Local Accountability Systems Domain Proposals

Texas Education Agency |Academics |Performance Reporting

Alief

District	Current Indicator	Measures	New Domain	Data Collection	How many years of data do you have access to for this measure? Ex: none, 1, 2, 3+	Standards				
Notes	This represents our current system's categories.	This is the measure in our current system.	Use the drop down to determine where this indicator fits in the new LAS Domain system.	Describe the data source for this measure. Ex: ESP report, TEA Assessment report, Survey, Campus reported list, PD records etc.	How many years of data do you have access to for this measure? Ex: none, 1, 2, 3+	F	D	C	B	A
Alief	Fine Arts	Evaluate the number of students enrolled in fine art courses.	Academics	Cognos Report	4	Less than 35% of students are enrolled	35 to 39% of students are enrolled in a Fine	40 to 49% of students are enrolled in a Fine	50 to 59% of students are enrolled in a Fine	60% or more of students are enrolled
Alief	Fine Arts	Evaluate the percent of students continuing Fine Arts beyond the graduation requirements	Future Ready Learner	Cognos Report	4	Less than 15% of students are enrolled	15 to 19% of students are enrolled in	20% - 29% of students are enrolled in	30% - 40% of students are enrolled in	Greater than 40% of students are enrolled
Alief	Fine Arts	Evaluate the percent of Fine Arts students competing in UIL	Extra/Co-Curricular	Campus Reported List	4	Less than 5% of participating FA	5 to 6% of participating FA	7 to 10% of participating FA	11 to 15% of participating FA	16 to 20% of participating FA
Alief	Fine Arts	Evaluate the number of opportunities for fine arts exhibitions and performances	Extra/Co-Curricular	Campus Reported List	4	Less than the recommended	Elementary: 6 Inter: 18	Elementary: 7 Inter: 19	Elementary: 8-9 Inter: 20-22	Elementary:10+ Inter: 23+
Alief	Fine Arts	Evaluate the number of opportunites to participate in special fine arts events.	Extra/Co-Curricular	Campus Reported List	4	Less than the recommended	2 opportunities	3 opportunities	4 opportunities	5 opportunities
Alief	Wellness and Physical Education	Evaluate adherance to the wellness policy guidelines	Culture and Climate	Wellness Policy Survey	This will be the first year	Fewer than 2 points scored on the	2 or 3 points scored on the wellness policy	4-6 points scored on the wellness policy	At least 7 points scored on the	8-9 points scored on the wellness policy
Alief	Wellness and Physical Education	Evaluate adherance to nutrition guidelines	Culture and Climate	Wellness Policy Survey	This will be the first year	Fewer than 4 points scored on the	4-6 points scored on the wellness policy	7-9 points scored on the wellness policy	10-11 points scored on the wellness policy	At least 12 points scored on the
Alief	Wellness and Physical Education	Evaluate adherance to nutrition and health education guidelines	Culture and Climate	Wellness Policy Survey	This will be the first year	Fewer than 5 points scored on the	5-7 points scored on the wellness policy	8-11 points scored on the wellness policy	12-13 points scored on the wellness policy	At least 14 points scored on the
Alief	Wellness and Physical Education	Evaluate adherance to physical activity and education guidelines	Culture and Climate	Wellness Policy Survey	This will be the first year	Fewer than 7 points scored on the	7- 10 points scored on the policy survey	11-16 points scored on the wellness policy	17-20 points scored on (elementary and	At least 21 points scored (elementary
Alief	Wellness and Physical Education	Evaluate adherance to other school activities and employee wellness guidelines	Culture and Climate	Wellness Policy Survey	This will be the first year	Fewer than 5 points scored on the	5-7 points scored on the wellness policy	8-9 points scored on the wellness policy	10-12 points scored on the wellness policy	At least 13 points scored on the
Alief	Wellness and Physical Education	Evaluate adherance to health services guidelines	Culture and Climate	Wellness Policy Survey	This will be the first year	Fewer than 4 points scored	4-5 points scored on the wellness policy	6-7 points scored on the wellness policy	8-9 points scored on the wellness policy	At least 10 points scored on the
Alief	Community and Parental Involvement	Evaluate the number of parent/family and community volunteer hours per week	Culture and Climate	MIS Database report Local volunteer sign in sheets	5	Average of 0 parent/family and	Average of 1-3 parent/family and	Average of 4-6 parent/family and	Average of 7-9 parent/family and	Average of 10+ parent/family and
Alief	Community and Parental Involvement	Evaluate the percent of students with at least one family member interaction on campus	Culture and Climate	ESP reports and local sign in sheets	5	<5% of student population with at	5% and <10% of student population	10% and < 30% of student population	30% and <55% of student population	55% or greater of student population
Alief	Community and Parental Involvement	Evaluate the number of community service activities offered by the campus	Culture and Climate	Campus documnetation including correspondence with community organizations and sign in shets and	5	0 community service activities	1 community service activity	2-3 community service activities	4-5 community service activities	>5 community service activities
Alief	21st Century Workforce Development	Evaluate the percent of student completing a coherent sequence of CTE courses.	Future Ready Learner	PEIMS report - Fall / Summer Snapshot	3+	0-12% of exiting 12th graders currently	13-28% of exiting 12th graders currently	29%-44% of exiting 12th graders currently	45%-59% of exiting 12th graders currently	60% or higher of exiting 12th graders
Alief	21st Century Workforce Development	Evaluate the number of dual credit or articulated workforce courses offered to students.	Future Ready Learner	PEIMS report (ESP) - Course Type / Enrollment	3+	Less than 3 dual credit or articulated	Less than 6 dual credit or articulated	9 or more dual credit or articulated CTE	12 or more dual credit or articulated CTE	15 or more dual credit or articulated CTE
