

Agenda Items: March 11, 2021 Board Meeting

Q&A

ITEM D.3

Please share the school leader appraisal instrument and highlight which portion is proposed to be omitted.

Please refer to the attachment provided.

Please share sample elementary and middle school principal score card.

Please refer to the attachment provided.

UPDATED
03/10/21

ITEM G.1

How many students have become HISD teachers as a result of this program?

28

What is the retention rate for the program?

75%

How many students have dropped out of the program and what happens to scholarship dollars in that circumstance?

37; The district works with these former students to recoup any funding they received.

Does the University of Houston provide any funding? If so, what percentage? If not, will they in the future. Please explain. What efforts are being made to recruit Latino teachers (per TAPR is drastically lower than the student demographic)?

UH does not provide any funding. With the expiration of the TSL grant, we need the requested amount this year and will need a smaller amount next year to complete the obligation to the students in the remaining cohorts. We are currently looking at grant opportunities to fund tuition costs for students in order to recreate a similar program that will focus more on the recruitment of critical shortage area teachers, in particular bilingual teachers.

Has each of the four cohorts included 83 students, or is 83 the sum of all students who have participated over those four years? How many of the students are now teaching in HISD schools?

83 is the total number of students. 28 are currently working in HISD schools, with 25 more students on track to graduate in May of 2021.

Can you tell us those schools the students in the Teach Forward program graduated from? The high schools?

Please refer to the enclosed attachment summarizing the requested information.

UPDATED
03/10/21

MARCH 2021

Agenda Items: March 11, 2021 Board Meeting

Q&A

ITEM G.3

This states "contingent on private foundation funding". Who is seeking the funding? UH? HISD? Both? What is the amount to be raised? What efforts are being made to recruit Latino teachers (per TAPR is drastically lower than the student demographic)?

UH has been working collaboratively with HISD to seek grant funding opportunities primarily to pay tuition costs. The original grant was for \$650,000. The recruitment team has expanded their reach in creating partnerships and recruiting events at colleges with large Latino populations (for example UTRGV), as well as recruiting in areas with large overall Latino populations.

ITEM H.1

UPDATED
03/10/21

Do we have an expected amount of what the construction costs are going to be associated to the upgrades that need to be made?

Yes. The cost of the associated changes and upgrades incorporated into the project was \$11.1 million.

Does it impact anything else that's going on, things that have to be value engineered out in order to make sure that we have enough money to cover what's already left, what's left to do for the bond project?

The construction work associated with these changes and upgrades have been completed and there will be no disruption to the daily campus operations. Value engineering is not required. Remaining work includes an open warranty item affecting the auditorium floor as well as campus-requested improvements in the courtyard and to the auditorium sound systems. Those improvements are in progress. Resolution of the warranty item could potentially cost an estimated \$65,000. Funds for the other improvements have already been encumbered from within the project budget.

UPDATED
03/10/21

ITEM I.1

Is it possible to share like the tool or something that these (vendor) evaluations have used to gather that feedback?

A sample of the survey is attached for your review.

UPDATED
03/10/21

ITEM I.1.A

Please include "Amount Not to Exceed" where there are blanks.

Amounts have been loaded.

Agenda Items: March 11, 2021

Board Meeting

Q&A

ITEM I.1.A (CONTINUED)

For the following projects, please explain how these vendors help the district increase student achievement (our board goals). Please show evidence with a rubric or some sort of objective evaluation (even if only one school uses the vendor).

16-10-25-C - RFP / Districtwide Instructional Software

16-10-46-D – RFP / Enrichment Services

16-10-47-C – RFP / Tutorial Services for Students

16-10-48-E - RFP / Teacher and Staff Development

17-02-02-C – RFP / Supplemental Curriculum and Materials

17-02-02 – RFP / Supplemental Curriculum and Materials

Each vendor is evaluated utilizing a rubric with the following criteria: purchase price, reputation of the proposer and the proposer's goods or services, quality of the proposer's goods or services, the extent to which the goods or services meets and is aligned to the District's needs and/or strategic initiative, past relationship with the District, impact of ability of the District to comply with laws and rules relating to historically underutilized businesses, and total long-term cost to the district. The evaluations can be found in the board summaries. The evaluation committee also looks at whether goods and services are aligned to current research-based methods, academic content/enrichment, effective practice, and/or scholar/adult culture and whether provider is able to provide evidence to support alignment to each criterion.

ITEM L.1

Note: This is the Debt Management Report which was already included in the February agenda and will be deleted. The Quarterly Investment Report will be added to the March agenda.

