

Texas Academic Performance Report

2014–2015 District Performance

February 11, 2016

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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:
 - Ethnicity
 - Economically Disadvantaged
 - English Language Learner
 - Special Education

Changes to the Texas Academic Performance Report

- STAAR Grades 3–8 Mathematics, STAAR A, and STAAR Alternate 2 are excluded for 2014–2015.
- STAAR data is only shown for 2015. Direct comparisons of 2015 and 2014 scores are not possible due to the exclusion of STAAR A and STAAR Alternate 2 in 2015.

Changes to the Texas Academic Performance Report

- Grades 5 and 8 Phase-in Satisfactory Rates are shown for the first two administrations of STAAR reading. No Student Success Initiative (SSI) results are shown for grades 5 and 8 mathematics because STAAR Grades 3–8 Mathematics results were excluded.
- The 2015–2016 Special Education Determination Status (the special education integrated intervention stage) for the district is provided on the cover page of the TAPR report.

Changes to the Texas Academic Performance Report

- The percentage of Graduates for the class of 2014 is provided for:
 - Career and Technical Education (CTE) Coherent Sequence students
 - College and Career Ready Graduates

Changes to the Texas Academic Performance Report

- The Postsecondary section includes:
 - Advanced Placement and International Baccalaureate performance and examinees who scored at or above the minimum passing criterion, by subject for reading/English Language Arts (ELA), math, science, and social studies.
 - Advanced Course/Dual Enrollment Completion for ELA, math, science, and social studies.

District Performance Summary

- **Increase in the number of students enrolled**
 - At the district level (1.8%) and among African American, Asian, Hispanic, Pacific Islander, and White students, students of Two or More Races, English Language Learners, and At-risk students
 - Greater increase than the state at the district level (1.5%) and among White students and students at At-risk
- **Increases in average class sizes**
 - At grades K–2 and 4–6
 - In secondary subjects, except in English language arts and social studies
 - HISD average class size exceeded that of the state at all grade levels except grades 4 and 5
- **Decrease in the percentage of beginning teachers (<1 year experience)**
 - Increase at the state level

District Performance Summary

- **Increase in attendance rates**
 - Among American Indian, Asian, Pacific Islander, and White students, and students of Two or More Races
- **Decreases in retention rates**
 - At grades K,1, 3–5, and 8 for non-Special Education students
 - At grades K,1, 3, 5, and 6 for Special Education students
 - Decreases or no change at the state level in grades K–8 for non-Special Education and Special Education students
- **Decrease in annual dropout rates, Grades 9–12**
 - Among Asian and English Language Learners

District Performance Summary

- **Increase in percentage of students completing Advanced/Dual Enrollment Courses (Grades 9–12)**
 - At the district level and among African American, Asian, Pacific Islander, Hispanic, Economically Disadvantaged, and Special Education students, students of Two or More Races, and English Language Learners for specific Advanced/Dual enrollment subjects
 - Higher completion rate than Region 4 and the state (Any Subject) for each student group except American Indian and English Language Learners, which had equal or higher completion rates in the state

District Performance Summary

- **Increase in percentage of students who took AP/IB examinations**
 - Among African American and students of Two or More Races for All Subjects
 - At the district level and among African American, Asian, Hispanic, White, and Economically Disadvantaged students, and students of Two or More Races for specific subjects
 - Higher participation rates than Region 4 and the state (All Subjects and specific subjects)
- **Increase in percentage of students who scored At or Above Criterion on AP/IB examinations**
 - At the district level and among Asian, Hispanic, White, and Economically Disadvantaged students, and students of Two or More Races for All Subjects
 - At the district level and among African American, Asian, Hispanic, Pacific Islander, White, and Economically Disadvantaged students, and students of Two or More Races for specific subjects
 - Greater increase than Region 4 and the state (All Subjects)

District Performance Summary

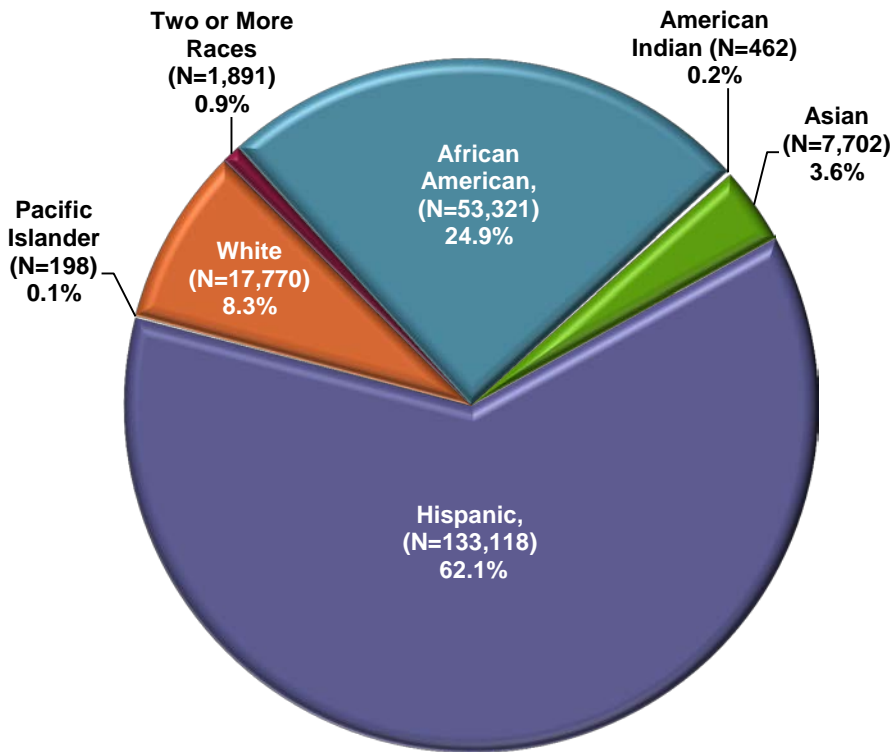
- **Increase in percentage of students who took SAT/ACT examinations**
 - At the district level and among African American, American Indian, Hispanic, and Economically Disadvantaged students
 - Higher participation rate than Region 4 and the state
- **Increase in percentage of students who scored At or Above Criterion on SAT/ACT examinations**
 - Among Asian students and students of Two or More Races
- **Higher average SAT scores**
 - Among Asian students and students of Two or More Races for All Subjects
 - At district level and among American Indian and Asian students and students of Two or More Races for specific subjects
- **Higher average ACT scores**
 - Among American Indian and Asian students for All Subjects
 - At district level and among American Indian, Asian, and White, students and students of Two or More Races for specific subjects

District Performance Summary

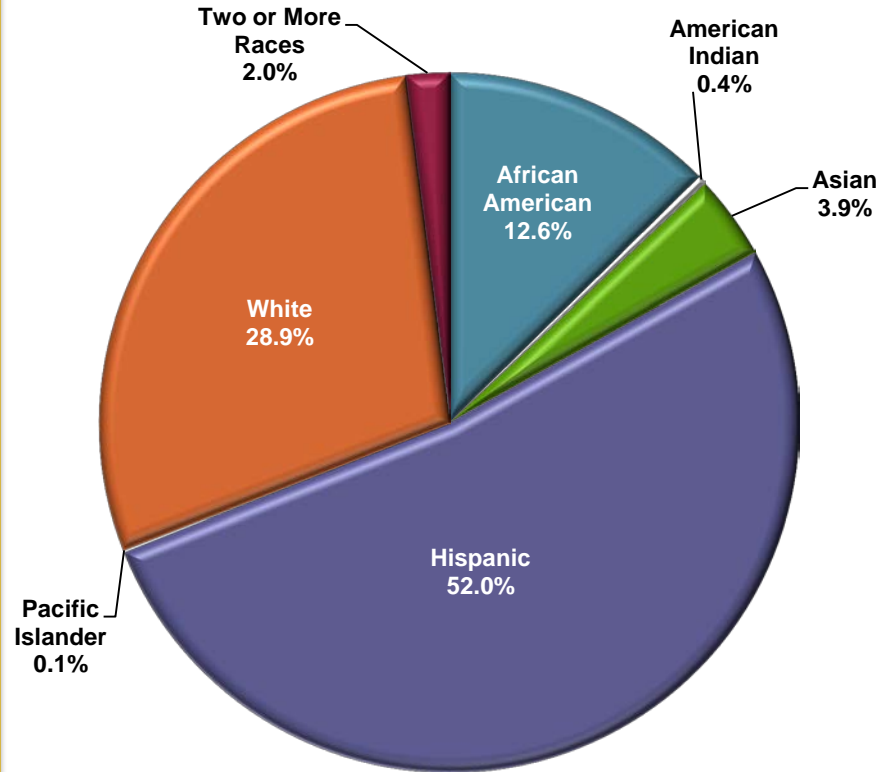
- **Increase in percentage of College-Ready Graduates**
 - Among White students in English language arts
 - Among American Indian and Asian students in Both Subjects (English language arts and mathematics)
- **Increase in percentage of HISD graduates in Texas institutions of higher education who completed one year without remediation**
 - Greater increase than Region 4 and the state

Enrollment by Race/Ethnicity, 2014–2015

HISD
(N=214,462)

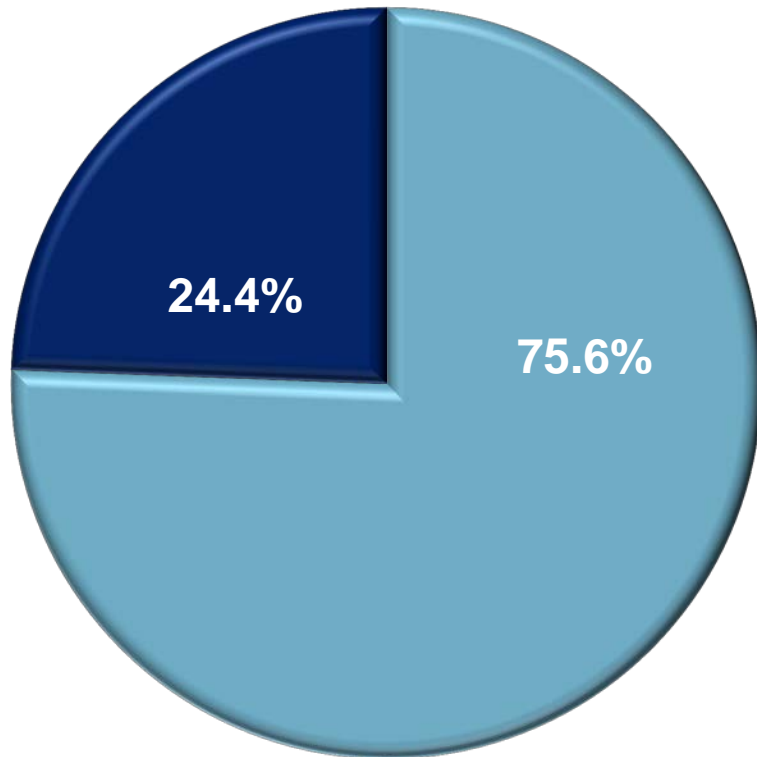


State
(N=5,215,282)



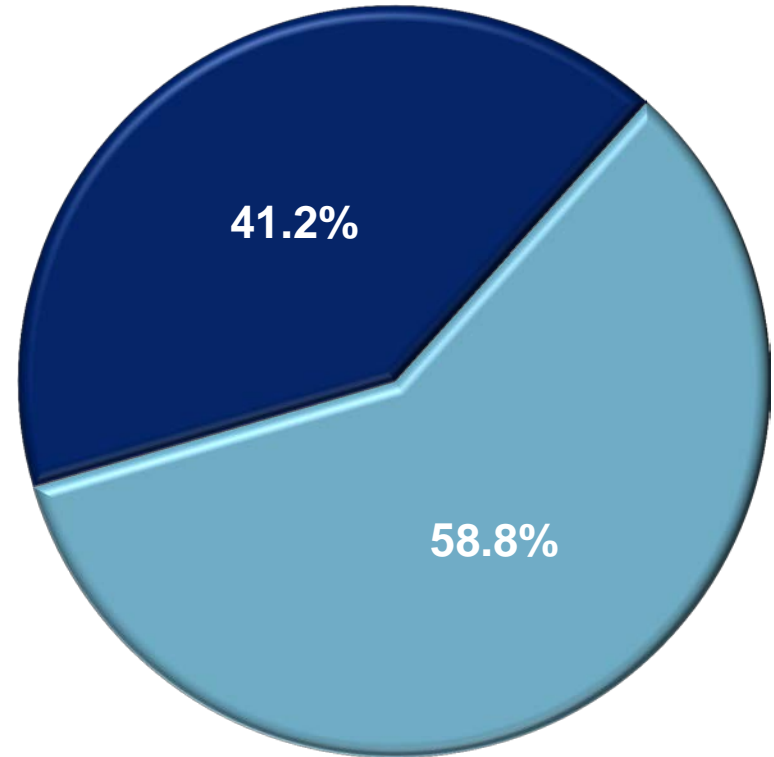
Enrollment by Economically Disadvantaged Status 2014–2015

