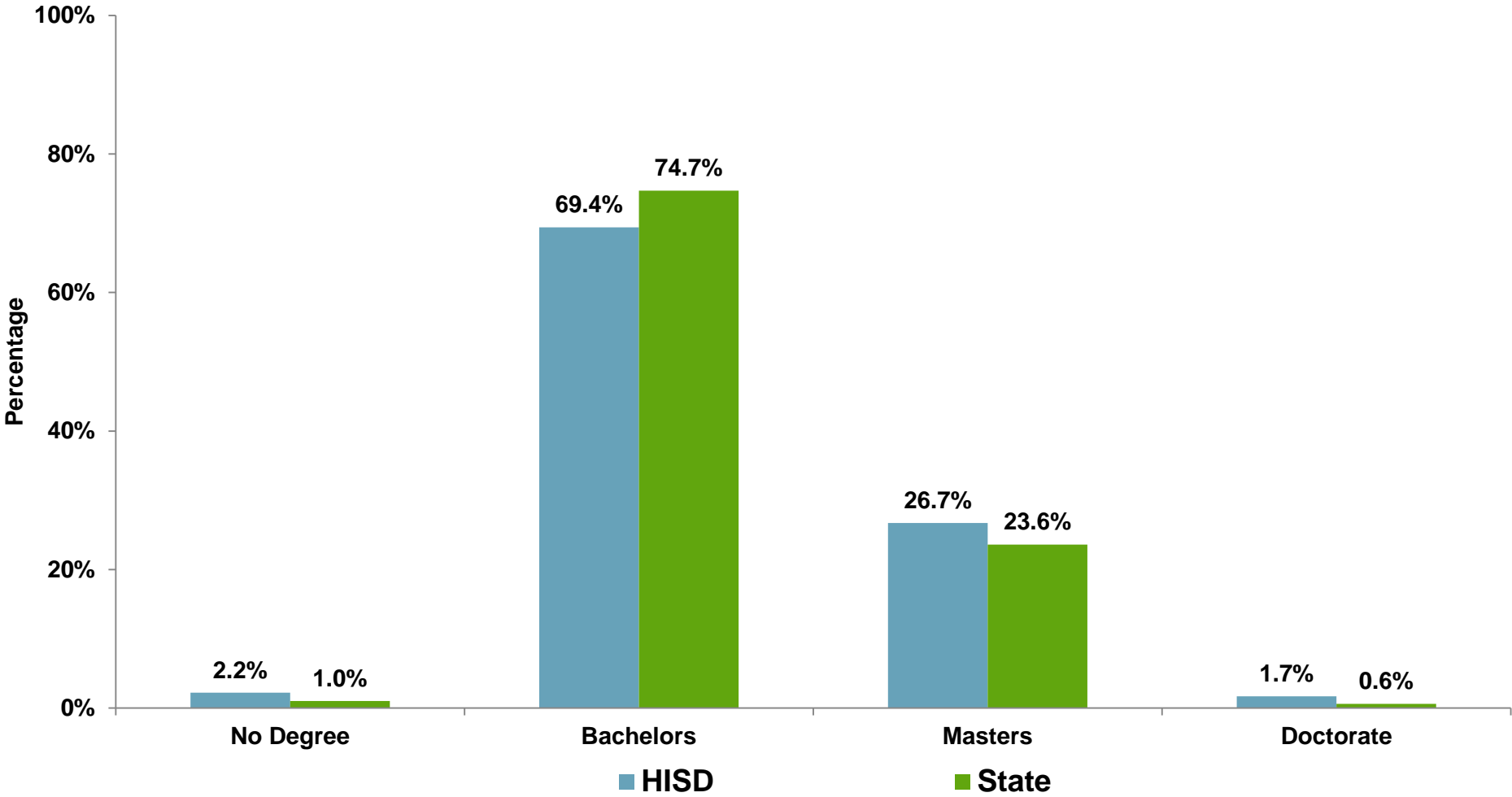
Teaching Staff by Race/Ethnicity 2015–2016