Alief	21st Century Workforce Development	Evaluate the number of industry certifications or licensures offered to CTE students	Future Ready Learner	ESP Report plus CTE Database	3+	Less than three industry certifications	Three or more industry	Five or more industry certifications or	Seven or more industry certifications or	Nine or more industry certifications or
Alief	21st Century Workforce Development	Evaluate the number of industry certifications or licensures earned by CTE students	Future Ready Learner	ESP Report plus CTE Database	3+	Less than 29% of the students taking a	30% or more of the students who took	45% or more of the students who took	60% or more of the students who took	75% or more of the students who took
Alief	21st Century Workforce Development	Evaluate the percnet of students participating in career assessments.	Future Ready Learner	Naviance report	3+	Zero to 44% of exiting 7th graders have	45%-59% of exiting 7th graders have	60%-74% of exiting 7th graders have	75%-89% of exiting 7th graders have	90% or higher percent of exiting 7th graders
Alief	21st Century Workforce Development	Evaluate the number of student centered college and career enrichment opportunities provided by campus	Future Ready Learner	Campus reported list based upon criteria	3+	4 or less opportunities	5-8 or less opportunities	9-11 opportunities provided annually	12-15 opportunities provided annually	16 or more opportunities
Alief	21st Century Workforce Development	Evaluate the number of student centered college and career enrichment opportunities provided by business/industry partners	Future Ready Learner	Campus reported list based upon criteria	3+	2 or less opportunities	3 opportunities provided annually	4-5 opportunities provided annually	6-7 opportunities provided annually	8 or more opportunities
Alief	Second Language Acquisition	Evaluate the English Language Development progress through TELPAS	Academics	TEA Reports	3+	Below unacceptable at state average. -16	Unacceptable at state average. -15	Acceptable at state average -6/-14	Recognized at state average. +5/-5	Exemplary at state average +6
Alief	Second Language Acquisition	Evaluate the academic achievement of Monitor students	Remove this Indicator		3+	6 or more points below the state	5 or more points below the state	Within 4 points of the State standard	5-9 points above state standard	10 or more points above state standard
Alief	Second Language Acquisition	Evaluate the percent of teachers trained in Sheltered Instruction or who have an ESL Certification	Culture and Climate	District data collectected from State report submission to TEA	3+	59% or fewer trained	60-69% trained	70%-79% trained	80%-89% trained	90%-100% trained
Alief	Second Language Acquisition	Evaluate the percent of students passing a foreign language AP exam	Academics	AP Reports	3+	39% or fewer of students scored a 3 or	40-54% students scored a 3 or higher	55% - 69% of students scored a 3 or higher	70% - 84% of students scored a 3 or higher	85% - 100% of students scored a 3 or
Alief	Digital Learning Environment	Evaluate instructional technology PD by the percent of teachers who participate in 3 or more hours.	Future Ready Learner	Professional Development reports will be exported from Eduphoria	3+	<70% of teachers earned 3 hours of	70-84% of teachers earned 3 hours of	85-100% of teachers	100% of teachers earned 3 hours of	100% of teachers earned 3 hours of
Alief	Digital Learning Environment	Evaluate the percent of student interactivity within the district Learning Management System (LMS).	Future Ready Learner	Analytics reports will be exported from Schoology with data regarding student login and access information.	3+	<60% of students access interactive	60-69% of students access interactive	70-79% of students access interactive	80-89% of students access interactive	90-100% of students
Alief	Digital Learning Environment	Evaluate the percent of student successfully completing courses for original credit in distance learning courses.	Future Ready Learner	Texas Virtual School Network provides each district with a downloadable report. This report is only valid	3+	<85%	85-88%	89-92%	93-96%	>97%
Alief	Dropout Prevention	Evaluate the percent of 8th grade students with high school credit.	Academics	ESP Report	4	<80%	84.9%-80%	89.9% - 85%	90% - 94.9%	>94.9%
Alief	Dropout Prevention	Evaluate the number of clubs and organizations offered at a campus.	Remove this Indicator	Campus Reported Number		2 or less	3-4	5-7	8-10	> 10
Alief	Dropout Prevention	Attendance rates (ending the 3rd week in April)	Culture and Climate	ESP Report	4	E/I< 94% M < 92.8%	E/I 94%-94.9% M 92.8%-93.8%	E/I=95% - 96% M = 93.9% - 94.9%	E/I = 96.1% - 97.1% M = 95% - 96%	E/I > 97.1% M > 96%
Alief	Gifted and Talented	Evaluate the percent of teachers meeting GT requiremente	Academics	Professional Development logs/reports	3	< 100% of GT teachers meet state	100% of GT teachers meet state	100% of GT teachers meet state	100% of GT teachers meet state	100% of GT teachers meet state
Alief	Gifted and Talented	Evaluate the number of parental involvement opportunities to share or discuss GT program options.	Academics	Parent event agendas; parent sign-in sheets; event email/flyer promotional tools	3	No parental involvement	Offered one parental involvement	Offered two parental involvement	Offered three parental involvement	Offered four or more parental involvement
Alief	Gifted and Talented	Evaluate the level of GT services provided.	Academics	GT pull-out service logs; teacher lesson plans; GT showcase events/student work	3	NOT ALL GT students are receiving required	ALL GT students receive differentiated	ALL GT students receive differentiated	ALL GT Students receive differentiated	All GT students receive differentiated

