Impact of the 2004 HISD Accountability System

1. The new Performance Indicator Accountability System is a consolidation of the HISD Accountability System, the HISD Scholars Accountability System, and the Performance Indicators. Only one local system will be used to give schools ratings. Schools, however, will still receive ratings under the state and federal accountability systems.

2. Performance Pay Based on Percent of Goals Met: District Superintendent and Principal Performance Pay could be based on the percent of goals met on the Performance Indicator Accountability System (50% or higher), which is consistent with the current method.

3. Campus Incentive Based on Rating: Individual campuses could be eligible for the Campus Improvement Incentive based on an accountability rating of exemplary or recognized, which is consistent with the current method.

4. The benefit of a consolidated system is that both the Campus Improvement Incentive and Principal Performance Pay would be based on the same system, which is currently not the case.

Summary of Significant Dates Related to the HISD Accountability System

- **January 22, 2004**: PEIMS Graduate file is available for Class of 2003.
- **February 24, 2004**: TAKS and SDAA Writing is administered to grades 4 and 7. Spanish TAKS Writing is given to grade 4.
- **March 22, 2004**: District receives grade 3 TAKS reading results from the first test administration.
- **March 3, 2004**: TAKS Reading is administered to grade 9 and English Language Arts to grades 10–11.
- **April 27–29, 2004**: TAKS Reading, Math, Science, and Social Studies are administered in English and Spanish at specified grade levels. (Second TAKS grade 3 Reading test is administered).
- **April 27–29, 2004**: SDAA Reading, Math, and Writing tests are administered to Special Education students in grades 3–8.
- **April 28, 2004**: District receives Stanford 10 and Aprenda results.
- **May 21, 2004**: District receives TAKS results for all students grades 3–11; district receives results for Special Education students taking the SDAA.
- **June 30, 2004**: District publishes PIAS Report Part 2 with student achievement indicators.
- **July 23, 2004**: District submits PEIMS file used to calculate attendance rates.
- **August 26, 2004**: District receives SAT/ACT results for students in grades 10–12.
- **October, 2004**: TEA Accountability Ratings become available.
- **October, 2004**: Annual dropout rate longitudinal dropout rate, completion rate, and SAT/ACT participation rate are provided in TEA’s Academic Excellence Indicator System (AEIS).
- **November, 2004**: District publishes the PIAS Report Part 3 with final HISD accountability ratings.

The Houston Independent School District (HISD) Performance Indicator Accountability System (PIAS) is a method to assess the success of district schools by measuring the individual progress of every student in achieving a broad range of student performance indicators. The overall goal of the accountability system is to promote schools’ progress in achieving their educational mission. Specifically, the objectives are to:

- Monitor school progress by measuring a set of student performance indicators;
- Determine which schools are meeting the district’s objectives and can serve as models for other schools; and
- Determine which schools are failing to meet the objectives and require assistance.

In 1993, the HISD Accountability System was implemented as a way to determine performance and progress of schools based on the state’s criterion-referenced test, Texas Assessment of Academic Skills, attendance rates, and dropout rates. Beginning with the 2001–02 school year, the performance of students on the norm-referenced assessments, Stanford 9 and Aprenda, was incorporated into the system. Also in 2001–02, the district implemented the HISD Scholars Accountability System to encourage students to complete a more rigorous course of study in high school beyond the minimum requirements.

The new PIAS combines these previous accountability models with the Performance Indicators report that is provided annually to principals in a three-part reporting cycle. The Performance Indicators report is made up of three individual reports that are distributed throughout the academic year.

1. Performance Indicators, Part 1
   - Shows last year’s performance and how much growth is expected to meet the 2008 goals.
   - Disseminated in December.
2. Performance Indicators, Part 2
   - Provides the current year’s actual data for the student achievement indicators in comparison to the expected values.
   - Disseminated at the end of June.
3. Performance Indicators, Part 3
   - Completes the results section with the current year’s student outcome data, provides the number and percent of goals met for the year, and the accountability rating.
   - Scheduled for completion in the middle of November.

