Changes from the 2004 HISD Performance Indicator Accountability System

- In an effort to more closely align the district’s accountability system with the Texas Education Agency (TEA) Accountability System, the standards were raised to a higher level for each of the rating categories.

- As spring 2005 is the first administration of Aprenda, Tercera Edicion (Aprenda 3), the results are provided for baseline reporting purposes only and will not be used to calculate Percent of Goals Met.

Summary of Significant Dates Related to the PIAS

January 25, 2005 PEIMS Graduate file is available for Class of 2004.

February 15, 2005 District receives 2004–05 PSAT data.

March 22, 2005 District receives grades 3 and 5 TAKS reading results from the first test administration.

April 21, 2005 District receives grade 5 TAKS math results from the first test administration.

April 27, 2005 District receives Stanford 10 and Aprenda 3 results.

May 13, 2005 District receives TAKS results for all students grades 3–11; district receives results for Special Education students taking the SDAA II; district receives grades 3 and 5 TAKS reading results from second administration.

June 2, 2005 District receives grade 5 TAKS math results from the second test administration.

June 27, 2005 District publishes PIAS Report Part 2 with student achievement indicators.

July 21, 2005 District submits PEIMS file used to calculate attendance rates.

August 26, 2005 District receives SAT/ACT results for students in grades 10–12.

October, 2005 Final TEA Accountability Ratings become available.

October, 2005 Annual dropout rate longitudinal dropout rate, completion rate, and SAT/ACT participation rate are provided in TEA’s Academic Excellence Indicator System (AEIS).

October, 2005 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 school 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.

Beginning in the 2003–04 school year, the PIAS combined 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 annual growth is expected to meet the 2008 goals.
   - Disseminated typically 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 at the end of October.

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—90% or more, Recognized—80-89%, Acceptable—50-79%, and Academically Unacceptable—less than 50% of goals met.

What are the indicators for the PIAS?

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 II), 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 and grade five TAKS reading and math are used to calculate TAKS measures.

(Continued on back)
# Performance Indicators Accountability System

<table>
<thead>
<tr>
<th>INDICATORS</th>
<th>MEASURES</th>
<th>GOALS 2003 - 2008</th>
<th>RANGE OF GOALS</th>
<th>PERCENT OF GOALS MET (RATINGS)</th>
</tr>
</thead>
<tbody>
<tr>
<td>TAKS</td>
<td>% of students meeting or exceeding benchmark</td>
<td>95%</td>
<td>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 = 89, Max for District = 101</td>
<td>EXEMPLARY, ≥ 90%</td>
</tr>
<tr>
<td>STAAR II</td>
<td>% of students meeting or exceeding benchmark</td>
<td>95%</td>
<td></td>
<td>RECOGNIZED, 90% - 95%</td>
</tr>
<tr>
<td>STANFORD AND APRENDA</td>
<td>% of students at or above 40th percentile rank for each grade in reading, writing, and math</td>
<td>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 = 89, Max for District = 101</td>
<td></td>
<td>ACADEMICALLY ACCEPTABLE, 80% - 89%</td>
</tr>
<tr>
<td>ATTENDANCE</td>
<td>Schoolwide attendance rate</td>
<td>70%</td>
<td></td>
<td>ACCEPTABLE, 70% - 79%</td>
</tr>
<tr>
<td>RETENTION</td>
<td>9th grade retention rate</td>
<td>Less than 5.0%</td>
<td></td>
<td>ACADEMICALLY UNACCEPTABLE, &lt; 80%</td>
</tr>
<tr>
<td>ANNUAL DROP OUT</td>
<td>Schoolwide dropout rate</td>
<td>Less than 3.5%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LONGTIDUAL DROP OUT</td>
<td>Four-year dropout rate based on 9th grade cohort</td>
<td>Less than 5%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>COMPLETION RATE</td>
<td>Four-year completion rate based on 9th grade cohort</td>
<td>95%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TEXAS SCHOLARS</td>
<td>% of students at or above 40th percentile rank for each grade in reading, writing, and math</td>
<td>55%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSAT</td>
<td>% of students at or above 40th percentile rank for each grade in reading, writing, and math</td>
<td>50%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SAT</td>
<td>% of students at or above 1500</td>
<td>45%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ACT</td>
<td>% of students at or above 21</td>
<td>75%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SAT/ACT</td>
<td>% of students at or above 40th percentile rank for each grade in reading, writing, and math</td>
<td>55%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TEA RATING</td>
<td>Current year's TEA accountability rating</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Indicators are 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 2005 value is calculated by taking the Goal 2008 value and subtracting the Actual 2004 value then dividing by 4. This result is added to the actual 2004 value to produce the expected 2005 value. For new schools, the previous year's actual academic performance is set at 0% for the calculation.