Wellness and Physical Education

Health Education		RATING	
Campus utilizes Health Education Curriculum Planning Guides to deliver sequential and developmentally appropriate curriculum	N/A	Y	N
Nutrition education is integrated at all levels across the curriculum	N/A	Y	N
Developmentally appropriate bullying curriculum is implemented at every level	N/A	Y	N
Elementary content standards (including CATCH and the District's Human Growth, Development, and Sexuality curriculum for 4thand 5thgrade) are integrated in the school's curriculum and Coordinated School Health Program	N/A	Y	N
Middle school provides health education instruction as part of the PE curriculum and Coordinated School Health Program (including CATCH and the It's Your Game Curriculum)	N/A	Y	N
High school students complete 1 semester (.5 credits) for graduation (including the Parenting and Paternity Awareness/P.A.P.A, CPR and the It's Your Game curriculum). Health teachers must maintain proper certification for each of the above items.	N/A	Y	N

Physical Education and Physical Activity		RATING	
Campus utilizes the District's Physical Education Curriculum to teach sequential and developmentally appropriate curriculum with an emphasis on moderate-to-vigorous activity at 50% or more of class time	N/A	Y	N
Physical education classes do not use physical activity as punishment	N/A	Y	N
Elementary students participate in 30 minutes a day or 135 minutes a week of structured physical activity, with ratios less than 45:1	N/A	Y	N
Middle school students participate in 4 semesters of physical education that meets at least 225 minutes every two weekswith ratios less than 45:1	N/A	Y	N
High school physical education students (75%) are in the target HR zone during workouts	N/A	Y	N
Elementary and intermediate students have daily recess of at least 15 minutes	N/A	Y	N
Students are not removed from recess or physical education for tutoring or for discipline reasons	N/A	Y	N
Physical activity (i.e., brain breaks/energizers) is integrated into the school day via morning activity and in academic classrooms	N/A	Y	N

Active Employee Wellness Committee		RATING	
Campus has an active employee wellness committee that meets a minimum of 3x per year and promotes healthy lifestyles and behaviors	N/A	Y	N
Campus environment supports healthy behaviors, including healthy food options for meetings	N/A	Y	N
At least 3 employee wellness activities are initiated at the campus level	N/A	Y	N
60% of campus employees participate in an Alief sponsored wellness session or fitness event	N/A	Y	N
Health Services		RATING	
Assess, refer, exclude, and report students or employees who have communicable diseases	N/A	Y	N
Assess, intervene, refer and monitor the sick or injured	N/A	Y	N
Nurse should participate as a member of the emergency management team	N/A	Y	N
Nurse identifies health and safety concerns in the school environment and promotes a nurturing school	N/A	Y	N

Wellness & Physical Education Performance	Unacceptable	Acceptable	Recognized	Exemplary
TEKS Based Health Education	1 out of 4 indicators met	2 out of 4 indicators met	3 out of 4 indicators met	all indicators are met
Physical Activity Requirements or Recommendations Met	<60% of indicators met, which must include the recommended or required number of physical activity minutes	60% of indicators met, which must include the recommended or required number of physical activity minutes	80% of indicators met, which must include the recommended or required number of physical activity minutes	100%of indicators met, which must include the recommended or required number of physical activity minutes
Active Employee Wellness	1 out of 4 indicators met	2 out of 4 indicators met	3 out of 4 indicators met	all indicators are met
Health Services	1 our of 4 indicators met	2 out of 4 indicators met	3 out of 4 indicators met	all indicators are met
Wellness Policy	Campus does not complete the wellness policy monitoring tool	60% of the indicators are fully implemented	80% of the indicators are fully implemented	100% of the indicators are fully implemented

21st Century Workforce Development Performance	Unacceptable	Acceptable	Recognized	Exemplary
Percent of students completing a coherent sequence of CTE courses. (high schools)	0-28% of exiting 12th graders currently enrolled in a CTE workforce course	29% to 44% of exiting 12th graders currently enrolled in a CTE workforce course	45%-59%% of exiting 12th graders currently enrolled in a CTE workforce course	60% or higher of exiting 12th graders currently enrolled in a CTE workforce course
Number of dual credit, AP, or articulated workforce courses offered to students. (high schools)	Less than 15 dual credit, AP or articulated CTE courses offered to students.	15 or more dual credit, AP or articulated CTE courses offered to students.	20 or more dual credit, AP or articualted CTE courses offered to students.	25 or more dual credit, AP or articulated CTE courses offered to students.
Number of industry certifications or licensures offered to CTE students. (high schools)	Less than three industry certifications or licensures.	Three or more industry certifications or licensures.	Five or more industry certifications or licensures.	Seven or more industry certifications or licensures.
Number of industry certifications or licensures EARNED by CTE students. (high schools) Data will be from the	Less than 24% of students taking a certification exam earned the certification	25% or more of the students who took the exam earned the certification	50% or more of the students who took the exam earned the certification	75% or more of the students who took an exam passed the exam
Percent of students participating in career assessments. (Middle schools only)	Zero to 49% of exiting 7th graders have participated in 1 or more Career Assessment	50% to 69% of exiting 7th graders have participated in 1 or more Career Assessments	70% to 89% of exiting 7th graders have participated in 1 or more Career Assessments	90% or higher percent of exiting 7th graders have participated in 1 or more Career Assessments
Number of student centered college and career enrichment opportunities provided for participation (i.e. Guest Speakers, College Visits, Career ~~Days (Fairs, Science Fairs)~~	5 or less opportunities provided annually	6-10 opportunities provided annually	11-15 opportunities provided annually	16 or more opportunities provided annually
Number of student centered enrichment opportunities provided by business / industry partners (i.e. SECME; Jr. Achievement; ACE Mentoring; Girls in STEM; etc.	3 or less opportunities provided annually	4-5 opportunities provided annually	6-7 opportunities provided annually	8 or more opportunities provided annually