Referencing page 146, when will the board be receiving final audited results?

As part of the fiscal year end CAFR which is presented to the board in November.

Please explain the change in the trends in the graph on packet page 148

The spike in January 2020 compared to January 2019 is due to a timing difference in the collection of tax receipts for the Debt Service Fund. In January 2020, the District collected \$58 million more than in January 2019 with \$54 million received on the last two days of the month in January 2020. Receipts were comparatively higher in February 2019 and December 2018 compared to February 2020 and December 2019.

Agenda Items: March 11, 2021

Board Meeting

Q&A

CA(LOCAL) states, “The debt policy shall be reviewed annually by the District's chief financial officer as well as the District's bond counsel and financial advisors. The debt management policy shall be approved annually by the Board.” Please share a copy of that policy and verify that the policy has been reviewed and approved per CA(LOCAL) within the past 12 months.

Debt Policy was approved June 11, 2020. Item I-9.

ITEM 1.8/I.9

Can you please provide the portion of HISD’s org chart that includes these 4 individuals, as well as a brief job description for each position?

Job Descriptions:

Controller:

- Directs the strategic operations of 9 departments: General Accounting, Payroll, Treasury, Accounts Payable, Internal Service Funds Accounting, Enterprise Fund/Nutrition Services Accounting, Bond Accounting, Fixed Assets, and Special Revenue Funds Accounting.
- Monitors and directs the financial accounting and reporting activities of the District.
- Directs the Governance, Risk, & Compliance (GRC) process.

Treasurer:

- Oversee and initiate investment activity including purchases, redemptions and reporting.
- Manage all aspects of debt and related financial and regulatory reporting including debt service fund budget.
- Supervise internal control environment for cash, investments, and debt.
- Bank relationship management.
- Financial Statement preparation.

Sr. Accountant / Treasury Analyst:

- Review cash and deposit transactions.
- Initiate investment pool deposits or redemptions.
- Initiate or release daily wire activity.
- Reconcile general ledger accounts.

Agenda Items: March 11, 2021 Board Meeting

Q&A

Sr. Accountant / Treasury Analyst:

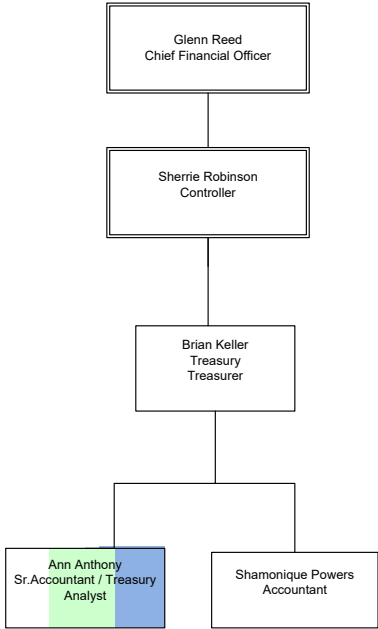
- Resolve SAP issues for Treasury.
- Update investment activity in investment software.
- Prepare debt issuance entries.
- Prepare CAFR schedules and audit schedules.






Accountant:

- Monitor daily bank activity (fraud review).
- Initiate bank transfers.
- Monitor depository collateral.
- Prepare debt payments.
- Prepare general ledger entries.
- Maintain wire templates.
- Prepare cash flow recaps (Cashbooks).

MARCH 2021

Houston Independent School District
ORGANIZATION, February 26, 2021
Controller's Office



-  Position funded through the Facilities Bond Program/Capital Projects
-  Food Service Funds (FD1)
-  Internal Service Funds
-  Enterprise Funds
-  Special Revenues (SR1): Title Money, Grants

2018-2019 HISD School Leader Appraisal Summative Rating Details

Omit the Scorecard; ratings would be based only on the Coaching & Development Process, which includes a minimum of 2 observations of a School Leader by his/her supervisor.

