

# Research Brief

## 2002 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

In previous years, a campus' **Current Performance** rating was based solely on its TAAS performance. For the 2001–2002 school year, a campus' Current Performance rating will be based on TAAS and Stanford 9/Aprena 2 performance weighted differently at 70% and 30%, respectively. 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 upon the degree to which an individual school exceeds district expectations in student academic performance on TAAS and Stanford 9/Aprena 2 weighted equally. For middle and secondary schools, not only is TAAS and Stanford 9/Aprena 2 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  |
|---|---|
| <b>Current Performance</b><br>All Schools     | Average of the percent passing the Reading, Math, and Writing TAAS subtests for all students in grades 3–8, and 10 (points awarded with a 70% weight)<br>The percent of non-Special Education students scoring at or above the 50th percentile rank on the Stanford 9 Complete Battery or the Aprena 2 Basic Battery (points awarded with a 30% weight) |
| <b>Current Progress</b><br>Elementary Schools | Actual gain on TAAS and Stanford 9/Aprena 2 compared to expected gain on TAAS and Stanford 9/Aprena 2 (weighted 50% each)   |
| Secondary Schools                             | Actual gain on TAAS and Stanford 9/Aprena 2 compared to expected gain on TAAS and Stanford 9/Aprena 2 (weighted 45% each)<br>Actual improvement in dropout rate compared to expected improvement in dropout rate (weighted 5%)<br>Actual improvement in attendance rate compared to expected improvement in attendance rate (weighted 5%)               |

### 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, performance on both TAAS and Stanford 9/Aprena 2 are used to determine the amount of points assigned in the Performance Rating Calculation Matrix. The calculation is then used to determine the campus' Current Performance Rating.

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, gain coefficients for TAAS and Stanford 9/Aprena 2 are calculated. For secondary, the Dropout Improvement Coefficient and Attendance Gain Coefficient are also calculated.

Expected Gain/Improvement Table

| Expected Achievement Gain |                  |                    |                  | Expected Dropout Improvement |                   |                    |                   | Expected Attendance Gain |               |
|---------------------------|------------------|--------------------|------------------|------------------------------|-------------------|--------------------|-------------------|--------------------------|---------------|
| 2001 Stanford 9/Aprenda 2 |                  | 2001 TAAS          |                  | 1999–2000                    |                   | 1999–2000          |                   | 2000–2001                |               |
| % ≥ 50 NPR                | Annual Exp. Gain | Average % Pass Rte | Annual Exp. Gain | Mid. Sch. Drop Rte           | Expected Imprvmnt | High Sch. Drop Rte | Expected Imprvmnt | % Attend. Rate           | Expected Gain |
| 70–100                    | Maintain         | 90–100             | Maintain         | 0–1.0                        | Maintain          | 0–2.0              | Maintain          | 97–100                   | Maintain      |
| 60–69.9                   | 2                | 75–89.9            | 2                | 1.1–2.0                      | 0.5               | 2.1–4.0            | 0.5               | 95–96.9                  | 0.5           |
| 50–59.9                   | 4                | 60–74.9            | 4                | 2.1–3.0                      | 1.0               | 4.1–6.0            | 1.0               | 93–94.9                  | 1.0           |
| 40–49.9                   | 6                | 50–59.9            | 6                | 3.1–4.0                      | 1.5               | 6.1–8.0            | 2.0               | 92–92.9                  | 1.5           |
| 0–39.9                    | 8                | 0–49.9             | 8                | ≥ 4.1                        | 2.0               | ≥ 8.1              | 3.0               | ≤ 91.9                   | 2.0           |

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 based upon the degree to which individual schools exceed district expectations in student academic performance on TAAS and Stanford 9/Aprenda 2 (weighted equally, or 50/50). For secondary schools (and middle schools), the Total Progress is a weighted average of all four 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."

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. The attendance rate used in the Attendance Gain Coefficient for multilevel schools is that for the secondary students only. A separate accountability rating is made for each campus number at schools providing regular education services to students. Alternative Schools and schools solely providing Special Education services are not rated.

### Changes to the 2002 HISD Accountability System

There were several key changes made to the HISD Accountability System for the 2001–2002 school year. Along with the performance on TAAS, the performance of non-Special Education students on the Stanford 9/Aprenda 2 was included. These two tests were weighted at 70% and 30%, respectively. Secondly, a point system was assigned to determine a campus' Current Performance Rating. Performance on Stanford 9/Aprenda 2 is included in determining the Current Progress Rating. Finally, single ratings will no longer be calculated for multi-level schools. A separate rating will be given to each campus number.

#### Summary of Significant Dates Related to the HISD Accountability System

|                       |   |
|-----------------------|---|
| February 19, 2002     | Writing is administered to grades 4 and 8, in Spanish in grade 4.   |
| February 19–21, 2002  | Exit Math, Reading, and Writing are administered to grade 10.   |
| Feb. 22–March 6, 2002 | Stanford 9/Aprenda 2 administered in grades 1–11.   |
| April 10–12, 2002     | District receives preliminary TAAS exit results.  |
| April 16–19, 2002     | TAAS Math, Reading, are administered to grades 3–8, in Spanish to grades 3–6; Social Studies/Science in grade 8.                              |
| April 27, 2002        | District receives Stanford 9 results.   |
| May 1, 2002           | TEA anticipated to release official dropout data.   |
| May 10, 2002          | District receives TAAS results for all students grade 3–8; receives results for Special Education students taking the Alternative Assessment. |
| May 12, 2002          | District receives Aprenda 2 results.  |
| July 31, 2002         | 2001–2002 attendance data become available.   |
| Late Fall 2002        | HISD releases its accountability ratings.   |

#### Anticipated Changes for the 2003 HISD Accountability System

As of June 18, 2001, the TAAS II test was renamed the Texas Assessment of Knowledge and Skills (TAKS) Test and will be used in the 2002–2003 academic school year. The writing portion of the TAKS will be administered in grades 4 and 7, not grade 8 as in previous years. The science portion of TAKS will be administered in grade 5, not grade 8 as in previous years. It is undetermined at this point as to how the ratings will be determined in 2003 based on the TAKS test.