Community and Parent Involvement Performance	Unacceptable	Acceptable	Recognized	Exemplary
Community Engagement	Average of 0 volunteer hours per week	Average of 1-4 volunteer hours per week	Average of 5-9 volunteer hours per week	Average of 10 + volunteer hours per week
Family Engagement	< 10% of student population with at least 1 family member campus interaction	10% and < 30% of student population with at least 1 family member campus interaction	30% and <55% of student population with at least 1 family member campus interaction	>55% of student population with at least 1 family member campus interaction
Campus - Community Service	0 community service activities	2-3 community service activities	4-5 community service activities	>5 community service activities

Second Language Acquisition Program	Unacceptable	Acceptable	Recognized	Exemplary
English Language Development Progress through TELPAS (Standard is the state average from prior year.)	Unacceptable at state average. -15	Acceptable at state average - 6/-14	Recognized at state average. +5/-5	Exemplary at state average. +6
Academic Achievement of Monitor Students: Yrs 1&2 (Grades 3-10 - must meet minimum size) (Standard is the state average from prior year.)	5 or more points below the state standard	Within 4 points of the State standard	5-9 points above state standard	10 or more points above state standard
Teacher Preparation (ESL Certification in PK-8 and Sheltered Instruction Training in High	Below 70% trained	70%-79% trained	80%-89% trained	90%-100% trained
Students Passing Foreign Language AP Exams	Less than 55% of students scored a 3 or higher	55% - 69% of students scored a 3 or higher	70% - 84% of students scored a 3 or higher	85% - 100% of students scored a 3 or higher

Digital Learning Environment Performance	Unacceptable	Acceptable	Recognized	Exemplary
Professional development digital learning environment opportunities (# of InstrucTechnology PD sessions offered and participated in)	<69% of teachers participated in 3 or more hours of instructional tech PD sessions	70-79% of teachers participated in 3 or more hours of instructional tech PD sessions	80-99% of teachers participated in 3 or more hours of instructional tech PD sessions	100% of teachers participated in 3 or more hours of instructional Tech PD sessions
Teacher Competency / Proficiency Rate (# of teachers who meet district tech competency requirements)	<100% of teachers at each campus are Level 1 Proficient	100% of teachers at each campus are Level 1 Proficient	10%-24% of teachers at each campus have taken at least 7 hrs of Level 2 or 3 courses	25% or more of teachers at each campus have taken at least 7 hrs of Level 2 or 3 courses
K-7 Student Tech Competencies (% of students who master grade level tech competencies)	<50% of students show mastery level on grade level competencies	50-70% of students show mastery level on grade level competencies	71-89% of students show mastery level on grade level competencies	90-100% of students show mastery level on grade level competencies
Student Technology Competencies -8th grade (For this year campuses may choose to use data from last year, or retest students prior to the end of March. In future years, all data will be used from	Lower than TBD points of the State Average	Within TBD points of the State Average	More than TBD points above the State average	More than TBD points above the State average
Digital Learning Environment (Teacher & student usage of Schoology, Edmodo, or Google Classrooms and/or student products using other web based communication /collaboration tools)	<50% of classrooms offer students digital learning environments	50-70% of classrooms offer students digital learning environments	71-89% of classrooms offer students digital learning environments	90-100 % of classrooms offer students digital learning environments
Digital/Distance learning (% of students successfully completing courses for original credit in digital environment)	<85%	86-92%	93-96%	>97%

Educational Programs for Gifted & Talented Students Performance Measures	Unacceptable	Acceptable	Recognized	Exemplary
GT Teachers Meeting State GT Hours Requirements (K-12)	< 100% of GT teachers meet State requirements	100% of GT teachers meet State requirements	100% of GT teachers meet State requirements AND 20% of those GT teachers have 3 additional hours	100% of GT teachers meet State requirements AND >20% of those GT teachers have 6 or more additional hours
Parental Involvement Opportunities to Share or Discuss GT Program Options (K-12)	Less than one parental involvement opportunity during an academic year	One parental involvement opportunity during an academic year	Two parental involvement opportunities during an academic year	Three or more parental involvement opportunities during an academic year
GT services provided	NOT All GT students are receiving required GT services	ALL GT students receive differentiated instruction in the classroom	ALL GT students receive differentiated instruction in the classroom PLUS 1 major project	ALL GT Students receive differentiated instruction in the classroom PLUS 2 or more major projects

Dropout Prevention Performance Measures	Unacceptable	Acceptable	Recognized	Exemplary
Percent of 8th grade students,with High School credit (MS-2015 school year)	<60%	60% - 74%	75% - 90%	>90%
Percent of students participating in extra-curricular classes	< 20%	20% - 29%	30% - 40%	> 40%
Number of clubs/organizations offered	<2	3-4	5-6	> 6
Attendance Rates as of April 2017. "All" category only. (percentages rounded to the nearest tenths place)	E/I< 95.0% M < 93.9% H < 90.0% DAEP < 70.0%	E/I=95.0% - 96.0% M = 93.9% - 94.9% H = 90.1%-92.4% DAEP = 70.0%-79.9%	E/I = 96.1% - 97.1% M = 95.0% - 96.0% H = 92.5%-94.9% DAEP = 80.0%-89.9%	E/I > 97.1% M > 96.0% H > 94.9% DAEP > 89.9%