Name:
Employee ID:
Title:

Area:
Campus ID:
Campus Name:

Indicator	Percent Weight	Score	Weighted Score
School Scorecard Performance Level:	75%	3	2.25
Coaching & Development:	25%	4	1.00
Calculated Rating:	3.25		
Final Summative Rating:	Effective		

Appraiser Name (Print): _____ Appraiser Signature: _____ Date: _____

Signature of Receipt by Employee: _____ Date: _____

Final Summative Rating Explanation

Calculated Rating	1.00 → 1.49	1.50 → 2.49	2.50 → 3.49	3.50 → 4.00
Final Summative Rating	Ineffective	Needs Improvement	Effective	Highly Effective

SAMPLE

HISD 2018-2019 School Leader Appraisal Scorecard HS School

PERFORMANCE INDICATOR	Percent Weight	District Goal	2017 Corrected Data	2018 Performance Targets				2018 Performance		
				Score				Data	Score	Wtd Score
				1	2	3	4			
				Regression	No Growth	Growth or Keep High Lvl.	Meet Stretch Goal			
Student Performance	50%									
% Met STAAR EOC English I&II Lvl2	5.68%	57.1%	46.3%	0.0% → 41.6%	41.7% → 46.3%	46.4% → 57.0%	57.1% → 100.0%			
% Met STAAR EOC English I&II Lvl3	5.68%	6.9%	0.6%	0.0% → 0.4%	0.5% → 0.6%	0.7% → 6.8%	6.9% → 100.0%			
% Met STAAR EOC Algebra I Lvl2	5.68%	75.0%	75.6%	0.0% → 67.9%	68.0% → 75.6%	75.7% → 82.9%	83.0% → 100.0%			
% Met STAAR EOC Algebra I Lvl3	5.68%	23.0%	10.0%	0.0% → 9.4%	9.5% → 10.0%	10.1% → 22.9%	23.0% → 100.0%			
PSAT College Readiness	4.55%	22.6%	6.8%	0.0% → 6.4%	6.5% → 6.8%	6.9% → 22.5%	22.6% → 100.0%			
4-Year Cohort Graduation Rate	4.55%	84.3%	88.6%	0.0% → 84.1%	84.2% → 88.6%	88.7% → 89.9%	90.0% → 100.0%			
5-Year Cohort Graduation Rate		86.6%	89.6%	100.0% ← 85.0%	85.1% ← 89.6%	89.7% ← 89.9%	90.0% ← 0.0%			
4-Year Cohort Dropout Rate	4.55%	9.4%	9.6%	0.0% → 10.2%	10.1% → 9.7%	9.6% → 9.5%	9.4% → 100.0%			
5-Year Cohort Dropout Rate		10.6%	9.8%	100.0% ← 10.4%	10.3% ← 9.8%	9.7% ← 5.1%	5.0% ← 0.0%			
% enrolled passing Advanced Courses (AP/IB/Dual Credit/Honors)	6.37%	72.9%	46.4%	0.0% → 44.0%	44.1% → 46.4%	46.5% → 72.8%	72.9% → 100.0%			
% enrolled passing AP/IB exam	2.73%	35.3%	4.1%	0.0% → 3.8%	3.9% → 4.1%	4.2% → 35.2%	35.3% → 100.0%			
Attendance Rate	2.27%	95.0%	93.9%	0.0% → 89.1%	89.2% → 93.9%	94.0% → 94.9%	95.0% → 100.0%			
Chronic Absence Rate	2.27%	13.9%	16.3%	100.0% ← 17.2%	17.1% ← 16.3%	16.2% ← 14.0%	13.9% ← 0.0%			
School Performance	30%									
Campus Accountability Rating	25%		3	Needs Improvement		Met Standard	Met Standard >=3 AAD			
Discipline Rate	3%	3.0%	7.1%	100.0% ← 7.6%	7.5% ← 7.1%	7.0% ← 3.1%	3.0% ← 0.0%			
Out-of-School Suspensions Rate	2%	14.1%	20.5%	100.0% ← 21.6%	21.5% ← 20.5%	20.4% ← 14.2%	14.1% ← 0.0%			
Districtwide Teacher Effectiveness	20%									
Percent of Highly Effective Teachers Retained	10%	90.0%	91.1%	0.0% → 76.4%	76.5% → 80.9%	81.0% → 89.9%	90.0% → 100.0%			
Percent of Ineffective Teachers Exited	10%	50.0%	65.3%	0.0% → 42.4%	42.5% → 44.9%	45.0% → 49.9%	50.0% → 100.0%			
TOTALS	100%									
Total Weighted Score										
Performance Level				1.00 → 1.49	1.50 → 2.49	2.50 → 3.49	3.50 → 4.00			

GREY = data not available and/or no pre-established targets. Definitions of performance Indicators and targets setting are in Appendix.

Appraiser Name (Print): _____ Appraiser Signature: _____ Date: _____

Signature of Receipt by Employee: _____ Date: _____

☐ The Scorecard is waived for this School Leader; School Leader was not in his/her current position at this campus as of September 1, 2017.