## Current Performance Rating

### Norm-Referenced Achievement Performance

The number of non-Special Education students scoring at or above the 50th national percentile rank (NPR) on the Stanford 9 Complete Battery or the Aprenda 2 Basic Battery.

divided by

The number of non-Special Education students tested on the Stanford 9 or Aprenda 2.

### % Passing TAAS 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 meet district criteria for TAAS exemption.
3. LEP students served in bilingual or ESL programs who have been in US schools for less than 2 years AND meet district criteria for TAAS exemption.

Average Spring 2002 TAAS Passing Rate = (% Passing Reading + % Passing Mathematics + % Passing Writing) / 3

| Points               | Stanford/Aprenda<br>% at/above 50 NPR | 3.5  | 2.8    | 2.1    | 1.4    | 0.7  |
|----------------------|---------------------------------------|------|--------|--------|--------|------|
| TAAS Percent Passing |                                       |      |        |        |        |      |
|                      |                                       | >90% | 75–89% | 60–74% | 50–59% | <50% |
| 1.5                  | ≥70%                                  | 5.0  | 4.3    | 3.6    | 2.9    | 2.2  |
| 1.2                  | 60–69%                                | 4.7  | 4.0    | 3.3    | 2.6    | 1.9  |
| 0.9                  | 50–59%                                | 4.4  | 3.7    | 3.0    | 2.3    | 1.6  |
| 0.6                  | 40–49%                                | 4.1  | 3.4    | 2.7    | 2.0    | 1.3  |
| 0.3                  | <40%                                  | 3.8  | 3.1    | 2.4    | 1.7    | 1.0  |

Add Stanford points to TAAS points to determine **Total Points**.

| Performance Rating | Total Points |
|--------------------|--------------|
| Exemplary          | 5.0          |
| Recognized         | 4.0–4.9      |
| Acceptable         | 3.0–3.9      |
| Low Acceptable     | 2.0–2.9      |
| Low Performing     | 1.0–1.9      |

#### Notes Regarding Calculations

1. Average TAAS Passing Rates and Stanford/Aprenda percentages 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.

### HISD ACCOUNTABILITY MATRIX

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



Current Progress Rating

For the overall student population, determine: (1) the Spring 2001 and 2002 Average TAAS Passing Rates across all subtests (Reading, Writing, Mathematics); (2) the Spring 2001 and 2002 Stanford 9 Complete Battery/Aprenda 2 Basic Battery percent of non-Special Education students  $\geq 50$  NPR; (3) 1999–2000 and 2000–2001 Dropout Rates (grades 7–12); and (4) 2000–2001 and 2001–2002 Attendance Rates (grades 6–12).

Based on the previous year's performance, use the **Expected Gain/Improvement Table** on the next page to determine the Expected Gain/Improvement for TAAS, Stanford 9/Aprenda 2, Dropout, and Attendance.

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

For **Elementary Schools**, calculate coefficients for TAAS and Stanford 9/Aprenda 2:

TAAS Gain Coefficient = 
$$\frac{2002 \text{ Average TAAS Passing Rate} - 2001 \text{ Average TAAS Passing Rate}}{\text{Expected TAAS Gain}}$$

Stanford 9/ Aprenda 2 Gain Coefficient = 
$$\frac{2002 \text{ Stanford 9/Aprenda } 2\% \geq 50 \text{ NPR} - 2001 \text{ Stanford 9/Aprenda } 2\% \geq 50 \text{ NPR}}{\text{Expected Stanford 9/ Aprenda 2 Gain}}$$

For **Secondary Schools**, calculate coefficients for all 4 indicators including TAAS, Stanford 9/Aprenda 2, Dropout, and Attendance:

Dropout Improvement Coefficient = 
$$\frac{[1999-2000 \text{ Dropout Rate}] - [2000-01 \text{ Dropout Rate}]}{\text{Expected Dropout Improvement}}$$

Attendance Gain Coefficient = 
$$\frac{[2001-02 \text{ Attendance Rate}] - [2000-01 \text{ Attendance Rate}]}{\text{Expected Attendance Improvement}}$$

Calculate **Total Current Progress**

**Elementary Schools**  
Total Current Progress = (TAAS Gain Coefficient \* 0.5) + (Stanford 9/Aprenda 2 Gain Coefficient \* 0.5)

**Secondary Schools**  
Total Current Progress = (TAAS Gain Coefficient \* 0.45) + (Stanford 9/Aprenda 2 Gain Coefficient \* 0.45) + (Dropout Improvement Coefficient \* 0.05) + (Attendance Gain Coefficient \* 0.05)

Total Current Progress Rating  $\geq 3.0$

Total Current Progress Rating  $< 3.0$  and  $\geq 2.0$

Total Current Progress Rating  $< 2.0$  and  $\geq 1.0$

Total Current Progress Rating  $< 1.0$  and  $> 0.0$

Total Current Progress Rating  $\leq 0.0$

Exemplary

Recognized

Acceptable

Minimal

No Progress

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 coefficient value is 2.