

Research Brief

2001 HISD ACCOUNTABILITY SYSTEM

The Houston Independent School District (HISD) Accountability System is a method for evaluating campuses with regard to both performance and progress. The ratings employed in the HISD system are:

Current Performance

- Exemplary
- Recognized
- Acceptable
- Low Acceptable
- Low Performing

Current Progress

- Exemplary
- Recognized
- Acceptable
- Minimal
- No Progress

A campus' **Current Performance** rating is based on its TAAS performance. The indicators that determine a campus' **Current Progress** rating differ for elementary and secondary schools. At the elementary level, a school's Current Progress rating is based only on TAAS performance and expected gain in TAAS performance. For secondary schools, not only is TAAS progress considered, but dropout and attendance progress are taken into account as well. The indicators employed in calculating the two ratings are summarized below.

Rating	Indicators
Current Performance All Schools	Average of the percent passing the Reading, Math, and Writing TAAS subtests for all students in grades 3–8, and 10
Current Progress Elementary Schools	Actual gain in TAAS compared to expected gain in TAAS
Secondary Schools	Actual gain in TAAS compared to expected gain in TAAS Actual improvement in dropout rate compared to expected improvement in dropout rate Actual gain in attendance rate compared to expected gain in attendance rate

How are ratings assigned in the HISD Accountability System?

The figure on the inside of this document describes how Current Performance and Current Progress ratings are assigned in the HISD Accountability System. As can be seen from the first part of the figure, the average percent passing the TAAS subtests determines what a campus' Current Performance rating will be.

The right side of the figure describes the process for determining a campus' Current Progress rating. This process involves comparing a campus' current year's performance with its previous year's performance. The first step in the process is to determine a campus' expected gain based on the previous year's performance. This value is obtained from the Expected Gain/Improvement Table (see back page). The expected gain/improvement values are then used to calculate the gain coefficients for each indicator. At the elementary level, only the TAAS Gain Coefficient is calculated. For secondary schools, the Dropout Improvement Coefficient and Attendance Gain Coefficient are also calculated.

2001 HISD Accountability System

CURRENT PERFORMANCE RATING

% Passing Calculation Method

The number of students passing either the English TAAS, Spanish TAAS, or Alternative Assessment (off grade-level testing of Special Education students)

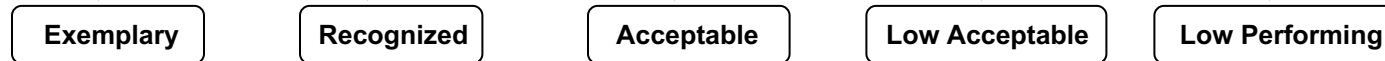
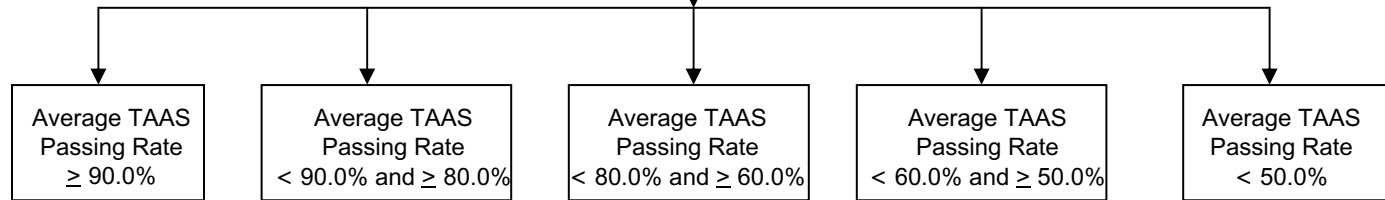
divided by

The number of students enrolled at the grade levels tested, based on the number of TAAS answer documents submitted

minus

1. Special Education students classified as multiply impaired, mentally retarded, emotionally disturbed, autistic, auditorily impaired, or have a traumatic brain injury.
2. Limited English Proficient (LEP) students served in bilingual or ESL programs who have been in US schools for less than 1 year AND are identified as preliterate or beginning language learners.

$$\text{Average Spring 2001 TAAS Passing Rate} = (\% \text{ Passing Reading} + \% \text{ Passing Mathematics} + \% \text{ Passing Writing})/3$$



Notes Regarding Calculations:

1. Average TAAS Passing Rates are rounded to one decimal place.
2. Gain/Improvement Coefficients and the weighting calculations of Gain/Improvement Coefficients are rounded to two decimal places.
3. Total Current Progress is rounded to one decimal place unless the number is negative. A negative number is not to be rounded to zero.

CURRENT PROGRESS RATING

For the overall student population, determine: (1) the Spring 2000 and 2001 Average TAAS Passing Rates across all subtests (Reading, Writing, and Mathematics); (2) 1998–1999 and 1999–2000 Dropout Rates (grades 7–12); and (3) 1999–2000 and 2000–2001 Attendance Rates (grades 6–12).

Based on previous year's performance, use the **Expected Gain/Improvement Table** on next page to determine the Expected Gain/Improvement for TAAS, Dropout, and Attendance.

Calculate the **Gain Coefficient(s)**.