High Schools TFH Fellows Graduated From
Austin High School
Barbara Jordan
Bellaire High School
Booker T. Washington High School
Carnegie Vanguard High School
Challenge Early College High School
Chavez High School
Debakey High School
Eastwood Academy
Furr High School
Heights High School
Houston Academy for International Studies
Lamar High School
Law Enforcement & Criminal Justice High School
Liberty High School
Madison High School
Milby High School
North Forest High School
North Houston Early College HS
Northside High School
Sam Houston MSTC
Sharpstown High School
Sharpstown International School
Sterling High School
Waltrip High School
Westbury High School
Westside High School
Wisdom High School
Yates High School
Young Women's College Preparatory Academy

Vendor Performance Evaluation Survey

* Required

To be completed by project Evaluation Committee and/or End User(s)

To ensure the best value to the District, the Houston ISD Purchasing Services Department requires that all awarded vendors be evaluated for performance by the end users who utilize these contracts. This short survey will enable us to evaluate the products and services awarded by all approved vendors and better track key performance indicators (KPI's).

Position *

Principal ▼

Choose One: *



Campus



Department

Vendor Name: *

ABC Company

I am completing this survey in reference to:

Vendor Issue ▼



What type of service did you receive from the vendor *

Academics

Project Number: (If you are unaware of the Project Number related to this vendor, please reference Board Approved Vendor List

<https://www.houstonisd.org/Page/154804>

01-02-03

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Vendor Performance Evaluation Survey

* Required

Criteria

Please evaluate the performance of the Vendor on a scale of one (1) through ten (10), with 10 being the highest. If you do not have sufficient knowledge of Vendor's past and/or current performance in a particular area, please indicate below.

Ability to Manage Cost *

	1	2	3	4	5	6	7	8	9	10	
Low	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	High

Quality of Product(s) and/or Services *

	1	2	3	4	5	6	7	8	9	10	
Low	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	High

Quality of Customer Service *

	1	2	3	4	5	6	7	8	9	10	
Low	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	High



Quick Response Time *

	1	2	3	4	5	6	7	8	9	10	
Low	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	High

Ability to Maintain Confidentiality *

	1	2	3	4	5	6	7	8	9	10	
Low	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	High

Close Out Process (invoicing, no unexpected fees) *

	1	2	3	4	5	6	7	8	9	10	
Low	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	High

Communication *

	1	2	3	4	5	6	7	8	9	10	
Low	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	High

Ability to Follow Rules, Regulations, and Requirements *

	1	2	3	4	5	6	7	8	9	10	
Low	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	High



Overall Customer Satisfaction Based on Performance (comfort level using company again) *

	1	2	3	4	5	6	7	8	9	10	
Low	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	High

Please provide a brief description of the goods and/or services provided to the District by the Vendor and include any additional information (issues, concerns, comments, etc.) as necessary. *

Employee is able to type text here on their issues, concerns, comments, etc...

E-mail - NOTE: If you choose to submit an anonymous survey (do not provide your email address) and have specific issues regarding a particular vendor, there may be little that Purchasing Services can do to rectify an issue since we are not going to be able to discuss these issues with the person reporting them. It would be difficult for us to blame a vendor for poor performance if we cannot obtain supporting information (facts) about the issues to ensure the complaints/issues reported can actually be supported. *

Employee should enter their HISD email address:

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HISD 2018-2019 School Leader Scorecard