HISD



■ Economically Disadvantaged
■ Non-Economically Disadvantaged

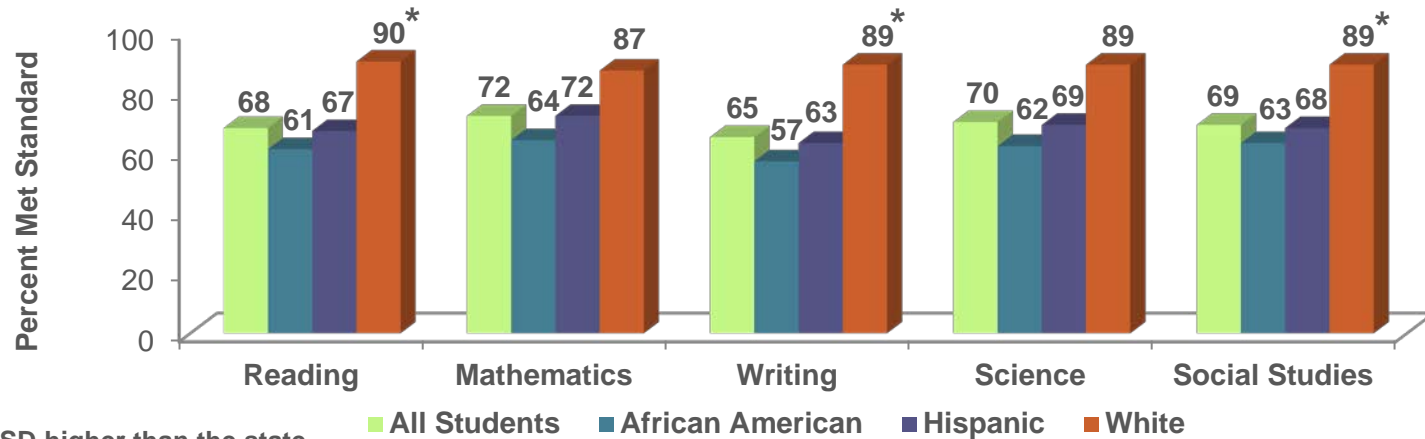
State



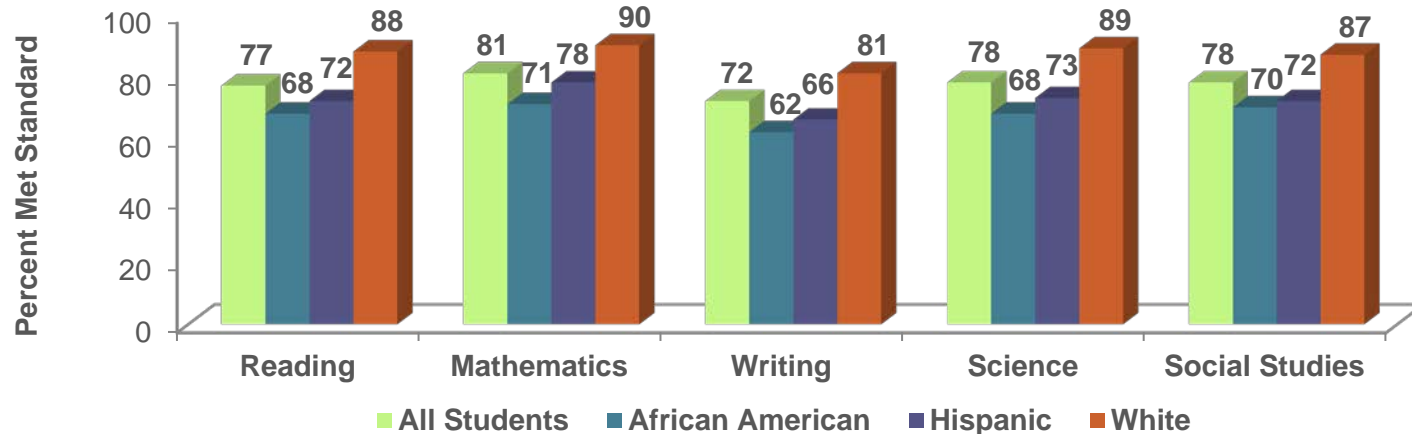
■ Economically Disadvantaged
■ Non-Economically Disadvantaged

HISD, State STAAR and STAAR EOC Phase-In at Satisfactory Standard or Above Student Group, All Grades, 2015

HISD

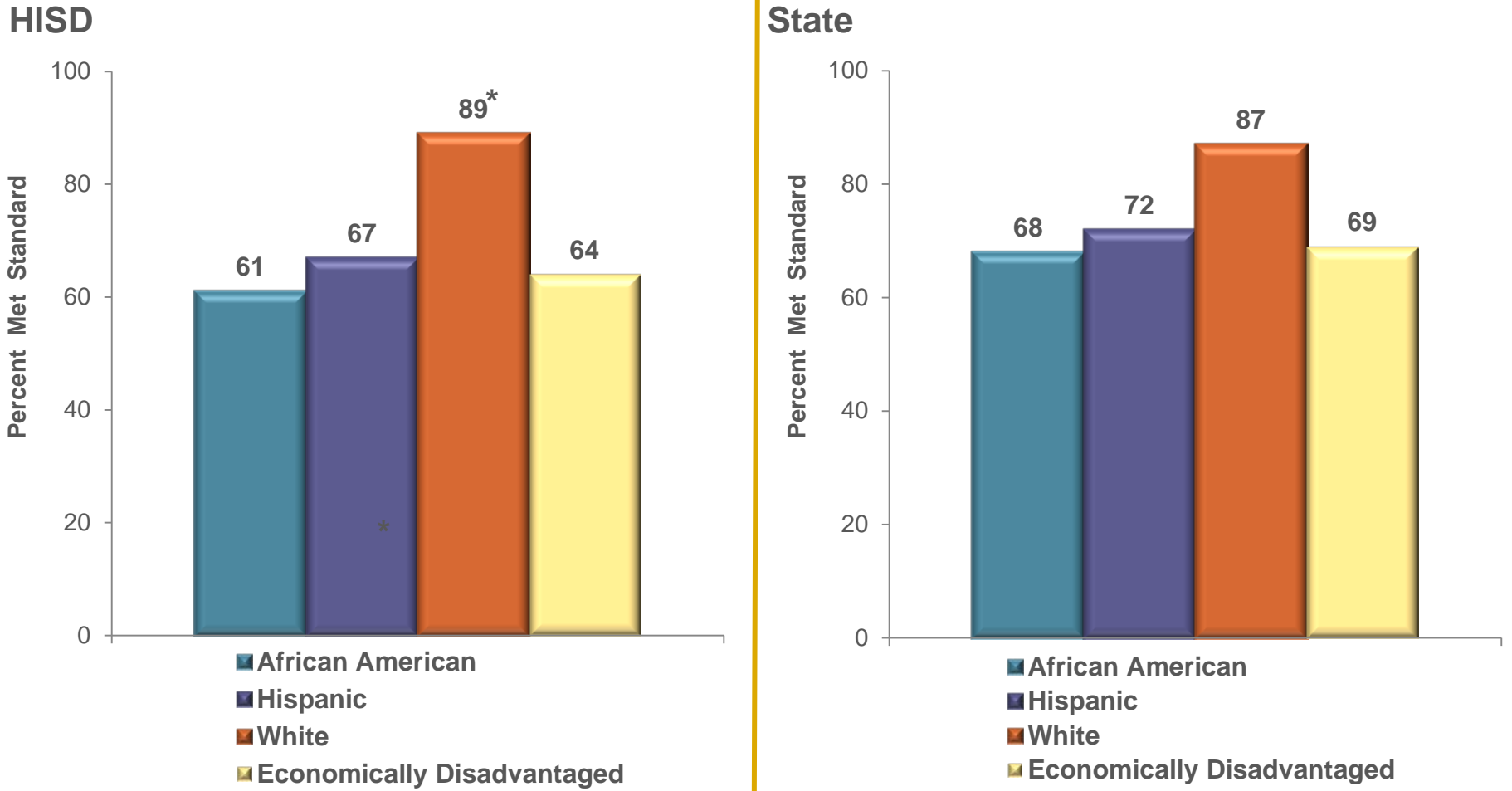


State



Note: Includes STAAR Gr. 3–8 and STAAR EOC; Excludes Grades 3–8 mathematics, STAAR A, and STAAR Alt 2

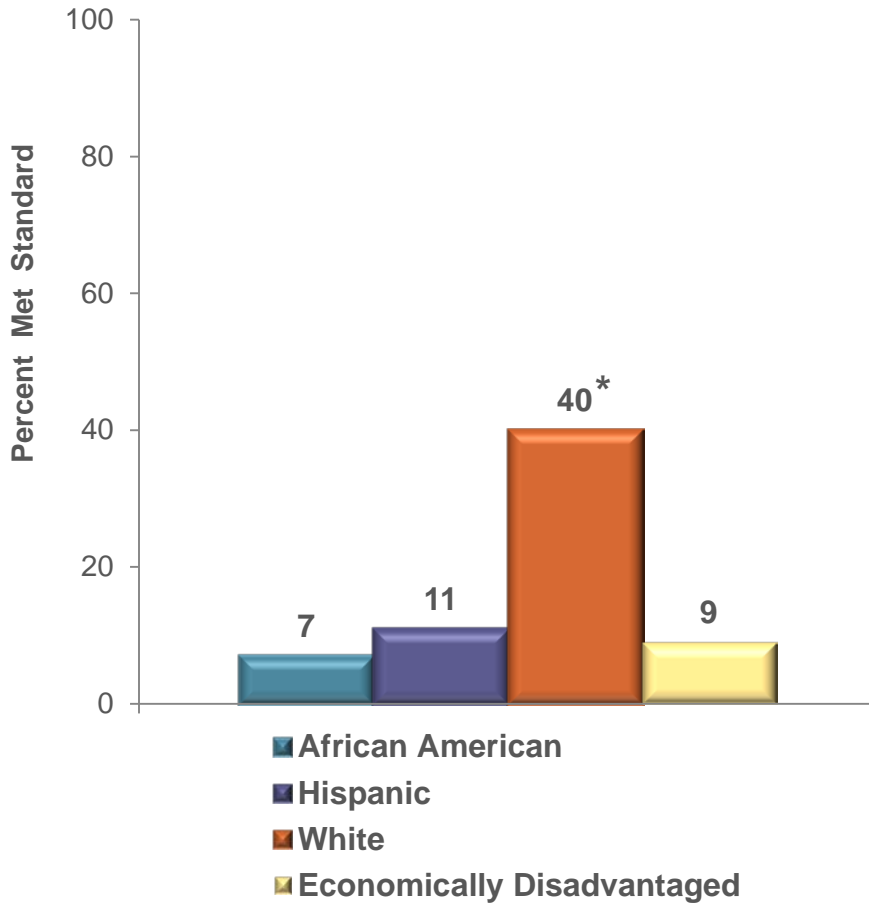
HISD, State STAAR and STAAR EOC Level II or Above All Tests, 2015 by Student Group