Fine Arts Performance Measures	Unacceptable	Acceptable	Recognized	Exemplary
Enrollment of students in fine art courses	Less than 40% of students are enrolled in a Fine Arts course	40 to 49% of students are enrolled in a Fine Arts course	50 to 59% of students are enrolled in a Fine Arts course	60% or more of students are enrolled in a Fine Arts course
Percent of HS students continuing Fine Arts beyond the graduation requirement	Less than 20% of students are enrolled in courses beyond the graduation requirement	20% - 29%	30% - 40%	Greater than 40%
Fine Arts UIL Competition Participation (Secondary only)	Less than 5% of participating FA students involved in UIL or like competitions.	5 to 10% of participating FA students involved in UIL or like competitions.	11 to 15% of participating FA students involved in UIL or like competitions.	16 to 20% of participating FA students involved in UIL or like competitions.
Exhibition / Performance opportunities	Less than the recommended number of opportunities	Elementary: 7 Intermediate: 18 Middle School: 26 High School: 68	Elementary: 8-9 Intermediate: 19-22 Middle School: 27-30 High School: 69-76	Elementary:10+ Intermediate: 23+ Middle School: 31+ High School: 77+
Opportunities to participate in special events Ex: cultural development, field trips, guest speakers, artists, , musicians	Less than the recommended number of opportunities	3 opportunities	4 opportunities	5 opportunities

Elementary Campus Fine Arts Accountability
Art and Music - Performance Measure 4

Use this chart to track Fine Arts exhibits and performances for Performance Measure Four on the Scorecard. During the school year, check the items below with the date of completion as they occur. Events not listed can be added in the additional spaces.

At the end of the school year, add the number of events in each category for your Campus Total. See the chart at the bottom of the page to determine the rating your campus has earned in Performance Measure Four.

ART	date of completion
1 Open House Campus Exhibit	
2 Administration Building Exhibit	
3 TEAM (Texas Elementary Art Meet - "Baby VASE" and/or Jr. VASE)	
4 Rodeo Art (every other year)	
5 Big Art Day	
6 Ongoing Campus Exhibit	
7	
8	
9	
10	
11	
12	
13	
14	

Total ART Exhibitions _____

MUSIC	date of completion
1 Fall Program/Concert	
2 Spring Program/Concert	
3 Alief Elementary Honor Choir	
4 Alief Music Memory Olympics	
5	
6	
7	
8	
9	
10	
11	
12	
13	
14	

Total MUSIC Performances _____

ART Total_____ + MUSIC Total_____ = _____	
EXEMPLARY: 10+ total events	
RECOGNIZED: 8-9 total events	
ACCEPTABLE: 7 total event	
UNACCEPTABLE: 6 or less total events	

Intermediate Campus Fine Arts Accountability

Art, Band, Choir, Orchestra, Theatre - Performance Measure 4

Use this chart to track Fine Arts exhibits and performances for Performance Measure Four on the Scorecard. During the school year, check the items below with the date of completion as they occur. Events not listed can be added in the additional spaces.

At the end of the school year, add the number of events in each category for your Campus Total. See the chart at the bottom of the page to determine the rating your campus has earned in Performance Measure Four.

	ART	date of completion
1	Open House Campus Exhibit	
2	Administration Building Exhibit	
3	TEAM (Texas Elementary Art Meet - "Baby VASE" and/or Jr. VASE)	
4	Rodeo Art	
5	Ongoing Campus Wall Exhibit	
6	Big Art Day	
7		
8		
	ART Total	_____

	BAND	date of completion
1	Fall Program/Concert	
2	Spring Program/Concert	
3	Alief Solo & Ensemble Contest	
4	Intermediate Music Festival	
5	Alief Pre-UIL Contest	
6		
7		
8		
	BAND Total	_____

	CHOIR	date of completion
1	Fall Program/Concert	
2	Spring Program/Concert	
3	Alief Solo & Ensemble Contest	
4	Intermediate Music Festival	
5		
6		
7		
8		
	CHOIR Total	_____

	ORCHESTRA	date of completion
1	Fall Program/Concert	
2	Spring Program/Concert	
3	Honor Orchestra	
4	Intermediate Music Festival	
5	Alief Solo & Ensemble Contest	
6		
7		
8		
	ORCHESTRA Total	_____

Intermediate Continued

	THEATRE	date of completion
1	Fall Program	
2	Spring Program	
3		
4		
5		

THEATRE Total   _____

Add the totals from each area:
_____ART Total
_____BAND Total
_____CHOIR Total
_____ORCHESTRA Total
_____THEATRE Total
_____TOTAL EVENTS
EXEMPLARY: 23+ total events
RECOGNIZED: 19-22 total events
ACCEPTABLE: 18 total events
UNACCEPTABLE: -17 total events

Middle School Campus Fine Arts Accountability
Art, Band, Choir, Orchestra, Speech, Theatre - Performance Measure 4

Use this chart to track Fine Arts exhibits and performances for Performance Measure Four on the
Scorecard. During the school year, check the items below with the date of completion as they occur.
Events not listed can be added in the additional spaces.

At the end of the school year, add the number of events in each category for your Campus Total.
See the chart at the bottom of the next page to determine the rating your campus has earned in Performance
Measure Four.