Elementary School Level

PERFORMANCE INDICATOR	Percent Weight	District Goal	17-18 Corrected Data	2018-2019 Performance Targets				18-19 Performance		
				Score				Data	Score	Wtd Score
				1	2	3	4			
Student Performance	50%			Regression	No Growth	Growth or Keep High Lvl.	Meet Stretch Goal			
% Approaches in STAAR Reading	10.75%	69.0%	57.5%	0.0% → 51.7%	51.8% → 57.5%	57.6% → 68.9%	69.0% → 100.0%	60.0%	3	0.32
% Masters in STAAR Reading	10.75%	20.9%	12.5%	0.0% → 11.8%	11.9% → 12.5%	12.6% → 20.8%	20.9% → 100.0%	14.6%	3	0.32
% Approaches in STAAR Math	10.75%	72.0%	69.1%	0.0% → 62.1%	62.2% → 69.1%	69.2% → 71.9%	72.0% → 100.0%	67.0%	2	0.22
% Masters in STAAR Math	10.75%	19.3%	16.5%	0.0% → 15.6%	15.7% → 16.5%	16.6% → 19.2%	19.3% → 100.0%	19.0%	3	0.32
Attendance Rate	3.50%	98.0%	96.0%	0.0% → 91.1%	91.2% → 96.0%	96.1% → 97.9%	98.0% → 100.0%	95.5%	2	0.07
Chronic Absence Rate	3.50%	4.6%	6.6%	100.0% ← 7.0%	6.9% ← 6.6%	6.5% ← 4.7%	4.6% ← 0.0%	10.4%	1	0.04
School Performance	30%									
Campus Accountability Rating	25%		Met	F	D	C	A/B	C	3	0.75
Discipline Rate	3%	0.12%	0.15%	100.0% ← 0.46%	0.45% ← 0.30%	0.29% ← 0.13%	0.12% ← 0.0%	0.15%	3	0.09
Out-of-School Suspensions Rate	2%	1.1%	0.2%	100.0% ← 1.6%	1.5% ← 1.4%	1.3% ← 1.2%	1.1% ← 0.0%	0.8%	4	0.08
Districtwide Teacher Effectiveness	20%									
Percent of Highly Effective Teachers Retained	10%	90.0%	90.7%	0.0% → 76.4%	76.5% → 80.9%	81.0% → 89.9%	90.0% → 100.0%	89.4%	3	0.30
Percent of Ineffective Teachers Exited	10%	50.0%	51.2%	0.0% → 42.4%	42.5% → 44.9%	45.0% → 49.9%	50.0% → 100.0%	81.4%	4	0.40
TOTALS	100%									
Total Weighted Score				1.00 → 1.49	1.50 → 2.49	2.50 → 3.49	3.50 → 4.00		2.91	
Performance Level				1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective		3	

GREY = data not available and/or no pre-established targets.

Early Childhood Centers student performance measures based on pairing to a designated elementary campus.

Definitions of performance Indicators and targets setting are in Appendix.

HISD 2018-2019 School Leader Scorecard

K-8 School Level

PERFORMANCE INDICATOR	Percent Weight	District Goal	17-18 Corrected Data	2018-2019 Performance Targets				18-19 Performance		
				Score				Data	Score	Wtd Score
				1	2	3	4			
Student Performance	50%			Regression	No Growth	Growth or Keep High Lvl.	Meet Stretch Goal			
% Approaches in STAAR Reading	8.75%	69.1%	59.3%	0.0% → 53.3%	53.4% → 59.3%	59.4% → 69.0%	69.1% → 100.0%	68.6%	3	0.26
% Masters in STAAR Reading	8.75%	19.7%	10.0%	0.0% → 9.4%	9.5% → 10.0%	10.1% → 19.6%	19.7% → 100.0%	15.3%	3	0.26
% Approaches in STAAR Math & EOC Alg.I combined	8.75%	71.4%	57.5%	0.0% → 51.7%	51.8% → 57.5%	57.6% → 71.3%	71.4% → 100.0%	65.1%	3	0.26
% Masters in STAAR Math & EOC Alg.I combined	8.75%	18.0%	6.1%	0.0% → 5.7%	5.8% → 6.1%	6.2% → 17.9%	18.0% → 100.0%	12.7%	3	0.26
% enrolled passing Algebra I or Geometry	5.00%	37.3%	13.6%	0.0% → 12.8%	12.9% → 13.6%	13.7% → 37.2%	37.3% → 100.0%	49.4%	4	0.20
Attendance Rate	2.50%	98.0%	95.8%	0.0% → 90.9%	91.0% → 95.8%	95.9% → 97.9%	98.0% → 100.0%	96.4%	3	0.08
Chronic Absence Rate	2.50%	4.6%	5.4%	100.0% ← 5.8%	5.7% ← 5.4%	5.3% ← 4.7%	4.6% ← 0.0%	4.6%	4	0.10
Annual Dropout Rate	5.00%	0.70%	0.52%	100.0% ← 0.75%	0.74% ← 0.73%	0.72% ← 0.71%	0.70% ← 0.0%	1.91%	1	0.05
School Performance	30%									
Campus Accountability Rating	25%		Met	F	D	C	A/B	D	2	0.50
Discipline Rate	3%	3.0%	2.8%	100.0% ← 3.5%	3.4% ← 3.3%	3.2% ← 3.1%	3.0% ← 0.0%	4.6%	1	0.03
Out-of-School Suspensions Rate	2%	13.6%	11.1%	100.0% ← 14.1%	14.0% ← 13.9%	13.8% ← 13.7%	13.6% ← 0.0%	19.9%	1	0.02
Districtwide Teacher Effectiveness	20%									
Percent of Highly Effective Teachers Retained	10%	90.0%	90.7%	0.0% → 76.4%	76.5% → 80.9%	81.0% → 89.9%	90.0% → 100.0%	89.4%	3	0.30
Percent of Ineffective Teachers Exited	10%	50.0%	51.2%	0.0% → 42.4%	42.5% → 44.9%	45.0% → 49.9%	50.0% → 100.0%	81.4%	4	0.40
TOTALS	100%									
Total Weighted Score				1.00 → 1.49	1.50 → 2.49	2.50 → 3.49	3.50 → 4.00	2.72		
Performance Level				1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	3		