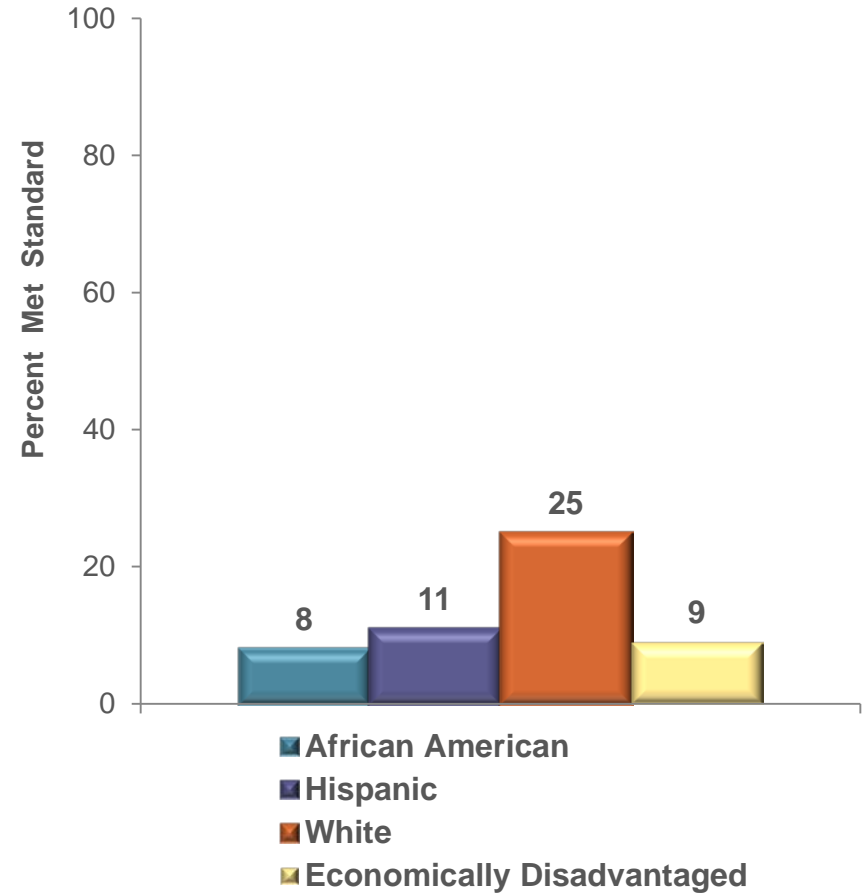
Note: Includes STAAR Gr. 3–8 and STAAR EOC; *HISD higher than the state

HISD, State STAAR and STAAR EOC Advanced All Tests, 2015 by Student Group

HISD

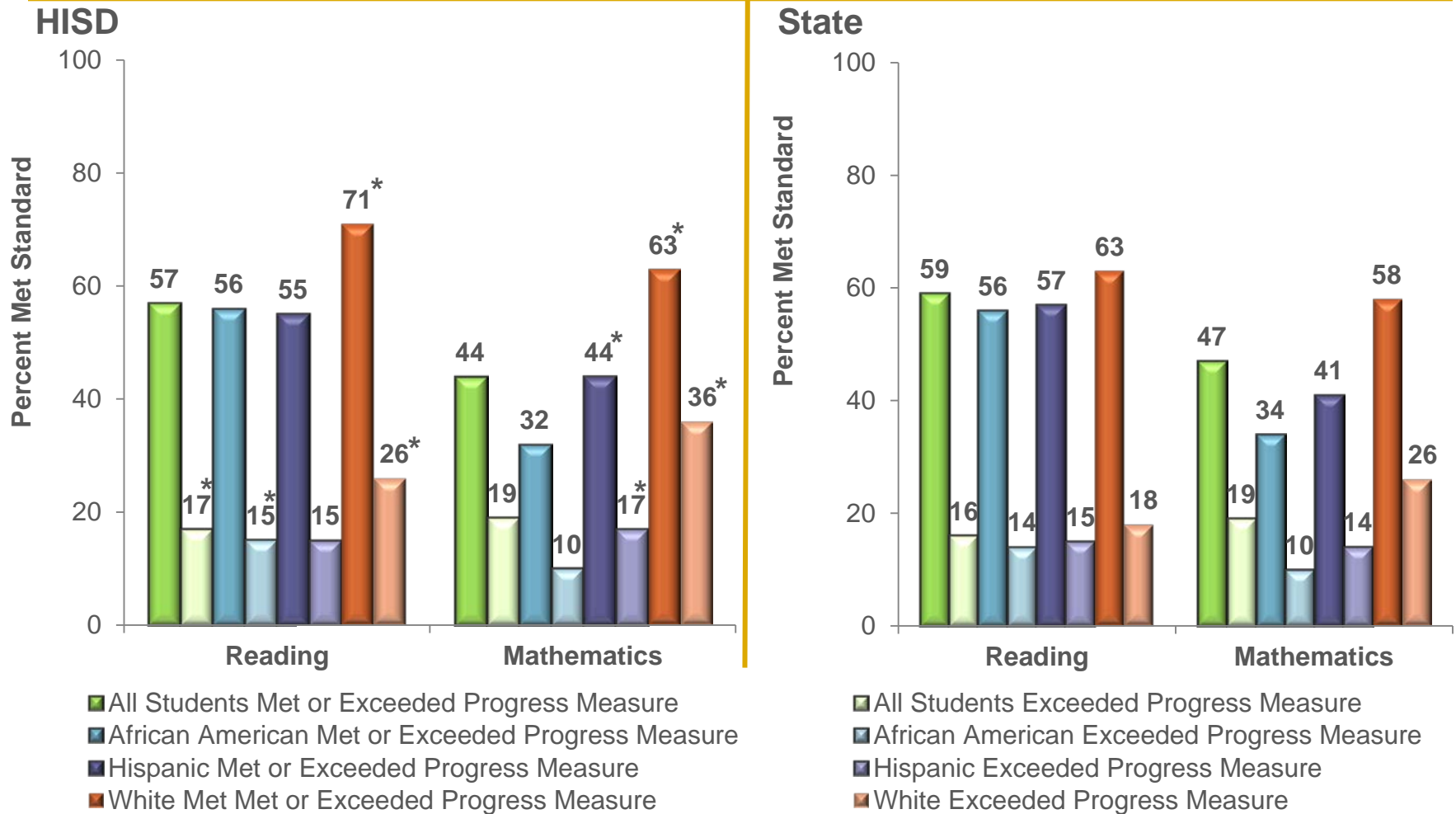


State



Note: Includes STAAR Gr. 3–8 and STAAR EOC; *HISD higher than the state

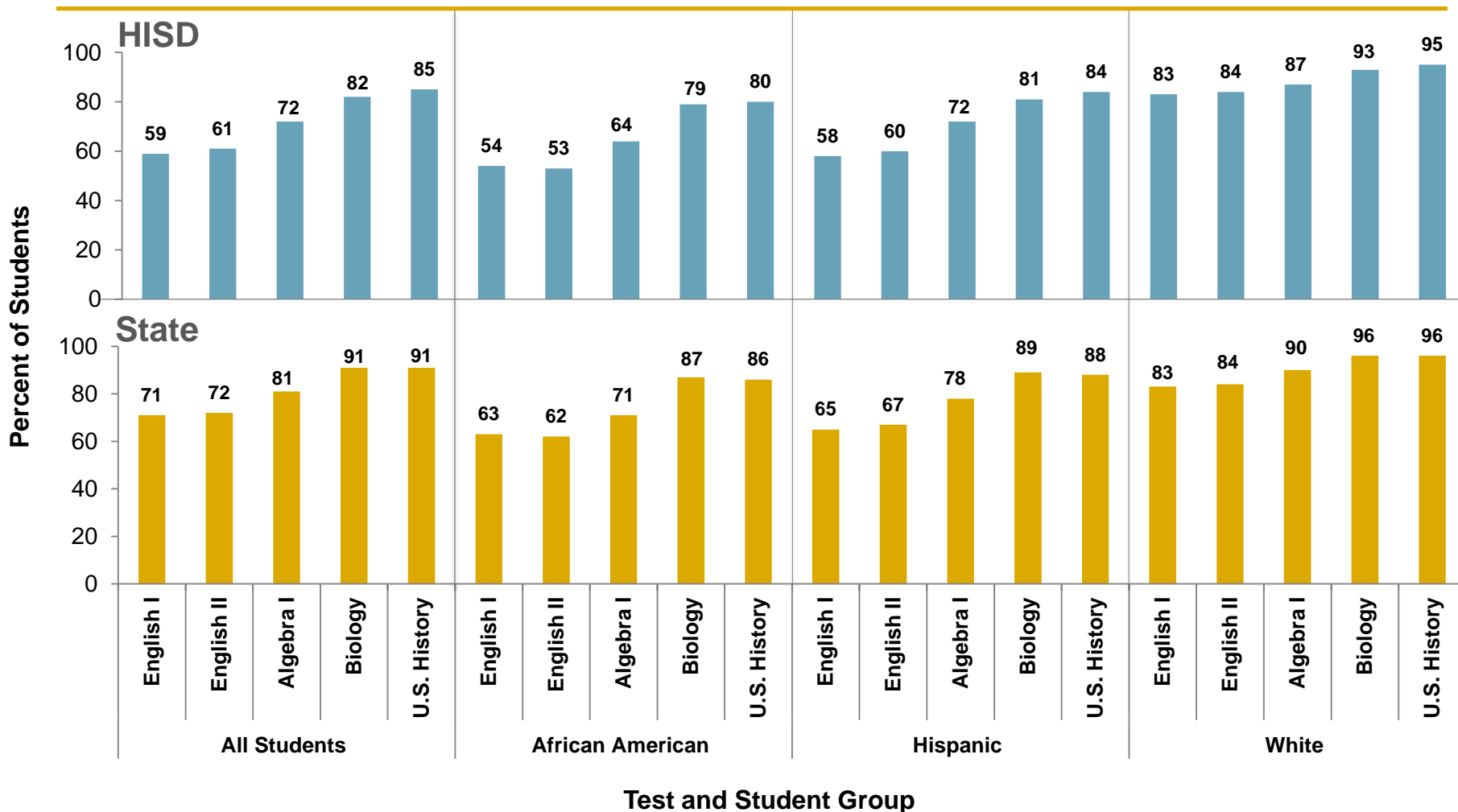
HISD, State STAAR and STAAR EOC Percent Met or Exceeded 2015 Progress Measures by Student Group, All Grades