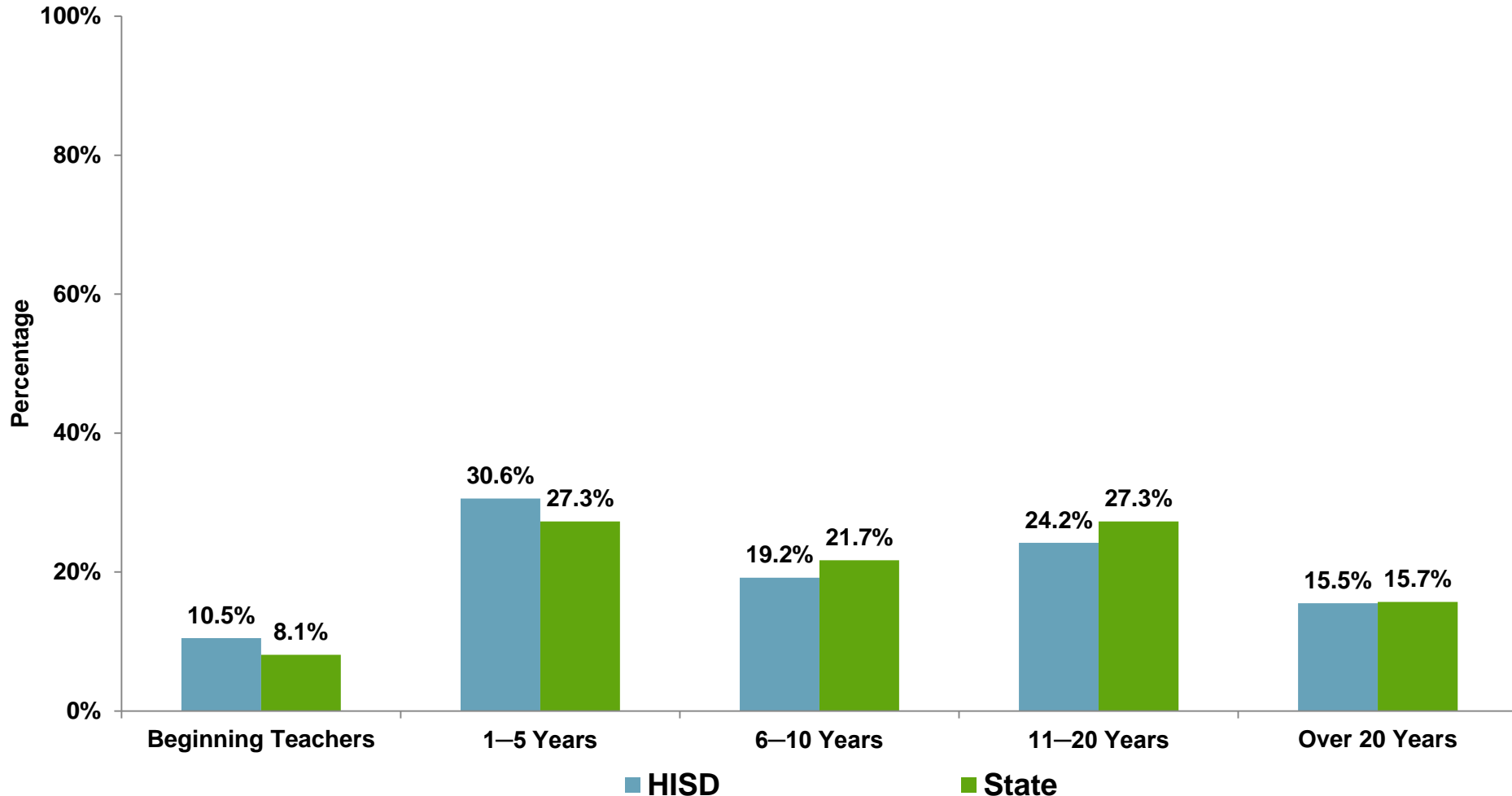
Teaching Staff by Minority Status & Gender 2015–2016