GREY = data not available and/or no pre-established targets.

Definitions of performance Indicators and targets setting are in Appendix.

HISD 2018-2019 School Leader Scorecard

Middle School Level

PERFORMANCE INDICATOR	Percent Weight	District Goal	17-18 Corrected Data	2018-2019 Performance Targets				18-19 Performance		
				Score				Data	Score	Wtd Score
				1	2	3	4			
Student Performance	50%			Regression	No Growth	Growth or Keep High Lvl.	Meet Stretch Goal			
% Approaches in STAAR Reading	8.75%	69.2%	79.8%	0.0% → 71.7%	71.8% → 79.8%	79.9% → 85.8%	85.9% → 100.0%	79.4%	2	0.17
% Masters in STAAR Reading	8.75%	18.2%	31.2%	0.0% → 29.5%	29.6% → 31.2%	31.3% → 36.1%	36.2% → 100.0%	32.9%	3	0.26
% Approaches in STAAR Math & EOC Alg.I combined	8.75%	70.9%	85.1%	0.0% → 76.5%	76.6% → 85.1%	85.2% → 91.0%	91.1% → 100.0%	82.2%	2	0.17
% Masters in STAAR Math & EOC Alg.I combined	8.75%	16.7%	27.2%	0.0% → 25.7%	25.8% → 27.2%	27.3% → 32.0%	32.1% → 100.0%	26.0%	2	0.17
% enrolled passing Algebra I or Geometry	5.00%	37.3%	29.4%	0.0% → 27.8%	27.9% → 29.4%	29.5% → 37.2%	37.3% → 100.0%	29.0%	2	0.10
Attendance Rate	2.50%	97.0%	96.2%	0.0% → 91.3%	91.4% → 96.2%	96.3% → 96.9%	97.0% → 100.0%	96.1%	2	0.05
Chronic Absence Rate	2.50%	8.8%	5.2%	100.0% ← 9.3%	9.2% ← 9.1%	9.0% ← 8.9%	8.8% ← 0.0%	5.4%	4	0.10
Annual Dropout Rate	5.00%	0.70%	0.14%	100.0% ← 0.75%	0.74% ← 0.73%	0.72% ← 0.71%	0.70% ← 0.0%	1.14%	1	0.05
School Performance	30%									
Campus Accountability Rating	25%		Met	F	D	C	A/B	A	4	1.00
Discipline Rate	3%	3.0%	10.1%	100.0% ← 10.7%	10.6% ← 10.1%	10.0% ← 3.1%	3.0% ← 0.0%	11.7%	1	0.03
Out-of-School Suspensions Rate	2%	13.6%	20.8%	100.0% ← 21.9%	21.8% ← 20.8%	20.7% ← 13.7%	13.6% ← 0.0%	32.6%	1	0.02
Districtwide Teacher Effectiveness	20%									
Percent of Highly Effective Teachers Retained	10%	90.0%	90.7%	0.0% → 76.4%	76.5% → 80.9%	81.0% → 89.9%	90.0% → 100.0%	89.4%	3	0.30
Percent of Ineffective Teachers Exited	10%	50.0%	51.2%	0.0% → 42.4%	42.5% → 44.9%	45.0% → 49.9%	50.0% → 100.0%	81.4%	4	0.40
TOTALS	100%									
Total Weighted Score				1.00 → 1.49	1.50 → 2.49	2.50 → 3.49	3.50 → 4.00	2.82		
Performance Level				1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	3		

GREY = data not available and/or no pre-established targets.

Definitions of performance Indicators and targets setting are in Appendix.