	ART	date of completion
1	Administration Building Exhibit	
2	Jr Vase	
3	Rodeo Art	
4	Ongoing Campus Wall Exhibit	
5	Big Art Day	
6	Scholastic Art Contest	
7		
8		
9		
10		

ART Total _____

	BAND	date of completion
1	Fall Concert	
2	Spring Concert	
3	TMEA Region Band Auditions	
4	Solo & Ensemble Contest	
5	UIL Concert & Sightreading Contest	
6	Alief MS Honor Band	
7		
8		
9		
10		

BAND Total _____

	CHOIR	date of completion
1	Fall Concert	
2	Spring Concert	
3	TMEA Region Choir Auditions	
4	Solo & Ensemble Contest	
5	UIL Concert & Sightreading Contest	
6		
7		
8		
9		
10		

	ORCHESTRA	date of completion
1	Fall Program/Concert	
2	Spring Program/Concert	
3	TMEA Region Orchestra Auditions	
4	Solo & Ensemble Contest	
5	Alief MS Honor Orchestra	
6	UIL Concert & Sightreading Contest	
7		
8		
9		
10		

Middle School Continued

	SPEECH	date of completion
1	Speech Tournament	
2	Speech Tournament	
3	Speech Tournament	
4		
5		
6		
7		
8		
	SPEECH Total	_____

	THEATRE	date of completion
1	Fall Play	
2	Spring Play	
3	Alief Middle School One-Act Play	
4		
5		
6		
7		
8		
	THEATRE Total	_____

Add the totals from each area:
_____ART Total
_____BAND Total
_____CHOIR Total
_____ORCHESTRA Total
_____SPEECH/DEBATE Total
_____THEATRE Total
_____TOTAL EVENTS
EXEMPLARY: 31+ total events
RECOGNIZED: 27-30 total events
ACCEPTABLE: 26 total events
UNACCEPTABLE: -25 total events

High School Campus Fine Arts Accountability
Art, Band, Choir, Dance, Journalism, Orchestra, Speech, Theatre - Performance Measure 4

Use this chart to track Fine Arts exhibits and performances for Performance Measure Four on the
Scorecard. During the school year, check the items below with the date of completion as they occur.
Events not listed can be added in the additional spaces.

At the end of the school year, add the number of events in each category for your Campus Total.
See the chart at the bottom of the page to determine the rating your campus has earned in Performance
Measure Four.

	ART	date of completion
1	Administration Building Exhibit	
2	VASE (UIL for Art)	
3	Rodeo Art	
4	Ongoing Campus Wall Exhibit	
5	Youth Art Month	
6	Scholastic Art Awards	
7		
8		
9		
10		

ART Total _____

	CHOIR	date of completion
1	Fall Concert	
2	Spring Concert	
3	TMEA District Choir Auditions	
4	UIL Solo & Ensemble Contest	
5	UIL Concert & Sightreading Contest	
6		
7		
8		
9		
10		

CHOIR Total _____

	ORCHESTRA	date of completion
1	Fall Program/Concert	
2	Spring Program/Concert	
3	TMEA Region Orchestra Auditions	
4	Solo & Ensemble Contest	
5	Alief HS Honor Orchestra	
6	UIL Concert & Sightreading Contest	
7		
8		
9		
10		

	THEATRE	date of completion
1	Fall Play	
2	Spring Play	
3	UIL One-Act Play	
4	Musical (every other year)	
5	Thespian Festival	
6		
7		
8		
9		
10		

High School Continued

	BAND	date of completion
1	Fall Concert	
2	Spring Concert	
3	TMEA Region Band Auditions	
4	Solo & Ensemble Contest	
5	UIL Concert & Sightreading Contest	
6	Alief HS Honor Band	
7	Football Game Halftime Show	
8	Football Game Halftime Show	
9	Football Game Halftime Show	
10	Football Game Halftime Show	
11	Football Game Halftime Show	
12	Football Game Halftime Show	
13	Football Game Halftime Show	
14	Football Game Halftime Show	
15	Football Game Halftime Show	
16	Football Game Halftime Show	
17		
18		

BAND Total

	DANCE	date of completion
1	Winter Performance	
2	Spring Performance	
3	Competition (director's choice)	
4	Competition (director's choice)	
5	Football Game Halftime Show	
6	Football Game Halftime Show	
7	Football Game Halftime Show	
8	Football Game Halftime Show	
9	Football Game Halftime Show	
10	Football Game Halftime Show	
11	Football Game Halftime Show	
12	Football Game Halftime Show	
13	Football Game Halftime Show	
14	Football Game Halftime Show	
15		
16		
17		
18		

DANCE Total

	SPEECH	date of completion
1	Speech Tournament	
2	Speech Tournament	
3	Speech Tournament	
4	Speech Tournament	
5	Speech Tournament	
6	Speech Tournament	
7	UIL Academics	
8		
9		
10		

SPEECH Total _____

	JOURNALISM	date of completion
1	Newspaper Issue(s) Completed	
2	Newspaper Issue(s) Completed	
3	Yearbook Completed	
4	UIL Event	
5	Campus/District Event Coverage	
6	Campus/District Event Coverage	
7	Campus/District Event Coverage	
8	Campus/District Event Coverage	
9	Campus/District Event Coverage	
10	Campus/District Event Coverage	
11		
12		
13		
14		

JOURNALISM Total _____

High School Continued

Add the totals from each area:
_____ART Total
_____BAND Total
_____CHOIR Total
_____DANCE Total
_____ORCHESTRA Total
_____SPEECH/DEBATE Total
_____THEATRE Total
_____JOURNALISM Total
_____TOTAL EVENTS

EXEMPLARY: 77+ total events
RECOGNIZED: 69-76 total events
ACCEPTABLE: 68 total events
UNACCEPTABLE: -67 total events

Austin

LAS Submission Template

Domain: | **Whole Child**

LEA Name	**Contact Name**	**Email and Phone**
Austin ISD	Carolyn Hanschen	chansche@austinisd.org 512-414-9866

Identify indicators currently in use or to possibly be used with this domain:

Coordinated School Health Survey; Fitnessgram;

Identify metrics that are in use or could be used to measure these indicators (RAVE):

Possible Outcomes

Using the local self-assessment tools, stakeholder input, or other information, what strengths might the LEA utilize from these areas and how does the LEA plan to maintain or build upon that success?