Note: Includes STAAR Gr. 3-8 and STAAR EOC; *HISD higher than the state

HISD, State STAAR EOC Satisfactory Standard or Above

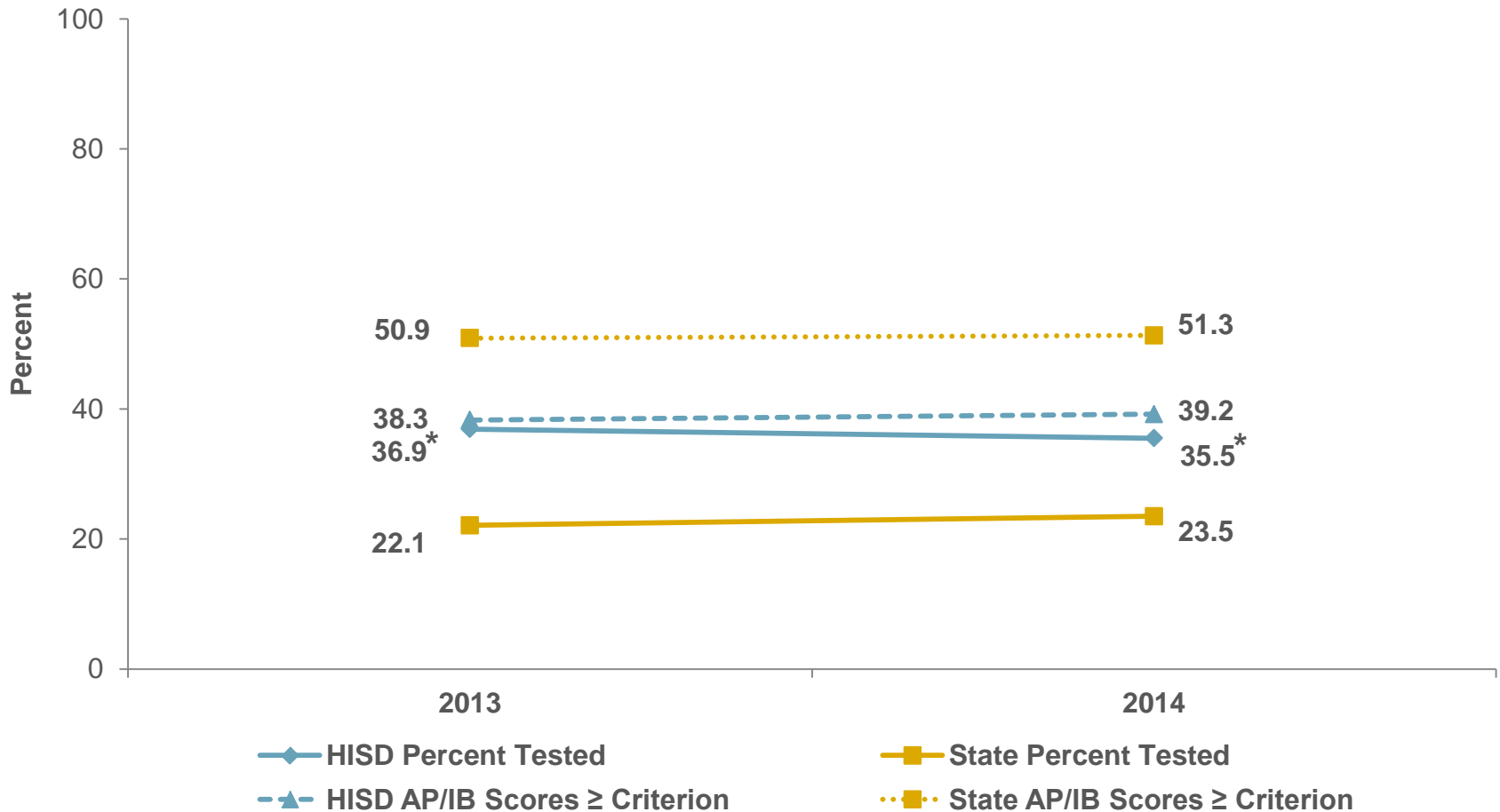
Student Group, All Grades, 2015



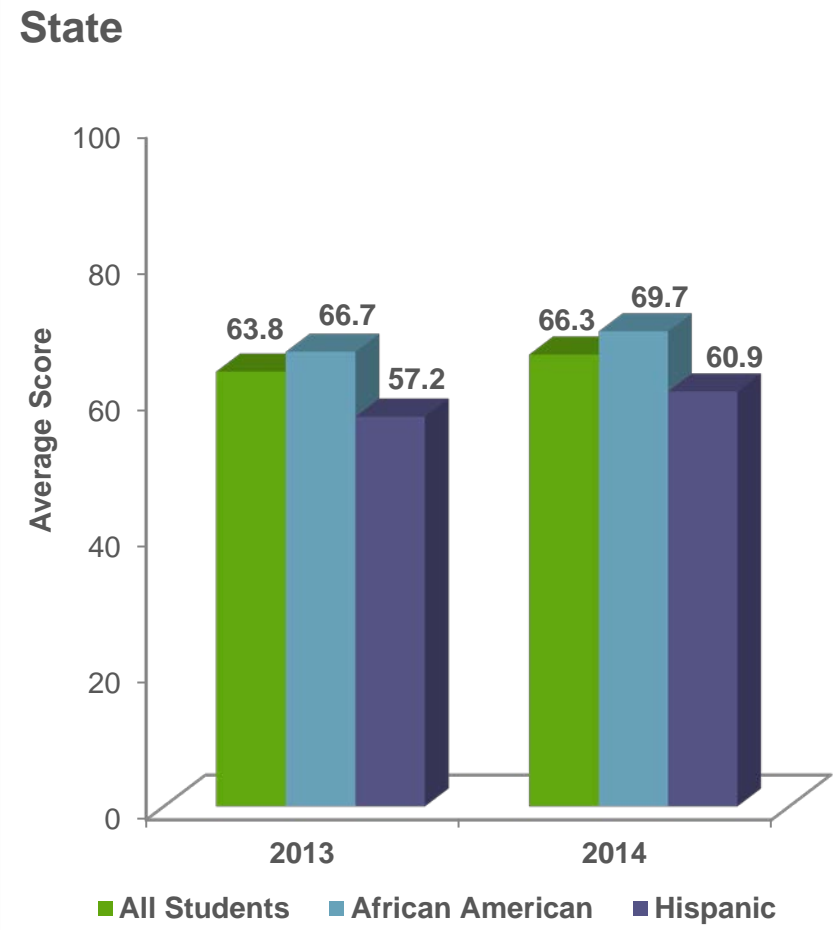
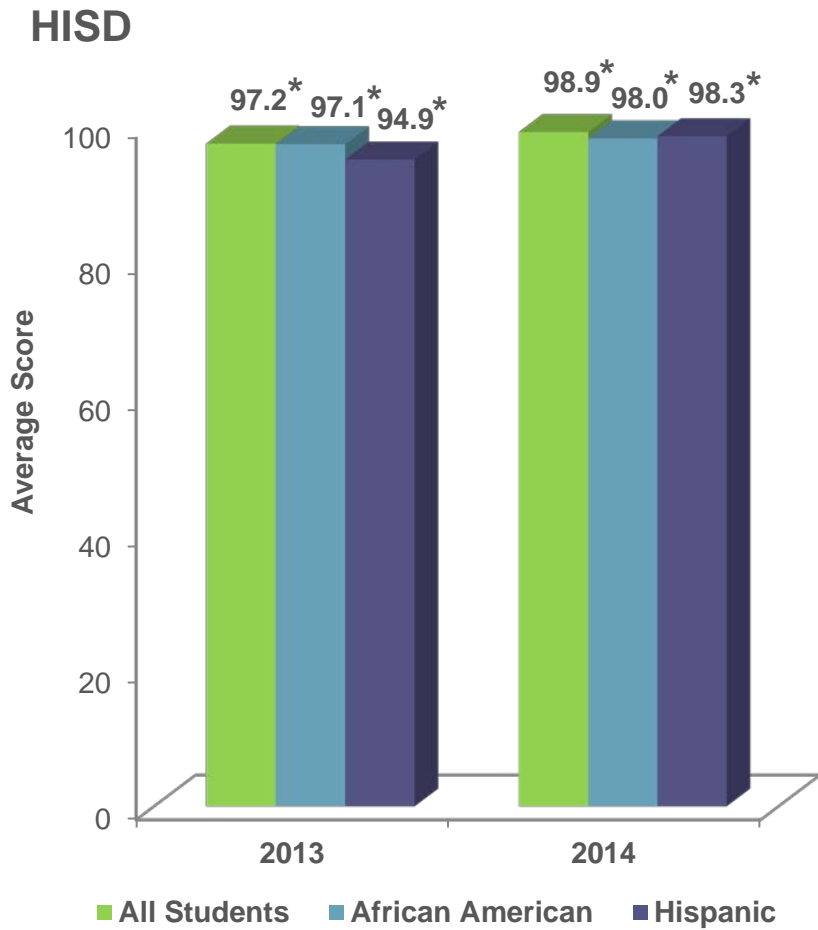
HISD, State AP/IB Results

Class of 2013 and Class of 2014

Percent Tested and Percentage of Scores \geq Criterion



HISD, State SAT/ACT Results, Class of 2013 and Class of 2014 Percent Tested by Student Group

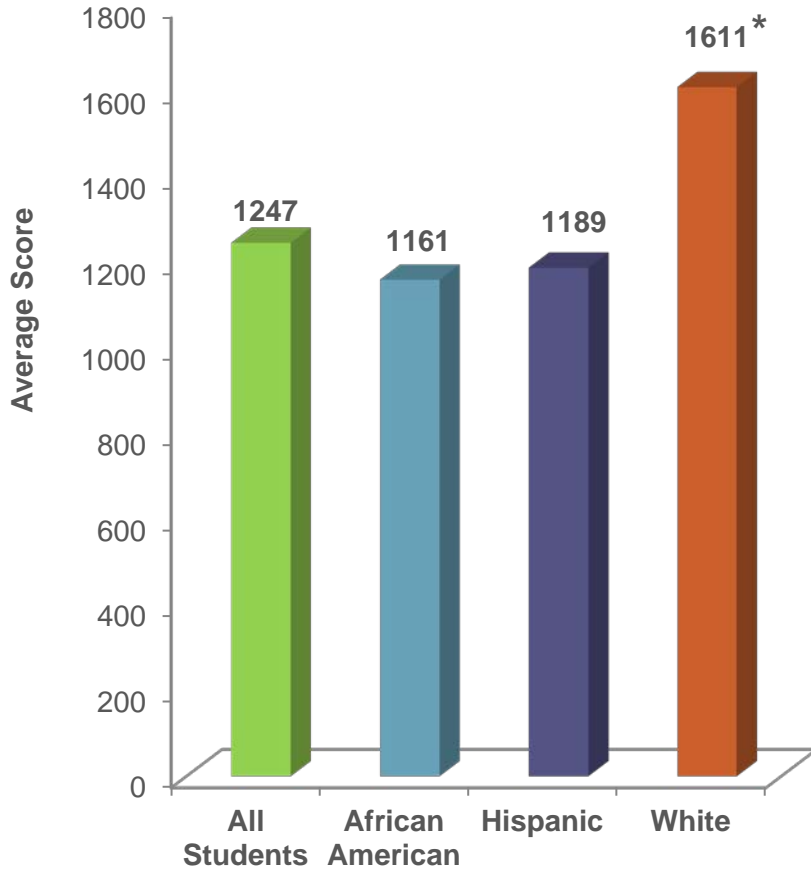


Note: *HISD higher than the state. Results not presented for White Students.