For **Elementary Schools**, calculate coefficient for TAAS only:

TAAS Gain Coefficient =

$$\frac{2001 \text{ Average TAAS Passing Rate} - 2000 \text{ Average TAAS Passing Rate}}{\text{Expected TAAS Gain}}$$

For **Secondary Schools**, calculate coefficients for all three indicators:

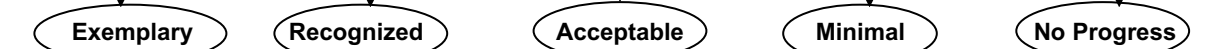
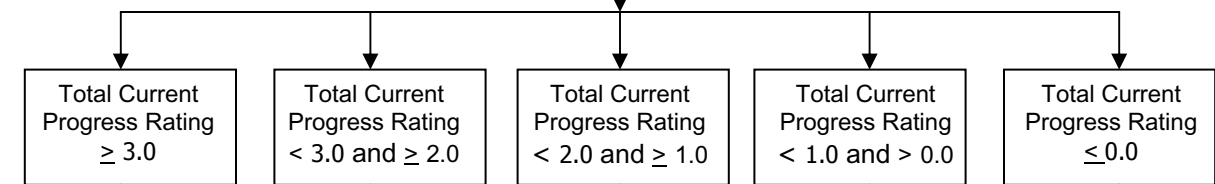
$$\text{Dropout Improvement Coefficient} = \frac{1998-99 \text{ Dropout Rate} - 1999-2000 \text{ Dropout Rate}}{\text{Expected Dropout Improvement}}$$

$$\text{Attendance Gain Coefficient} = \frac{2000-01 \text{ Attendance Rate} - 1999-2000 \text{ Attendance Rate}}{\text{Expected Attendance Gain}}$$

Calculate **Total Current Progress**

Elementary Schools
Total Current Progress = TAAS Gain Coefficient

Secondary Schools
Total Current Progress = (TAAS Gain Coefficient * 0.9) + (Dropout Improvement Coefficient * 0.05) + (Attendance Gain Coefficient * 0.05)



Notes Regarding Gain Coefficients:

1. The maximum gain coefficient which can be achieved for any indicator is 4.00; the minimum is -1.00.
2. For any indicator, if the expected gain is "maintain," a gain coefficient of 4.00 is assigned to that indicator.
3. If a school's performance on any indicator declined from the highest possible rank the previous year, the lowest expected gain value should be employed to calculate the gain coefficient. For example, if the previous year's TAAS Average Passing Rate was 92% and the current year's is 89.9%, then the expected gain/improvement value is 2.

HISD ACCOUNTABILITY MATRIX

Current Performance	Current Progress Rating				
	Exemplary	Recognized	Acceptable	Minimal	No Progress
Exemplary					
Recognized					
Acceptable					
Low Acceptable					
Low Performing					

Expected Gain/Improvement Table

Expected TAAS Gain		Expected Dropout Improvement			Expected Attendance Gain	
2000 TAAS Average Passing Rate	Expected Gain	1998-99 Middle School Dropout Rate	1998-99 High School Dropout Rate	Expected Improvement	1999-2000 Attendance Rate	Expected Gain
90%–100%	maintain	0.0–1.0	0.0–2.0	maintain	97.0%–100.0%	maintain
80%–89.9%	2	1.1–2.0	2.1–4.0	0.5	95.0%–96.9%	0.5
60%–79.9%	4	2.1–3.0	4.1–6.0	1.0	93.0%–94.9%	1.0
50%–59.9%	6	3.1–4.0	–	1.5	92.0%–92.9%	1.5
0%–49.9%	8	>4.0	6.1–8.0	2.0	<92.0	2.0
			>8.0	3.0		

Once the appropriate gain coefficients have been calculated, these values are used to calculate a campus' Total Progress. For elementary schools, the Total Progress is equal to the TAAS Gain Coefficient. For secondary schools, the Total Progress is a weighted average of all three gain coefficients. A campus' Current Progress Rating is based on the Total Progress value. It should be noted that a Progress rating is not calculated for campuses that achieve the Current Performance rating of "Exemplary." Each multilevel school receives a single accountability rating. The attendance rate used in the Attendance Gain Coefficient for multilevel schools is that for the secondary students only.

After both the Current Performance and Current Progress ratings have been calculated, these are displayed by a grid, or matrix, where the Current Performance rating determines the row and the Current Progress rating determines the column.

Changes to the 2001 HISD Accountability System

The only two changes that were made to the HISD Accountability System from 2000 to 2001 was to raise the percent of students passing the TAAS needed to receive a Recognized Rating or an Acceptable Rating. The minimum percent passing required for the Recognized Rating increased from 75.0% to 80.0% passing, and the maximum percent passing for the Acceptable Rating increased from 75.0% to 79.9%.

Summary of Significant Dates Related to the HISD Accountability System

February 20, 2001	Writing is administered to grades 4 and 8, in Spanish to grade 4.
February 20–22, 2001	Exit Math, Reading, and Writing are administered to grade 10.
April 24–25, 2001	Math and Reading are administered to grades 3–8, in Spanish to grades 3–6.
April 12, 2001	District receives preliminary TAAS exit results.
April 15, 2001	TEA releases official dropout data.
May 18, 2001	District receives TAAS results for all students grade 3–8.
July 30, 2001	2000–2001 attendance data become available.
Fall 2001	District receives results for Special Ed. students taking the Alternative Assessment.
Late Fall 2001	HISD releases its accountability ratings.

Anticipated Changes for the 2002 HISD Accountability System

In an effort to continually raise the HISD Accountability System to a new level of efficiency and to incorporate multiple academic indicators, the results from the Stanford 9 and the Aprenda 2 will be incorporated into the calculations of campus ratings. The exact formulas for including these measures in the HISD Accountability System will be released at a later date.