Strengths

Describe strengths

Identify any concerns regarding this potential local performance indicator.

Concerns

Describe concerns

LAS Submission Template

Additional Information:

Domain:

<div style="text-align:right">Campus Climate and Culture</div>

LEA Name	Contact Name	Email and Phone
Austin ISD	Carolyn Hanschen	chansche@austinisd.org 512-414-9866

Identify indicators currently in use or to possibly be used with this domain:

Home suspensions; teacher attendance; prevention of bullying;

Identify metrics that are in use or could be used to measure these indicators (RAVE):

Possible Outcomes

Using the local self-assessment tools, stakeholder input, or other information, what strengths might the LEA utilize from these areas and how does the LEA plan to maintain or build upon that success?

Strengths

Describe strengths

Identify any concerns regarding this potential local performance indicator.

Concerns

Describe concerns

LAS Submission Template

Domain: | **Postsecondary Readiness**

LEA Name	**Contact Name**	**Email and Phone**
Austin ISD	Carolyn Hanschen	chansche@austinisd.org 512-414-9866

Identify indicators currently in use or to possibly be used with this domain:

Direct to College Rate; CTE coherent course sequence; CTE certifications beyond TEA approved list; Distinguished level diplomas

Identify metrics that are in use or could be used to measure these indicators (RAVE):

Possible Outcomes

Using the local self-assessment tools, stakeholder input, or other information, what strengths might the LEA utilize from these areas and how does the LEA plan to maintain or build upon that success?

Strengths

Describe strengths

Identify any concerns regarding this potential local performance indicator.

Concerns

Describe concerns

LAS Submission Template

Domain:

<div style="border:1px solid;">

Academic Enrichment

</div>

LEA Name	**Contact Name**	**Email and Phone**
Austin ISD	Carolyn Hanschen	chansche@austinisd.org 512-414-9866

Identify indicators currently in use or to possibly be used with this domain:

Gifted and Talented Accountability Monitoring Plan; extra- and co-curricular activities, middle school students completing Algebra I; students demonstrating proficiency on problem-based learning activity; 12th grade students completing a capstone project.

Identify metrics that are in use or could be used to measure these indicators (RAVE):

Possible Outcomes

Using the local self-assessment tools, stakeholder input, or other information, what strengths might the LEA utilize from these areas and how does the LEA plan to maintain or build upon that success?

Strengths

Describe strengths

Identify any concerns regarding this potential local performance indicator.

Concerns

Describe concerns

LAS Submission Template

Domain:
Student, Family, and Community Engagement

LEA Name	Contact Name	Email and Phone
Austin ISD	Carolyn Hanschen	chansche@austinisd.org 512-414-9866

Identify indicators currently in use or to possibly be used with this domain:

Community service; attendance rate; community arts partnerships; campus created arts experiences to engage families, faculty, and community;

Identify metrics that are in use or could be used to measure these indicators (RAVE):

Possible Outcomes

Using the local self-assessment tools, stakeholder input, or other information, what strengths might the LEA utilize from these areas and how does the LEA plan to maintain or build upon that success?

Strengths

Describe strengths

Identify any concerns regarding this potential local performance indicator.

Concerns

Describe concerns

LAS Submission Template

Domain:

LEA Name	Contact Name	Email and Phone
Austin ISD	Carolyn Hanschen	chansche@austinisd.org 512-414-9866

Identify indicators currently in use or to possibly be used with this domain:

English proficiency of long term ELLs; K-2 students reading on or above grade level; reading progress of students with dyslexia

Identify metrics that are in use or could be used to measure these indicators (RAVE):

% of students at or above Advanced level on TELPAS reading

Possible Outcomes

Using the local self-assessment tools, stakeholder input, or other information, what strengths might the LEA utilize from these areas and how does the LEA plan to maintain or build upon that success?

Strengths

Describe strengths

Identify any concerns regarding this potential local performance indicator.

Concerns

Describe concerns

LAS Submission Template

Domain: | Equity

LEA Name	Contact Name	Email and Phone
Austin ISD	Carolyn Hanschen	chansche@austinisd.org 512-414-9866

Identify indicators currently in use or to possibly be used with this domain:

Disproportionality of African American and Hispanic students in magnet schools; disproportionality of African American and Hispanic students in Gifted and Talented program; Disproportionality of African American and Hispanic students in disciplinary referrals;

Identify metrics that are in use or could be used to measure these indicators (RAVE):

Possible Outcomes

Using the local self-assessment tools, stakeholder input, or other information, what strengths might the LEA utilize from these areas and how does the LEA plan to maintain or build upon that success?

Strengths

Describe strengths

Identify any concerns regarding this potential local performance indicator.

