

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.

Research Brief

2005 HOUSTON INDEPENDENT SCHOOL DISTRICT PERFORMANCE INDICATOR ACCOUNTABILITY SYSTEM

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.

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Performance Indicators Accountability System

INDICATORS	MEASURES	GOALS 2003 - 2008 Incremental measurements	RANGE OF GOALS	PERCENT OF GOALS MET (RATINGS)
E-M-H TAKS	Percent passing at Panel Recommendation for reading/ ELA, math, writing, science, and social studies by grade	95%	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 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 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.	<div style="text-align: center;">EXEMPLARY</div> <div style="text-align: center;">≥ 90%</div>
	Percent Commended for reading/ELA and math aggregated across grades	Growth of 3% each year up to 30%		
	Percent of students absent from testing for reading and math	<5%		
E-M SDAA II	Percent meeting ARD expectations for each grade and subject	95%		
	Percent of students absent from testing for reading and math	<5%		
E-M-H STANFORD AND APRENDA	Percent of non-Special Ed students at or above 40th percentile rank for each grade in reading and math	70%		
E-M-H ATTENDANCE	Schoolwide attendance rate	Elementary=98% Middle=96% High=94%		
E-M RETENTION	5th grade retention rate 8th grade retention rate	Less than 5.0%		
M-H ANNUAL DROPOUT	Schoolwide dropout rate	Less than 3.5%		
H LONGITUDINAL DROPOUT	Four-year dropout rate based on 9th grade cohort	Less than 5%		
H COMPLETION RATE	Four-year completion rate based on 9th grade cohort, includes graduates and continuing students	95%		
H TEXAS SCHOLARS	Percent of seniors graduating with Recommended or Distinguished diploma	95%		
H PSAT	Percent of sophomores taking the test	75%		
	Percent of 10th and 11th grade students at or above 46 on math	50%		
	Percent of 10th and 11th grade students at or above 46 on verbal	50%		
H SAT	Percent of students at or above 1000	35%		
H ACT	Percent of students at or above 21	35%		
H SAT/ACT	Percent of students tested	75%		
E-M-H TEA RATING	Current year's TEA accountability rating	Recognized or above/AEA: Academically Acceptable for alternative schools	<div style="text-align: center;">ACCEPTABLE</div> <div style="text-align: center;">50%-79%</div>	
			<div style="text-align: center;">ACADEMICALLY UNACCEPTABLE</div> <div style="text-align: center;"><50%</div>	

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