High School Level												
Performance Indicator	Percent Weight	District Goal	17-18 Corrected Data	2018-2019 Performance Targets				18-19 Performance				
				Score				Data	Score	Wtd Score		
				1	2	3	4					
Student Performance	50%			Regression	No Growth	Growth or Keep High Lvl.	Meet Stretch Goal					
% Approaches in STAAR EOC Eng.I&II	5.68%	57.1%	72.7%	0.0% → 65.3%	65.4% → 72.7%	72.8% → 82.3%	82.4% → 100.0%	74.8%	3	0.17		
% Masters in STAAR EOC Eng.I&II	5.68%	6.9%	12.9%	0.0% → 12.2%	12.3% → 12.9%	13.0% → 17.4%	17.5% → 100.0%	16.5%	3	0.17		
% Approaches in STAAR EOC Alg.I	5.68%	75.0%	80.1%	0.0% → 72.0%	72.1% → 80.1%	80.2% → 86.9%	87.0% → 100.0%	79.9%	2	0.11		
% Masters in STAAR EOC Alg.I	5.68%	23.0%	24.4%	0.0% → 23.1%	23.2% → 24.4%	24.5% → 31.7%	31.8% → 100.0%	29.8%	3	0.17		
PSAT College Readiness	4.55%	22.6%	35.0%	0.0% → 33.2%	33.3% → 35.0%	35.1% → 43.5%	43.6% → 100.0%	39.3%	3	0.14		
4-Year Cohort Graduation Rate	4.55%	84.3%	94.0%	0.0% → 89.2%	89.3% → 89.7%	89.8% → 89.9%	90.0% → 100.0%	93.8%	4	0.18		
5-Year Cohort Graduation Rate		86.6%	93.9%	0.0% → 89.1%	89.2% → 89.7%	89.8% → 89.9%	90.0% → 100.0%	94.9%	4			
4-Year Cohort Dropout Rate	4.55%	9.4%	4.1%	100.0% ← 5.5%	5.4% ← 5.3%	5.2% ← 5.1%	5.0% ← 0.0%	4.2%	4	0.18		
5-Year Cohort Dropout Rate		10.6%	4.0%	100.0% ← 5.5%	5.4% ← 5.3%	5.2% ← 5.1%	5.0% ← 0.0%	4.4%	4			
% enrolled passing Advanced Courses (AP/IB/Dual Credit/Honors)	6.37%	72.9%	70.0%	0.0% → 66.4%	66.5% → 70.0%	70.1% → 72.8%	72.9% → 100.0%	85.5%	4	0.25		
% enrolled passing AP/IB exam	2.73%	35.3%	29.8%	0.0% → 28.2%	28.3% → 29.8%	29.9% → 35.2%	35.3% → 100.0%	27.0%	1	0.03		
Attendance Rate	2.27%	95.0%	94.2%	0.0% → 89.4%	89.5% → 94.2%	94.3% → 94.9%	95.0% → 100.0%	94.5%	3	0.07		
Chronic Absence Rate	2.27%	15.8%	13.1%	100.0% ← 16.3%	16.2% ← 16.1%	16.0% ← 15.9%	15.8% ← 0.0%	11.7%	4	0.09		
School Performance	30%											
Campus Accountability Rating	25%		Met	F	D	C	A/B	B	4	1.00		
Discipline Rate	3%	3.0%	1.7%	100.0% ← 3.5%	3.4% ← 3.3%	3.2% ← 3.1%	3.0% ← 0.0%	2.2%	4	0.12		
Out-of-School Suspensions Rate	2%	13.6%	6.6%	100.0% ← 14.1%	14.0% ← 13.9%	13.8% ← 13.7%	13.6% ← 0.0%	6.4%	4	0.08		
Districtwide Teacher Effectiveness	20%											
Percent of Highly Effective Teachers Retained	10%	90.0%	90.7%	0.0% → 76.4%	76.5% → 80.9%	81.0% → 89.9%	90.0% → 100.0%	89.4%	3	0.30		
Percent of Ineffective Teachers Exited	10%	50.0%	51.2%	0.0% → 42.4%	42.5% → 44.9%	45.0% → 49.9%	50.0% → 100.0%	81.4%	4	0.40		
TOTALS	100%											
Total Weighted Score				1.00 → 1.49	1.50 → 2.49	2.50 → 3.49	3.50 → 4.00	3.46				
Performance Level				1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	3				
GREY = data not available and/or no pre-established targets.		Definitions of performance Indicators and targets setting are in Appendix.										