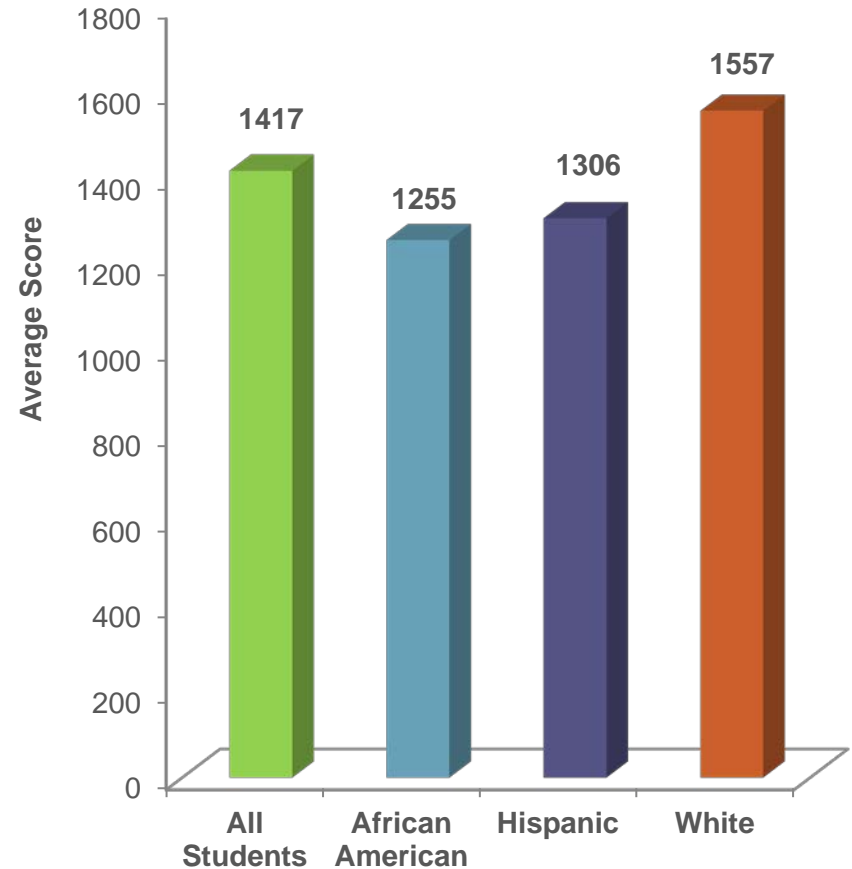
HISD, State SAT Results Class of 2014

Average Test Scores by Student Group

HISD

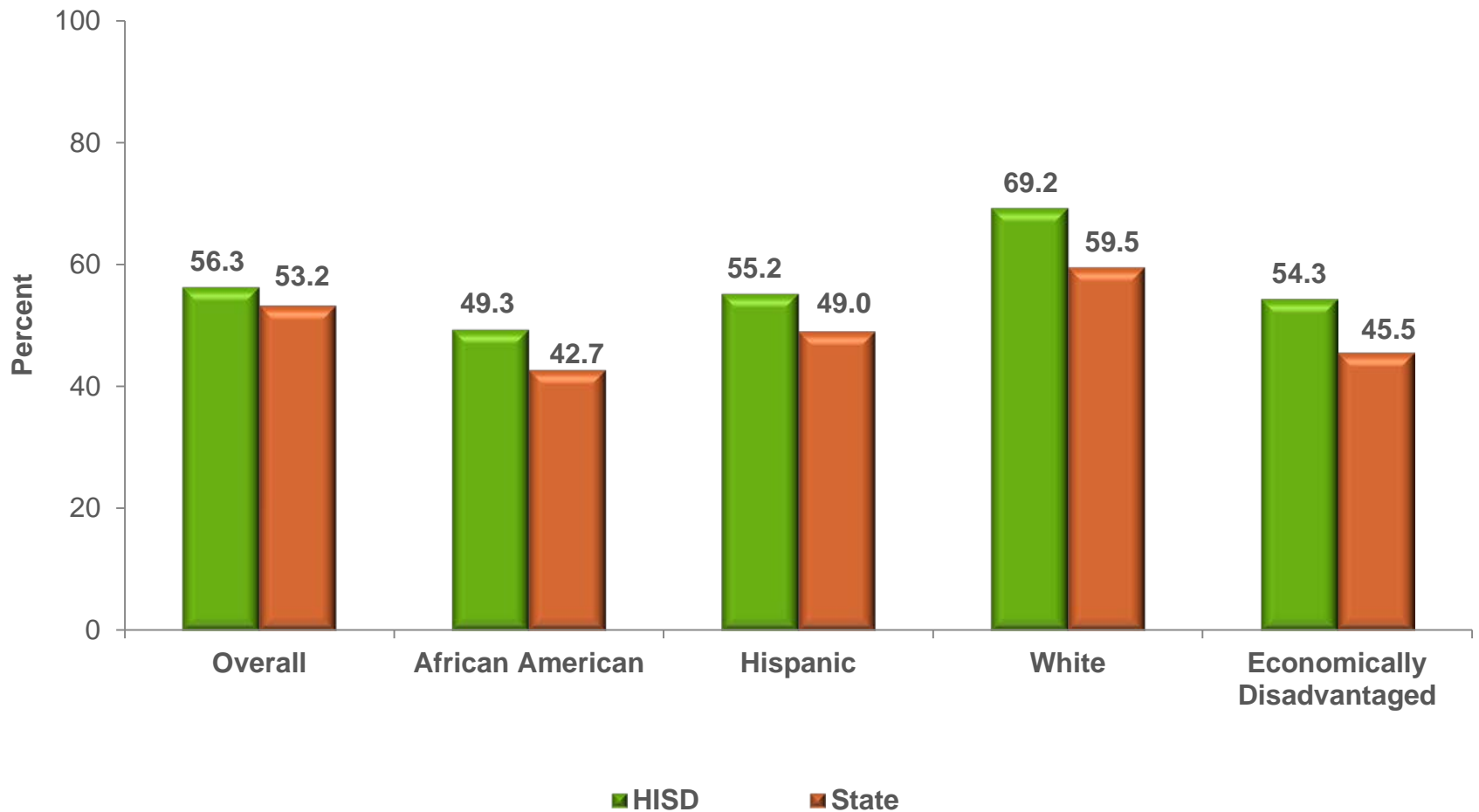


State

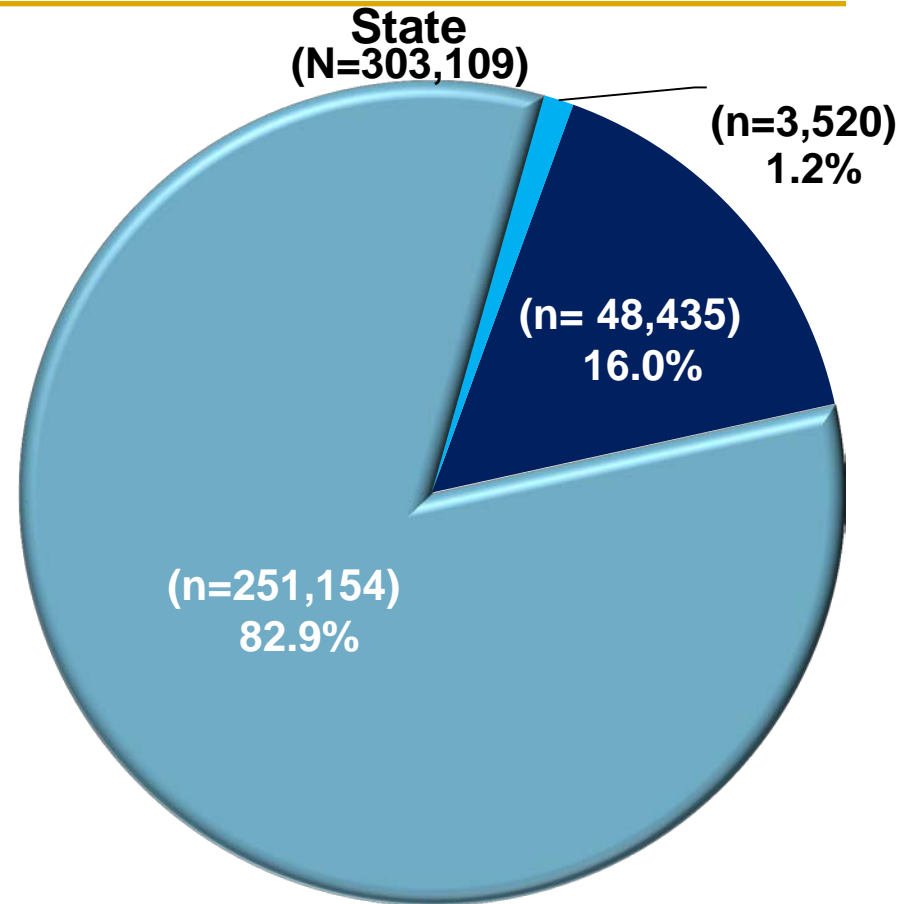
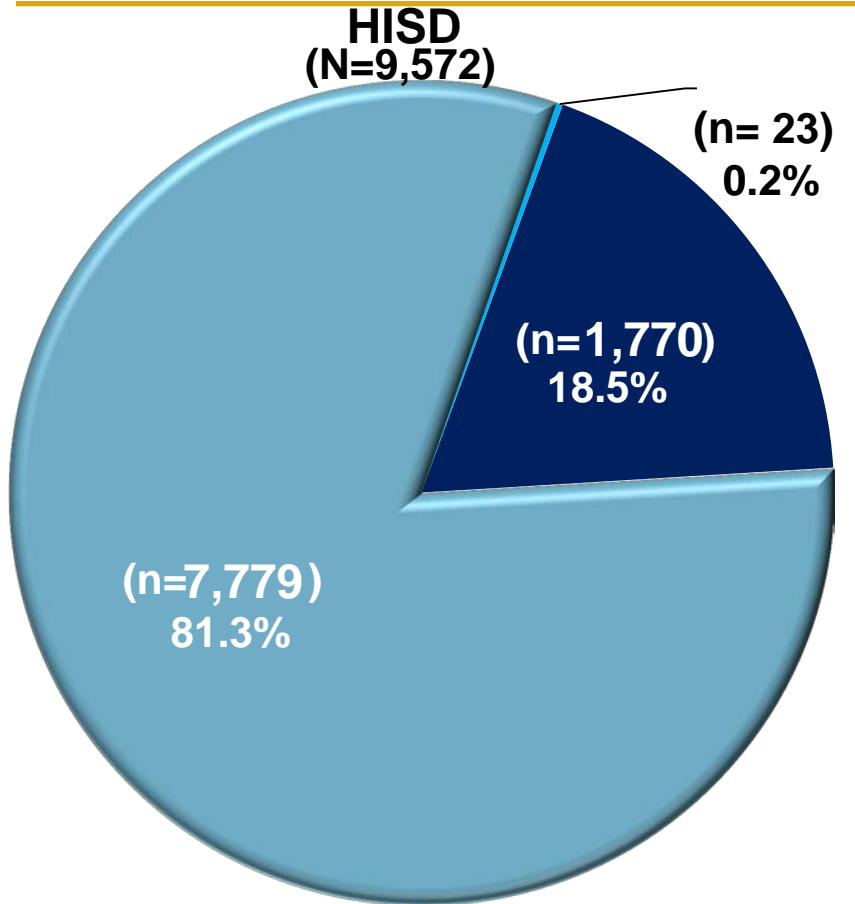


Note: *HISD higher than the state

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



HISD, State Total Graduates by Type Class of 2014



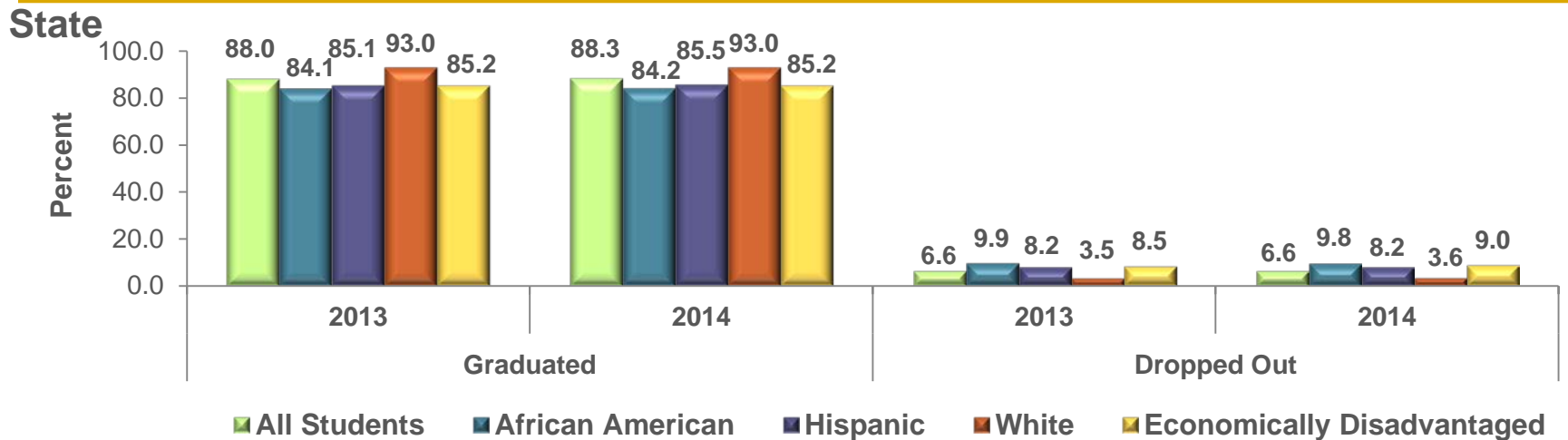
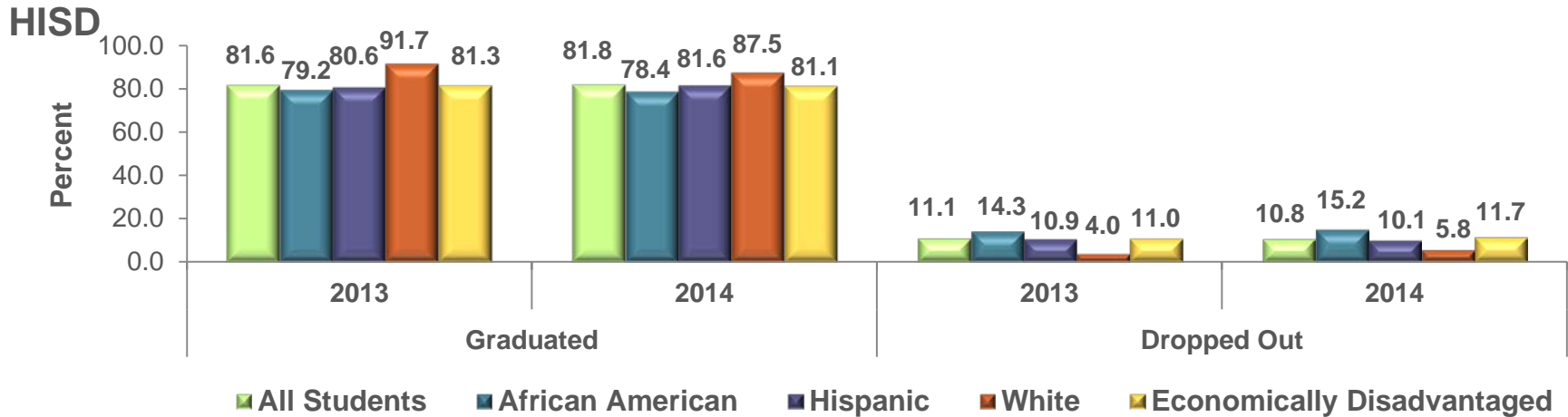
■ Minimum ■ Recommended/DAP ■ Foundation Plan

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Note: Percentages may not equal 100 due to rounding.