The PIAS is comprised of data on a number of indicators. Specific measures are utilized for each indicator, and five-year district goals have been set. In addition to these long-term goals, annual expectations are set each year for each school showing the incremental improvement needed every year to meet the District goals in five years. Ratings are based on the percent of goals that are met: Exemplary—75% or more, Recognized—50-74%, Acceptable—25-49%, and Academically Unacceptable—less than 25% of goals met.

What are the indicators for the new HISD Accountability System?

The student achievement and student outcome indicators that make up the PIAS are: Texas Assessment of Knowledge and Skills (TAKS), State Developed Alternative Assessment, (SDAA), Stanford and Aprenda, Attendance Rate, Retention Rate, Annual Dropout Rate, Longitudinal Dropout Rate, Four-year Completion Rate, Texas Scholars, PSAT, SAT, ACT; and the Texas Education Agency (TEA) Accountability Rating. The first two administrations of grade three TAKS reading are used to calculate TAKS measures.
### New Performance Indicators Accountability System

#### INDICATORS
- TAKS
- SDAA
- STANFORD AND APRENA
- ATTENDANCE
- RETENTION
- ANNUAL DROP OUT
- LONGITUDINAL DROP OUT
- COMPLETION RATE
- TEXAS SCHOLARS
- PSAT
- SAT
- ACT
- SAT/ACT
- TEA RATING

#### MEASURES
- Percent passing at Panel Recommendation for reading, ELA, math, writing, science, and social studies by grade.
- Percent Commended for reading/ELA and math aggregated across grades.
- Percent of students absent from testing for reading and math.
- Percent meeting AED expectations for each grade and subject.
- Percent of students absent from testing for reading and math.
- Percent of non-special Ed students at or above 40th percentile rank for each grade in reading and math.
- Schoolwide attendance rate.
- 5th grade retention rate.
- 6th grade retention rate.
- Schoolwide dropout rate.
- Four-year dropout rate based on 9th grade cohort.
- Four-year completion rate based on 9th grade cohort, includes graduates and continuing students.
- Percent of seniors graduating with Recommended or Distinguished diploma.
- Percent of sophomores taking the test.
- Percent of 10th and 11th grade students at or above 48 on math.
- Percent of 10th and 11th grade students at or above 48 on verbal.
- Percent of students at or above 1000.
- Percent of students at or above 21.
- Percent of students tested.
- Current year's TEA accountability rating.

#### GOALS 2003 - 2008
- Incremental measurements.
- Growth of 3% each year up to 30%.
- <5%.
- Elementary=98%, Middle=96%, High=94%.
- Elementary<5%, Middle<56%, High<94%.
- Elementary<5%, Middle<56%, High<94%.
- Less than 5.0%.
- Elementary=95%, Middle=95%, High=95%.
- Elementary<5%, Middle<56%, High<94%.
- Elementary<5%, Middle<56%, High<94%.
- 95%.
- <5%.
- <5%.
- <5%.

#### RANGE OF GOALS
- Min for Elem = 5
- Max for Elem = 59
- Min for Middle = 9
- Max for Middle = 51
- Min for High = 10
- Max for High = 31
- Min for District = 66
- Max for District = 106

#### PERCENT OF GOALS MET (RATINGS)
- **EXEMPLARY**
  - ≥ 75%
- **RECOGNIZED**
  - 50%-74%
- **ACCEPTABLE**
  - 25%-49%
- **ACADEMICALLY UNACCEPTABLE**
  - <25%

Indicator is counted toward Goals Met if there are two years of data for that indicator.

A goal is met if actual performance meets/exceeds Expected performance OR the 2008 District Goal.

The Expected 2004 value is calculated by taking the Goal 2008 value and subtracting the Actual 2003 value then dividing by 5. This result is added to the actual 2003 value to produce the expected 2004 value. For new schools, the previous year's actual academic performance is set at "0" for the calculation.

E = Elementary School  M = Middle School  H = High School