HISD 2018-2019 School Leader Scorecard

6-12 School Level

PERFORMANCE INDICATOR	Percent Weight	District Goal	17-18 Corrected Data	2018-2019 Performance Targets				18-19 Performance		
				Score				Data	Score	Wtd Score
				1	2	3	4			
<i>Student Performance</i>	50%			Regression	No Growth	Growth or Keep High Lvl.	Meet Stretch Goal			
% Approaches in STAAR Reading & EOC Eng.I&II combined	5.50%	63.8%	96.9%	0.0% → 87.1%	87.2% → 94.7%	94.8% → 94.9%	95.0% → 100.0%	95.9%	4	0.22
% Masters in STAAR Reading & EOC Eng.I&II combined	5.50%	13.1%	36.0%	0.0% → 34.1%	34.2% → 36.0%	36.1% → 40.5%	40.6% → 100.0%	37.5%	3	0.16
% Approaches in STAAR Math & EOC Alg.I combined	5.50%	70.9%	88.3%	0.0% → 79.4%	79.5% → 88.3%	88.4% → 94.9%	95.0% → 100.0%	96.4%	4	0.22
% Masters in STAAR Math & EOC Alg.I combined	5.50%	16.7%	15.7%	0.0% → 14.8%	14.9% → 15.7%	15.8% → 16.6%	16.7% → 100.0%	19.3%	4	0.22
PSAT College Readiness	4.00%	22.6%	25.8%	0.0% → 24.4%	24.5% → 25.8%	25.9% → 34.3%	34.4% → 100.0%	31.0%	3	0.12
4-Year Cohort Graduation Rate	4.00%	84.3%	100.0%	0.0% → 89.5%	89.6% → 89.7%	89.8% → 89.9%	90.0% → 100.0%	100.0%	4	0.16
5-Year Cohort Graduation Rate		86.6%		0.0% →	→	→	→ 100.0%	100.0%		
4-Year Cohort Dropout Rate	4.00%	9.4%	0.0%	100.0% ← 5.5%	5.4% ← 5.3%	5.2% ← 5.1%	5.0% ← 0.0%	0.0%	4	0.16
5-Year Cohort Dropout Rate		10.6%		100.0% ←	←	←	← 0.0%	0.0%		
Annual Dropout Rate	4.00%	0.70%	0.39%	100.0% ← 0.75%	0.74% ← 0.73%	0.72% ← 0.71%	0.70% ← 0.0%	3.51%	1	0.04
% enrolled passing Advanced Courses (AP/IB/Dual Credit/Honors)	5.60%	71.7%	69.4%	0.0% → 65.8%	65.9% → 69.4%	69.5% → 71.6%	71.7% → 100.0%	100.0%	4	0.22
% enrolled passing AP/IB exam	2.40%	31.7%	31.3%	0.0% → 29.6%	29.7% → 31.3%	31.4% → 31.6%	31.7% → 100.0%	29.3%	1	0.02
Attendance Rate	2.00%	97.0%	96.7%	0.0% → 91.8%	91.9% → 96.7%	96.8% → 96.9%	97.0% → 100.0%	96.5%	2	0.04
Chronic Absence Rate	2.00%	8.8%	2.8%	100.0% ← 9.3%	9.2% ← 9.1%	9.0% ← 8.9%	8.8% ← 0.0%	4.5%	4	0.08
<i>School Performance</i>	30%									
Campus Accountability Rating	25%		Met	F	D	C	A/B	A	4	1.00
Discipline Rate	3%	3.0%	1.0%	100.0% ← 3.5%	3.4% ← 3.3%	3.2% ← 3.1%	3.0% ← 0.0%	0.8%	4	0.12
Out-of-School Suspensions Rate	2%	13.6%	4.2%	100.0% ← 14.1%	14.0% ← 13.9%	13.8% ← 13.7%	13.6% ← 0.0%	1.0%	4	0.08
<i>Districtwide Teacher Effectiveness</i>	20%									
Percent of Highly Effective Teachers Retained	10%	90.0%	90.7%	0.0% → 76.4%	76.5% → 80.9%	81.0% → 89.9%	90.0% → 100.0%	89.4%	3	0.30
Percent of Ineffective Teachers Exited	10%	50.0%	51.2%	0.0% → 42.4%	42.5% → 44.9%	45.0% → 49.9%	50.0% → 100.0%	81.4%	4	0.40
TOTALS	100%									
Total Weighted Score				1.00 → 1.49	1.50 → 2.49	2.50 → 3.49	3.50 → 4.00	3.56		
Performance Level				1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	4		

GREY = data not available and/or no pre-established targets.

Definitions of performance Indicators and targets setting are in Appendix.