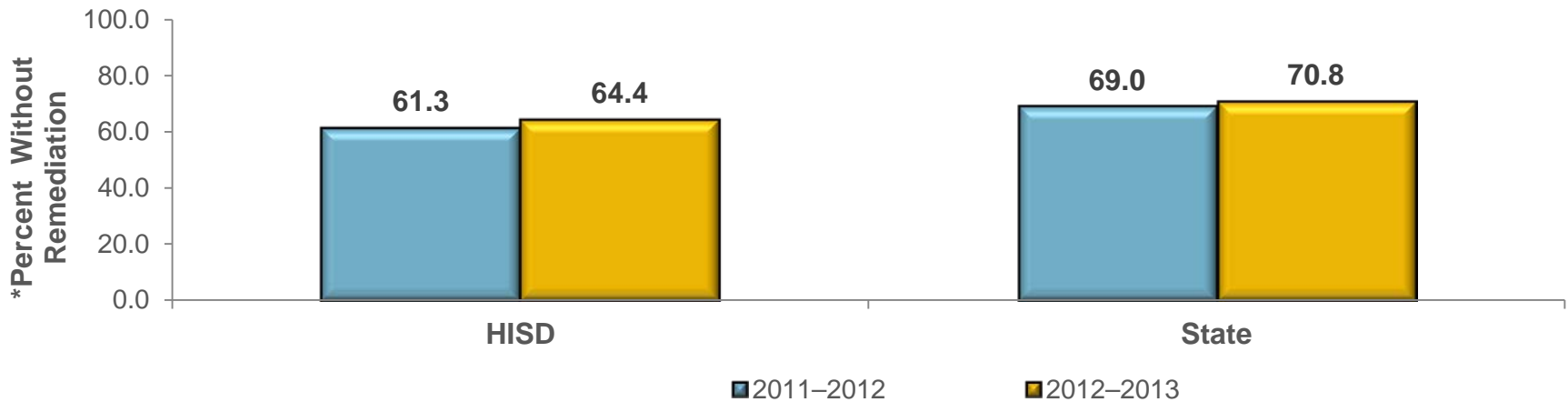
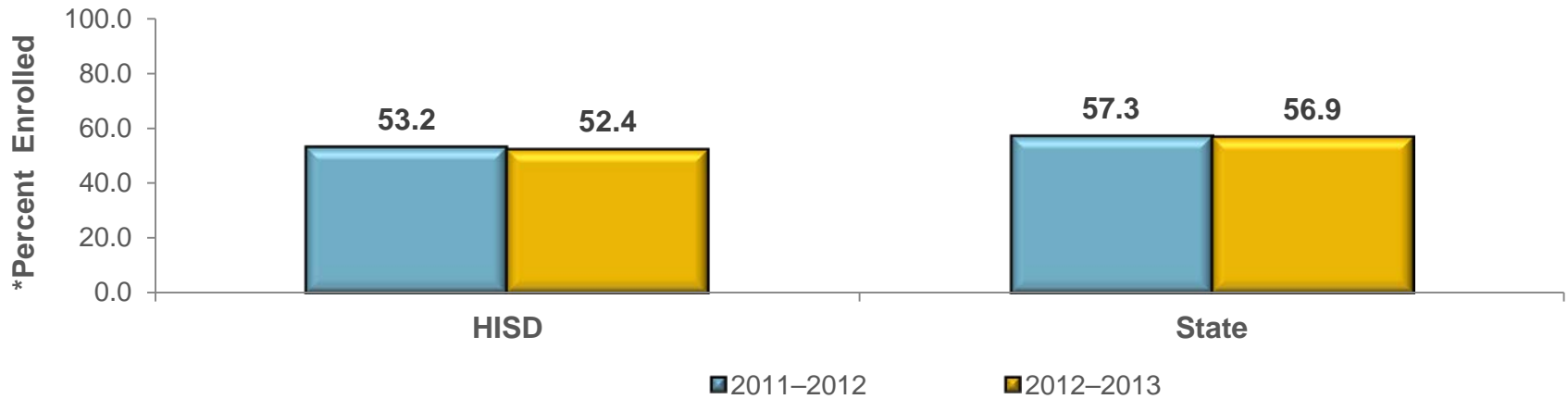
Four-Year Longitudinal Graduation and Dropout Rates

Classes of 2013 and 2014 by Student Group, Grades 9–12



Note: Exclusions applied.

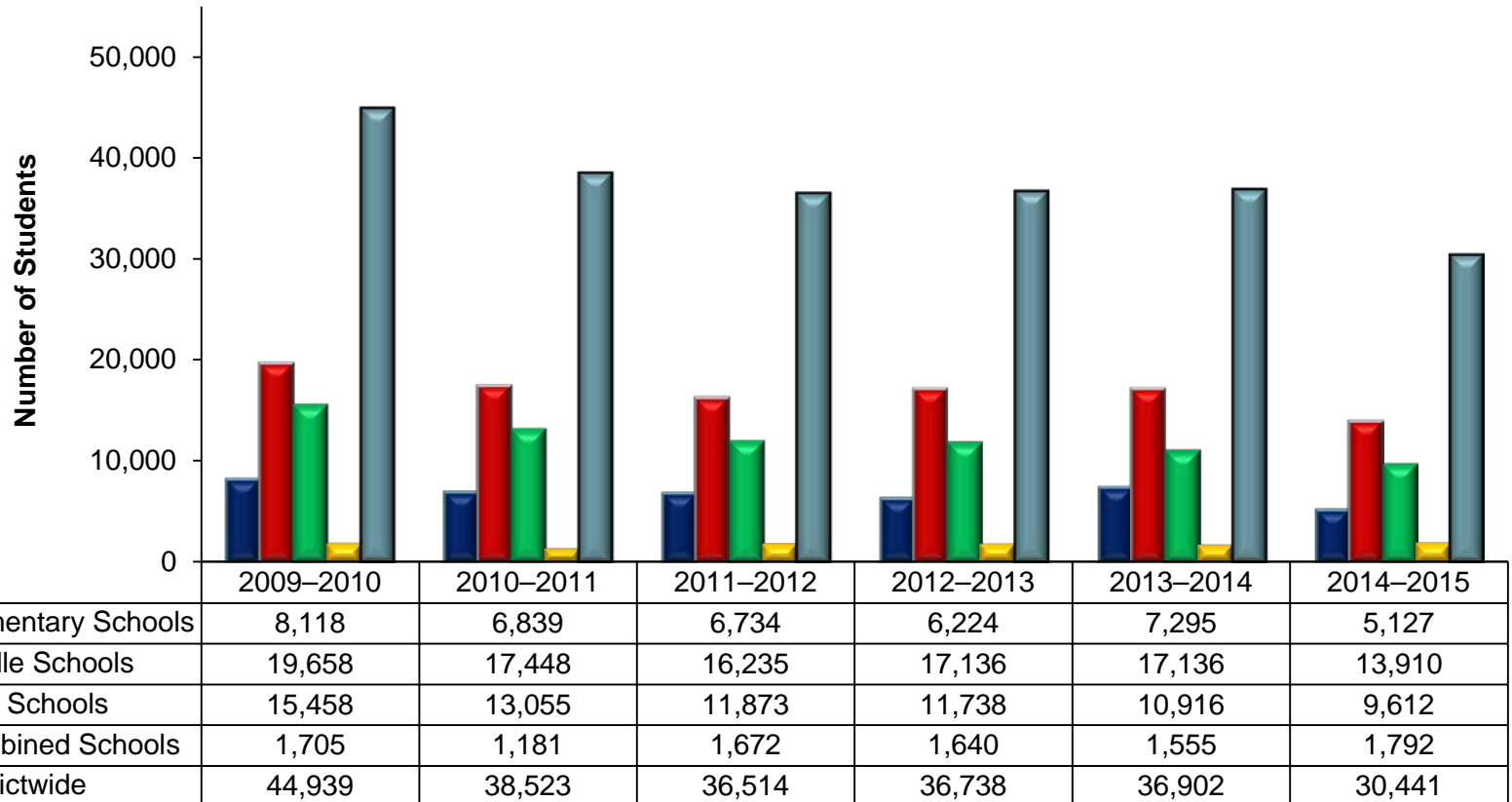
HISD, State Graduates in Texas Higher Education, 2011–2012 and 2012–2013



*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.

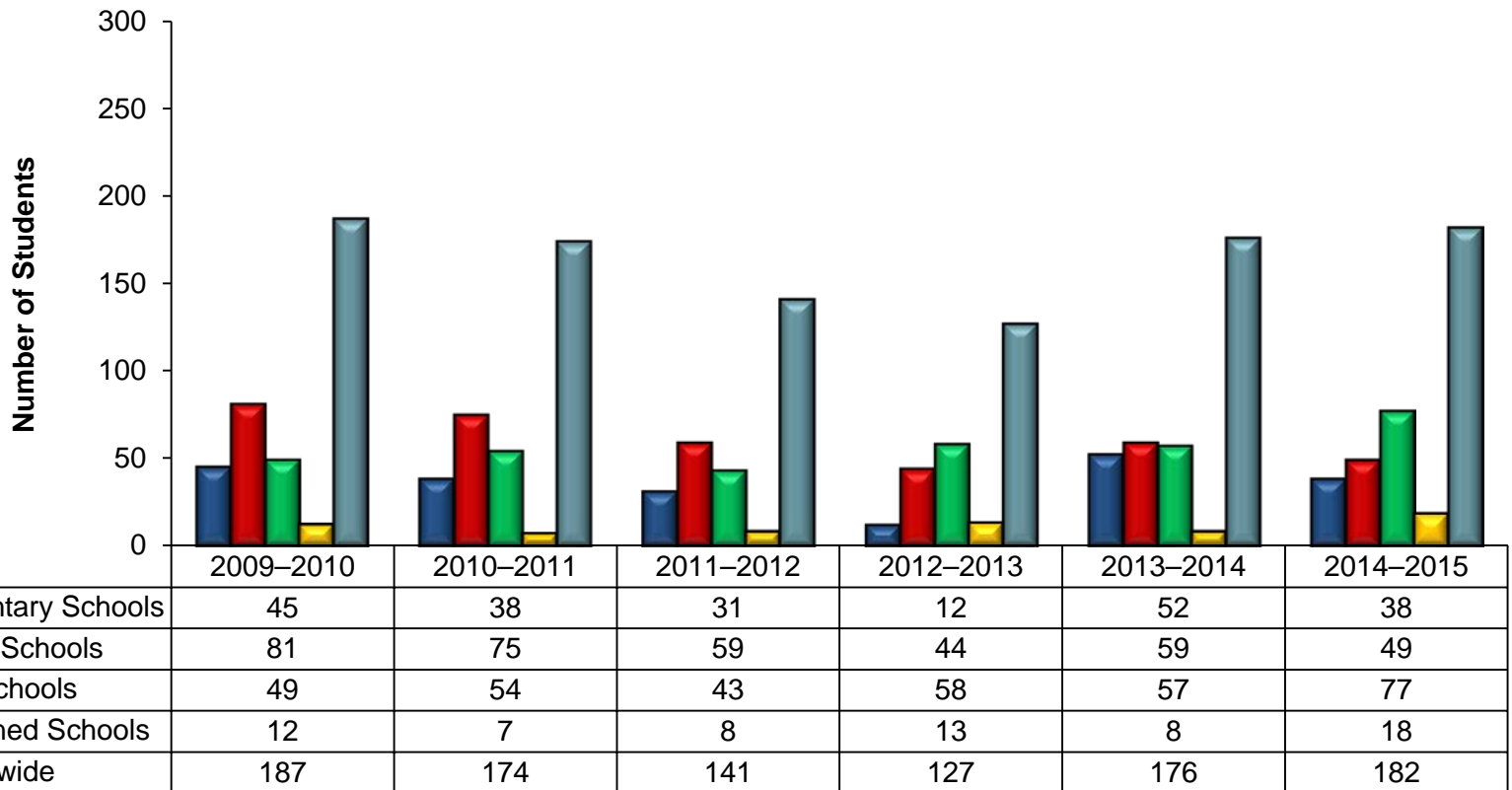
**Students did not require a developmental education course, based on meeting the Texas Success Initiative.