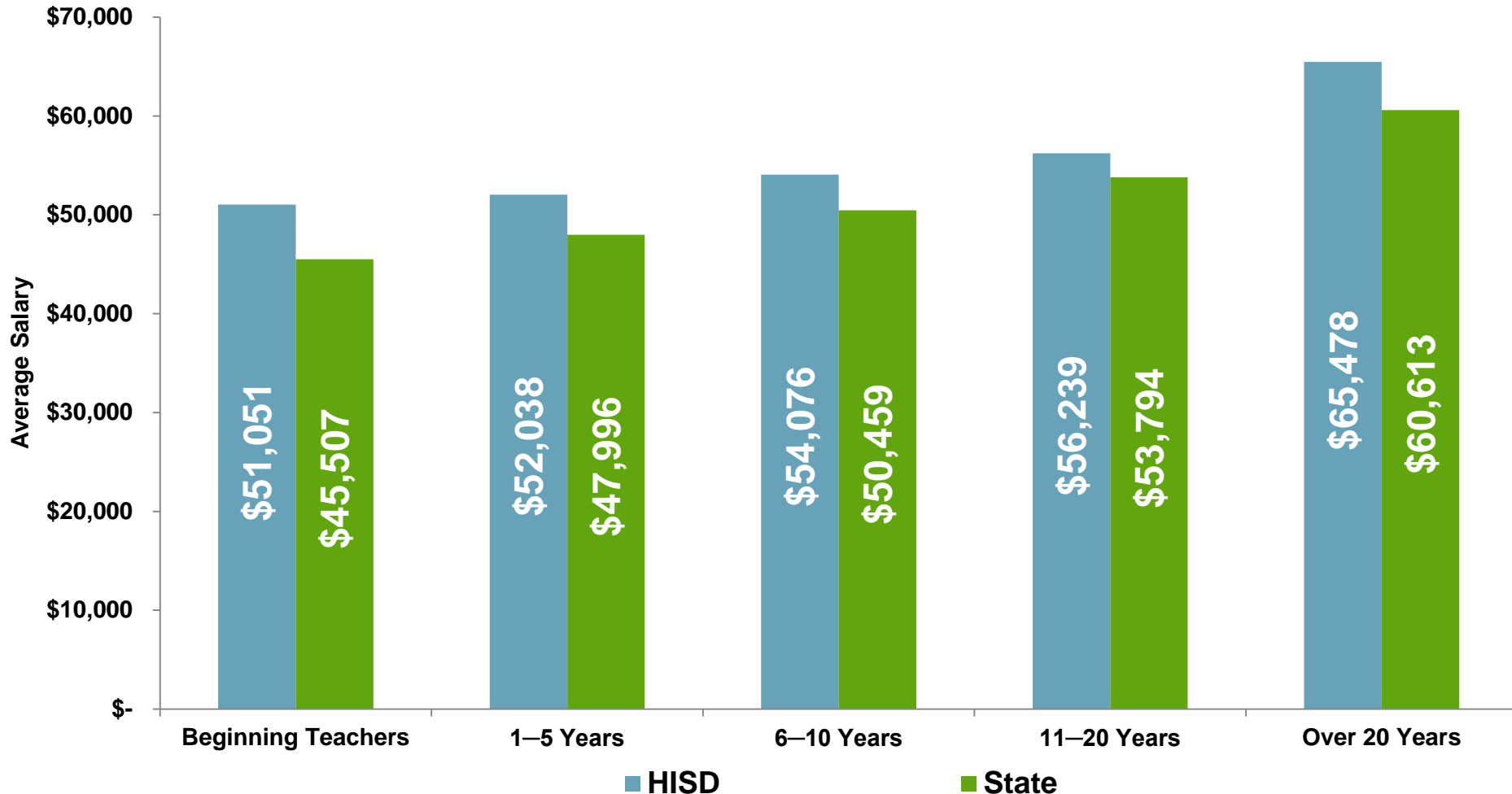
Teaching Staff by Highest Degree Held 2015–2016



HISD, State Teaching Staff Years of Experience, 2015–2016



Average Teaching Staff Salaries 2015–2016



Thank you

February 9, 2017

Carla Stevens

Assistant Superintendent of Research & Accountability