HISD Out-of-School Suspensions of All Students 2009–2010 through 2014–2015



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

Weapon Possessions by All Students 2009–2010 through 2014–2015

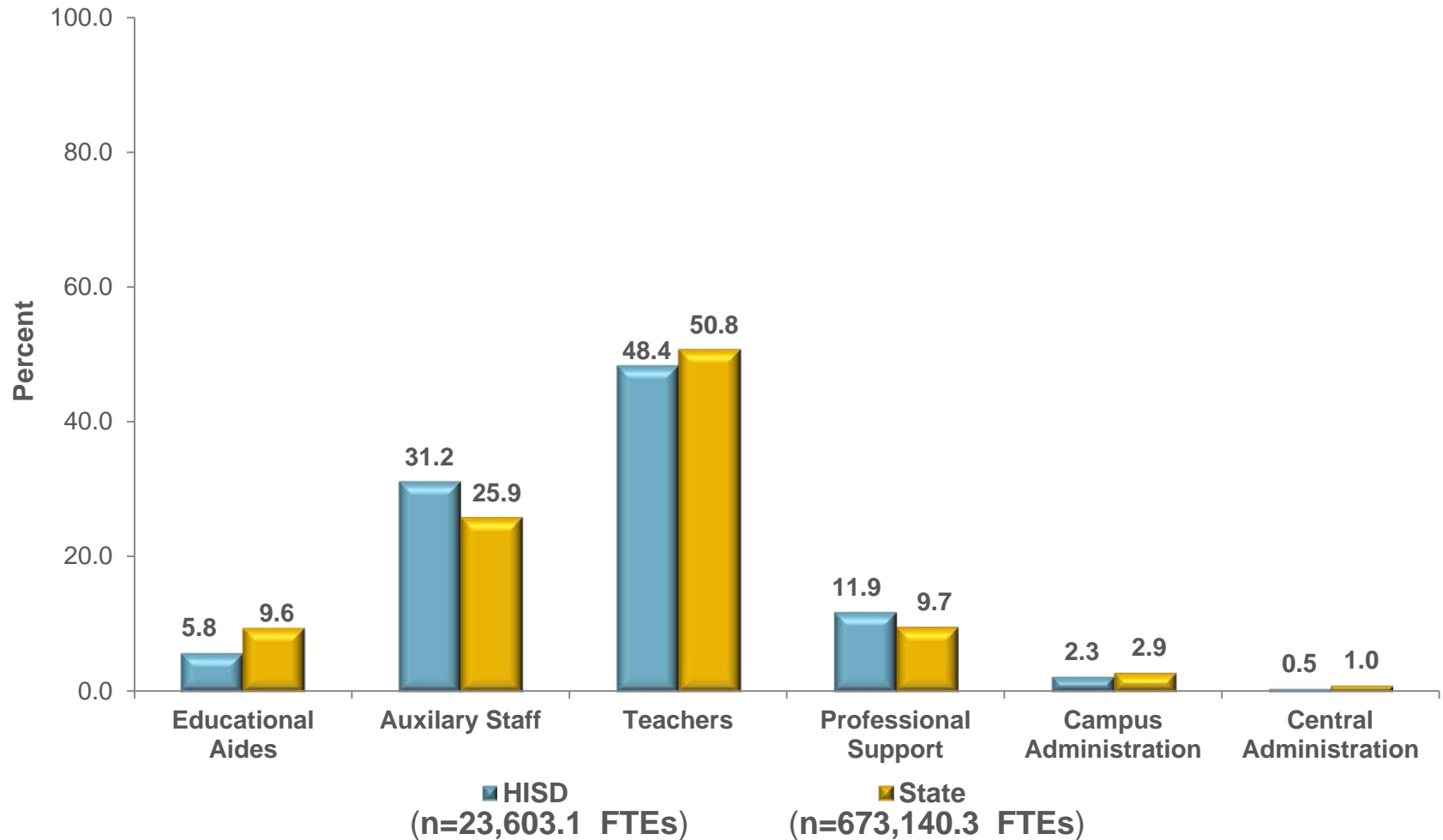


Source: PEIMS 425 Record, Summer Resubmission

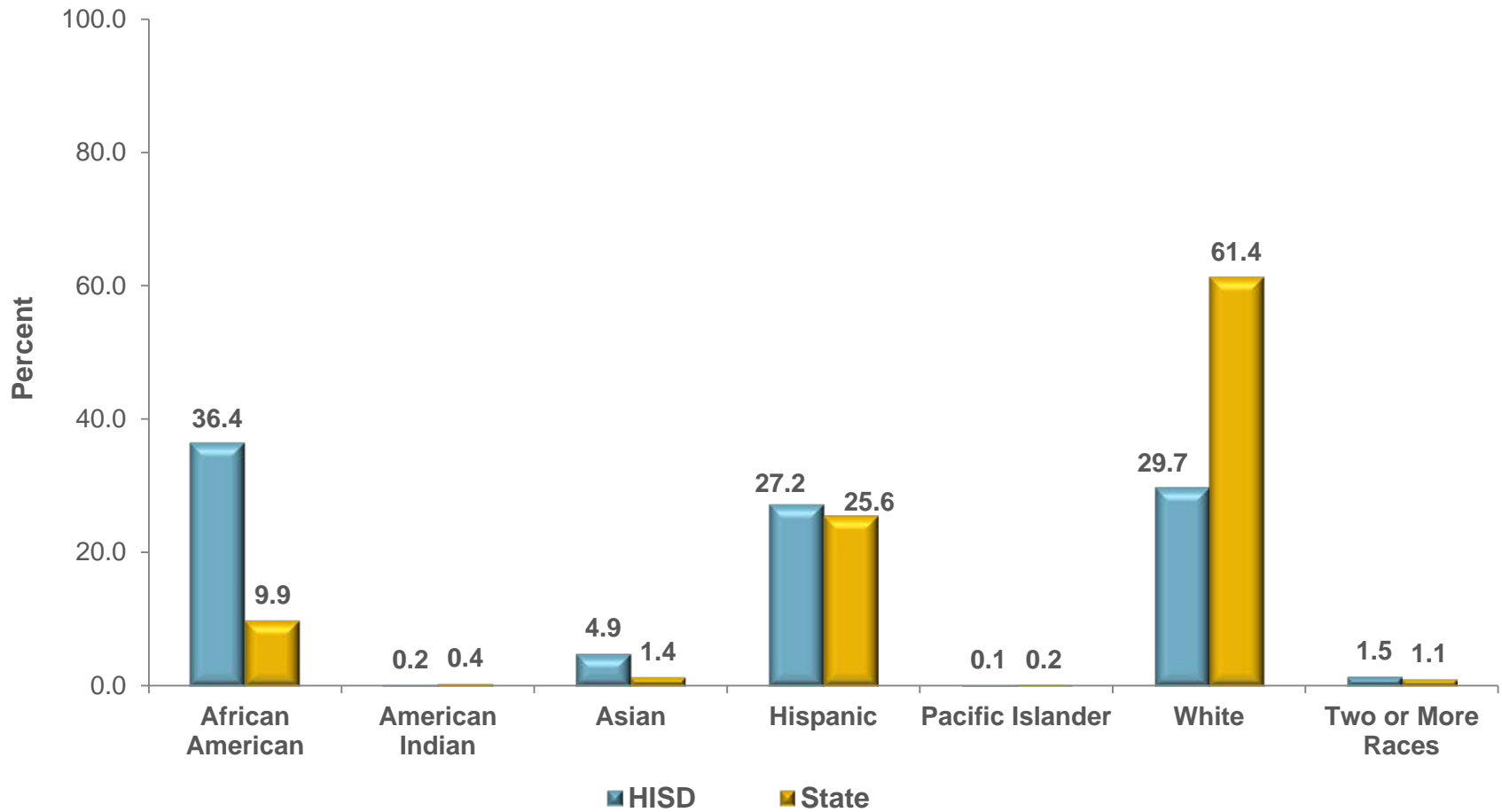
Note: Includes using or possessing a firearm, illegal knife, club, prohibited weapon, non-illegal knife on campus and within a 300 foot zone around campus.

Totals include multiple incidents by individual students.

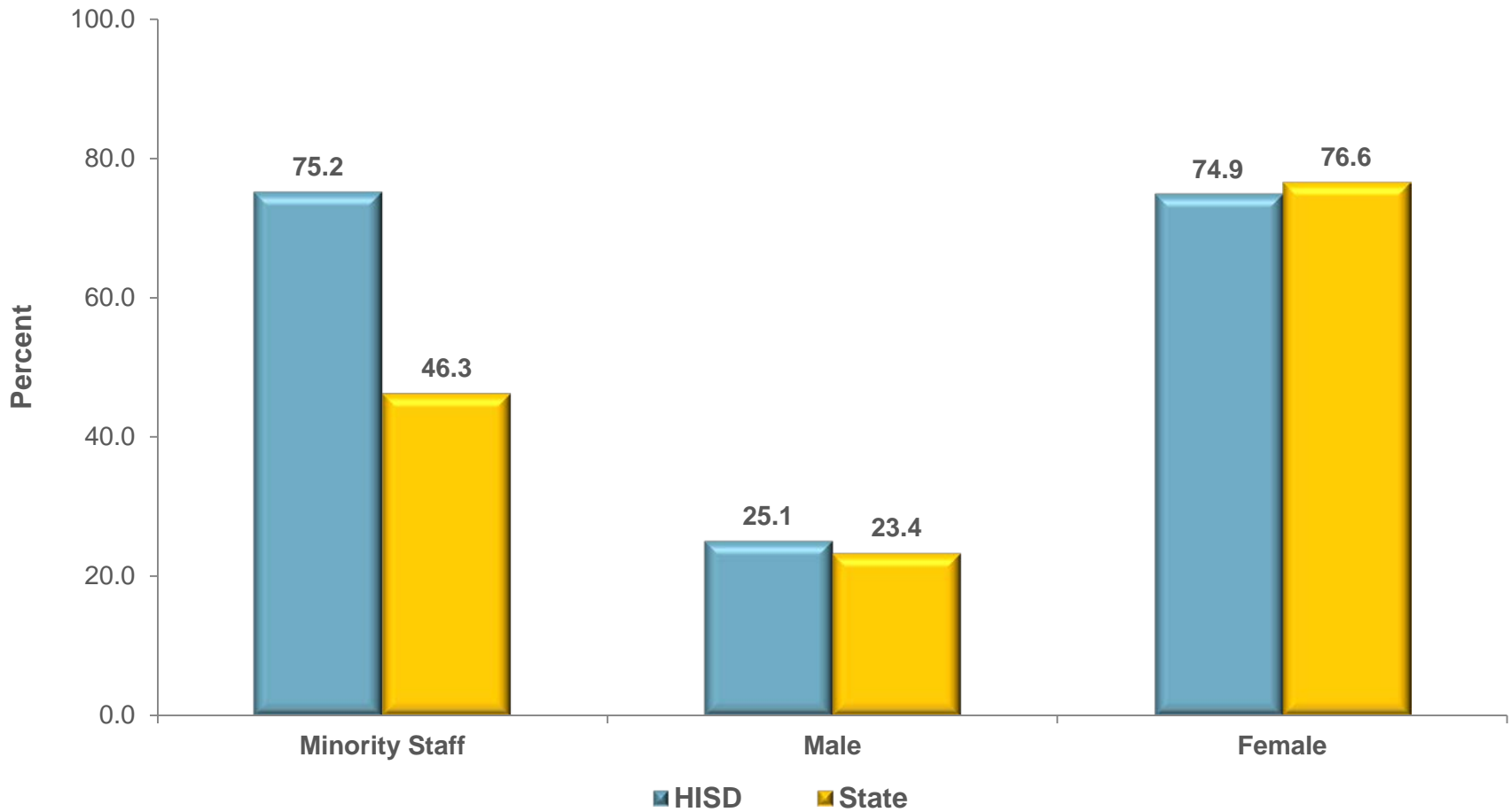
HISD, State Staff, 2014–2015



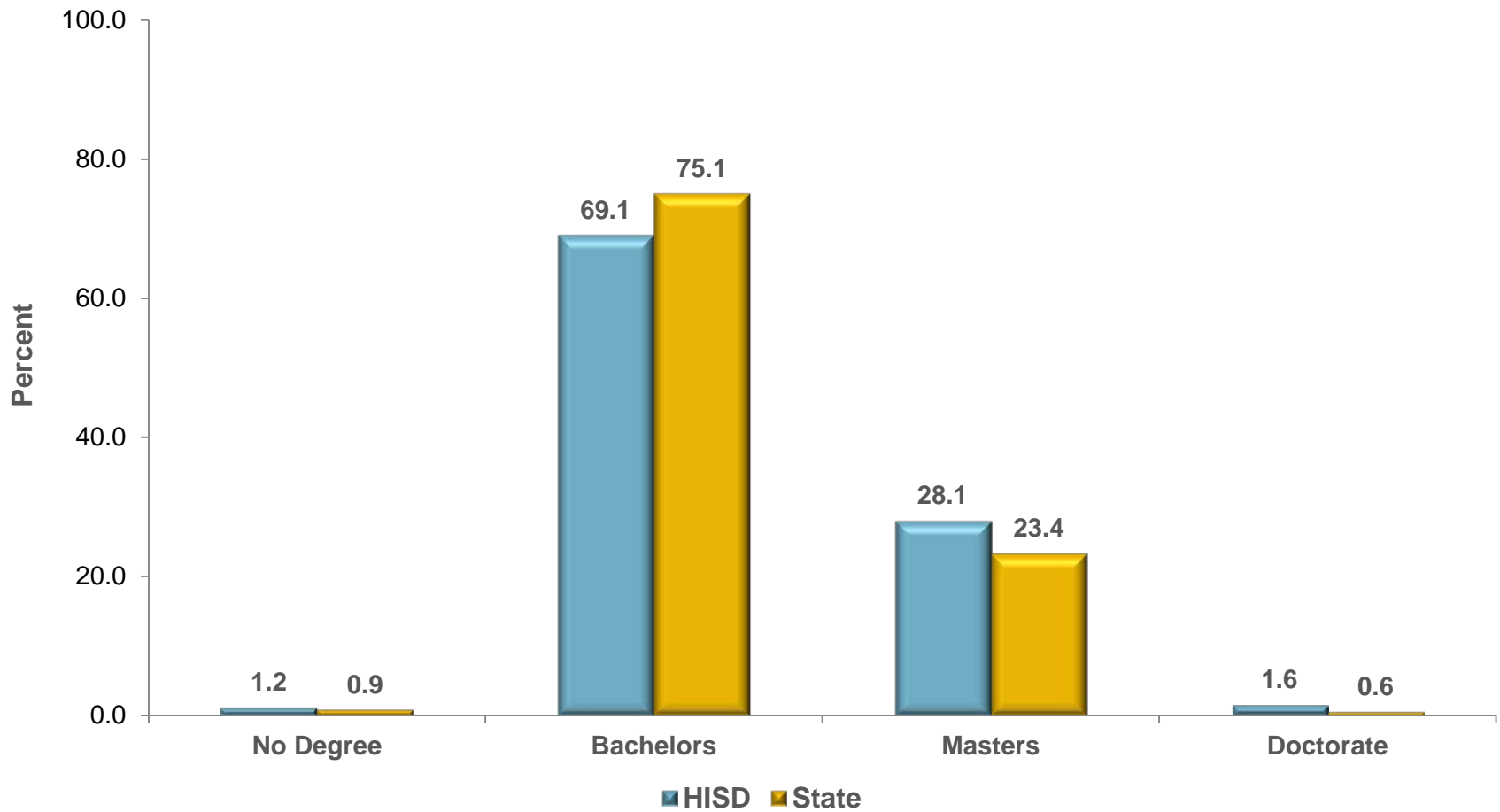
HISD, State Teaching Staff Ethnic Composition, 2014–2015



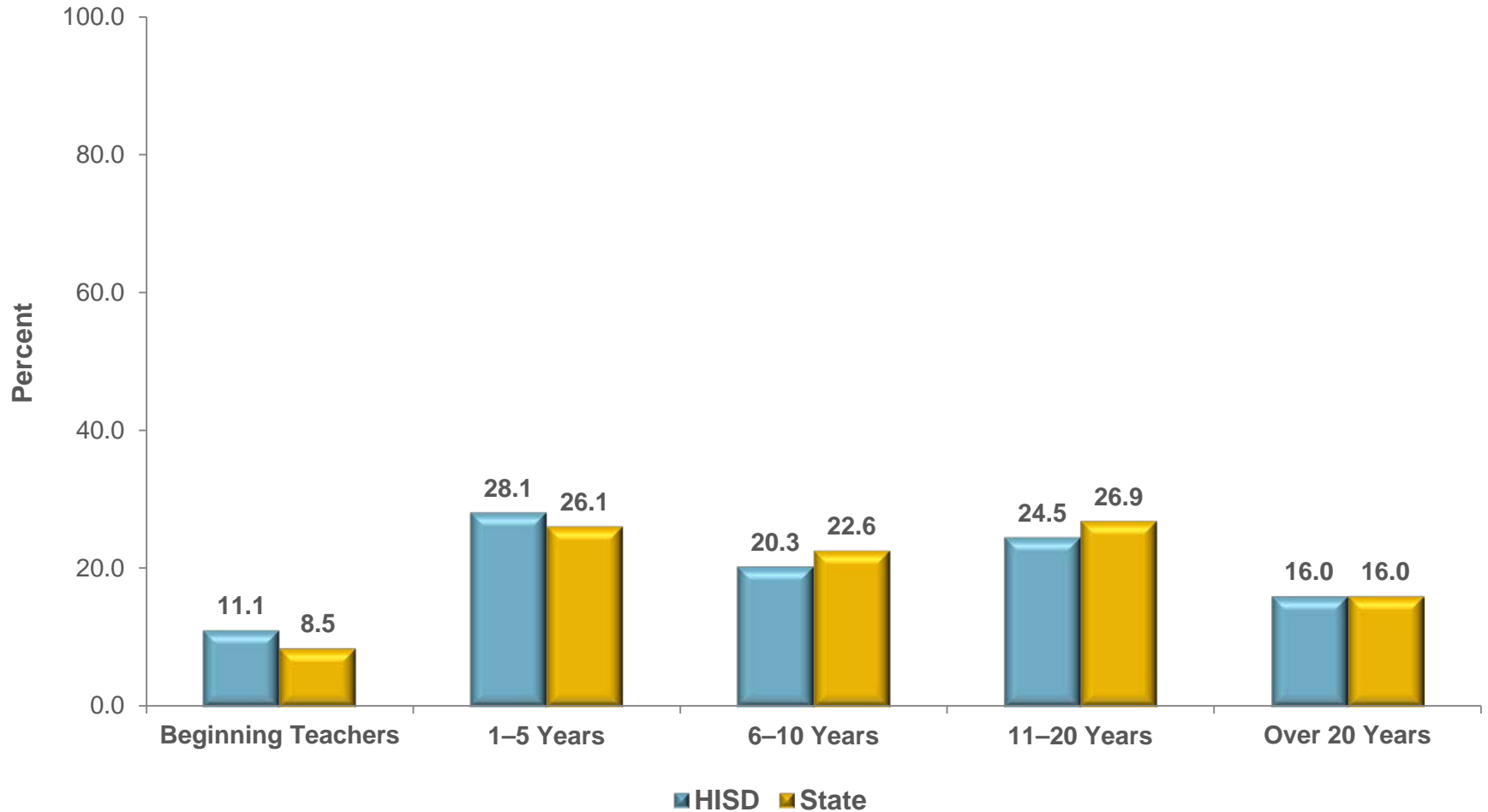
HISD, State Teaching Staff Minority Status & Gender, 2014–2015



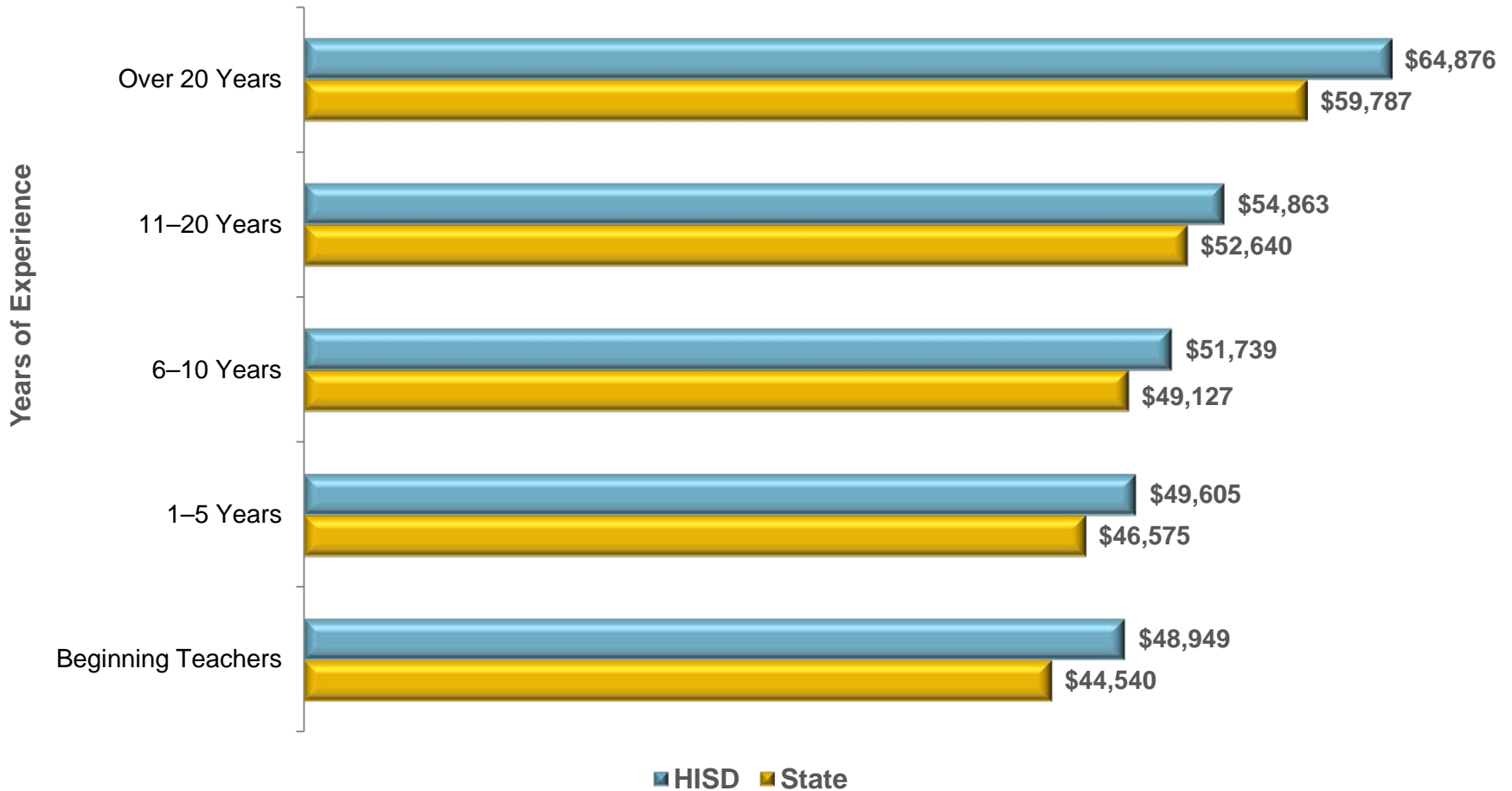
HISD, State Teaching Staff Highest Degree Held, 2014–2015



HISD, State Teaching Staff Years of Experience, 2014–2015



HISD, State Teaching Staff Salaries, 2014–2015



Thank you

February 11, 2016

Carla Stevens

Assistant Superintendent of Research & Accountability