Concerns

Describe concerns

Austin Independent School District
Local Accountability System (LAS) Pilot

All components must be reliable,
auditable, and able to provide for
differentiation of letter grades

	Component	Metric	Growth Target Methodology	Data Source	Alignment	Lvl
LAS Domain 1: Academics	**PBL/Capstone**	% of students demonstrating proficiency on problem-based learning (PBL) activity (ES & MS) or Capstone Project (HS)	At or above district ave. of __% = 1 Improvement over prior year but below district average = .5	PBL Team and HS Office	1718 and 1819 SP Scorecards, 1819 CIPs	All
	Effective Teacher Retention*	% of teachers with ratings of 3 or higher on PPfT that are retained at the campus	At or above district ave. of __% = 1 Improvement over prior year but below district average = .5	PPfT and HR	2015-20 Strategic Plan	All
	Disproportionate GT	Disproportionality of African American and Hispanic students in Gifted/Talented (GT) programs	5% increase of AA and Hisp GT enrollment over prior year = 1 Increased AA and Hisp GT enrollment over prior year but below 5% = .5	Dept. Research and Eval	1718 and 1819 SP Scorecards, 1819 CIPs	All
	Student Satisfaction*	Student survey question: *I like coming to school.* Percent "Strongly Agree" or "Agree".	At or above district ave. of __% = 1 Improvement over prior year but below district average = .5	Student Climate Survey	Community input	All
	Customer Service	Parent survey question: *My involvement is welcomed by the teacher.* Percent "Strongly Agree" or "Agree".	At or above district ave. of 97% = 1 Improvement over prior year but below district average = .5	Parent Satisfaction Survey	1718 and 1819 SP Scorecards, 1718 CIPs	All
	Good Place to Work and Learn	Staff survey question: *Overall, my school is a good place to work and learn.* Percent "Strongly Agree" or "Agree".	At or above district ave. of 95% = 1 Improvement over prior year but below district average = .5	Staff Survey (TELL)	1718 CIPs, annual campus Summary Reports	All
	Language Proficiency	% of ELLs remaining at beginning/intermediate proficiency on TELPAS Reading after 5 or more years in US Schools	10% reduction over prior year = 1 Reduction over prior year but less than 10% = .5	TELPAS	2018 PBMAS, 1718 CIPs	All
	Dyslexia Performance*	% growth from prior year for students with Dyslexia (using STAAR Progress Measure)	At or above district ave. of __% = 1 Improvement over prior year but below district average = .5	STAAR/EOC	Community input	All
	GT-CAMP	Campus overall rating on the current year's GT Campus Accountability Monitoring Plan (GT-CAMP)	Exemplary or Recognized Rating = 1 Improvement over prior year = .5	GT Campus Accountability Monitoring Plan	1617 CaSE, 1718 CIPs	All
	Kindergarten Readiness	Texas Kindergarten Entry Assessment results for students who attended Pre-K in AISD	4 percentage point increase over prior year = 1 Improvement over prior year but below 4 percentage points = .5	TXKEA	1819 SP Scorecard, 1819 CIPs	PK
	Early Literacy	% of K-2 students reading on or above grade level (ISIP EOY)	5% reduction in non-proficient over prior year = 1 Reduction in non-proficient over prior year but below 5% = .5	iStation	1718 and 1819 SP Scorecards, 1718 CIPs	ES
	Art and Music Instruction*	All students at the campus are served by a certified art and music teacher.	Metric met = 1	HR/Fine Arts	CaSE	ES

DRAFT as of 4/4/18

Austin Independent School District
Local Accountability System (LAS) Pilot

	Component	Metric	Growth Target Methodology	Data Source	Alignment	Lvl
LAS Domain 1: Academics	**Advanced Coursework**	% of middle school students completing Algebra 1	3 percentage point increase over prior year = 1 Improvement over prior year but below 3 percentage points = .5	Middle Schools Office	1819 SP Scorecard, 1819 CIPs	MS
	Educational Technology*	% of students in grades 6-8 completing a district-created BLEND mathematics module	At or above district ave. of __% = 1 Improvement over prior year but below district average = .5	Technology Department	1819 SP Scorecard	MS
	Parent Technology*	% of parents utilizing BLEND	At or above district ave. of __% = 1 Improvement over prior year but below district average = .5	Technology Department	1819 SP Scorecard	All
	Extra and co-curricular	Student participation in extra- or co-curricular activities	At or above district target of 80% = 1 Improvement over prior year but below district target = .5	HS Exit Survey	1718 SP Scorecard	HS
	DTC	% of students enrolled directly in college (DTC) within one year of graduation or earning college credit prior to graduation	At or above district target of 70% = 1 Improvement over prior year but below district target = .5	High Schools Office	1718 SP Scorecard, 1718 CIPs	HS
	CTE	% of graduates who completed a coherent sequence of Career & Technical Education (CTE) courses or obtained a CTE certification	At or above district target of __% = 1 Improvement over prior year but below district target = .5	CTE Department	1718 SP Scorecard	HS
	Distinguished Level Graduates	% of graduates earning Distinguished level diploma	At or above district target of 90.0% = 1 Improvement over prior year but below district target = .5	High Schools Office	1718 SP Scorecard, 1718 CIPs	HS

Preliminary draft 4/4/2018
Not for Public Release

Austin Independent School District
Local Accountability System (LAS) Pilot

All components must be reliable,
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differentiation of letter grades

	Component	Metric	Growth Target Methodology	Data Source	Alignment	Lvl
LAS Domain 2: Culture and Climate	**Student Attendance**	Attendance rate (all students)	At or above district target of 95.0% = 1 Improvement over prior year but below district target = .5	PEIMS	1718 SP Scorecard, 1617 CaSE, 1718 CIPs	All
	Teacher Attendance*	Attendance rate (all teachers)	At or above district ave. of __% = 1 Improvement over prior year but below district average = .5	BOLT/AESOP	Community input	All
	Bullying	Student survey question: *Students at my school are bullied (teased, messed with, threatened by other students)* Percent "Strongly Agree" or "Agree".	At or above district ave. of __% = 1 Improvement over prior year but below district average = .5	Student Climate Survey	1819 SP Scorecard	All
	School Safety*	Student survey question: *I feel safe at my school.* Parent survey question: *My child attends school in a safe learning environment.* Staff survey question: *All campus staff work in a school environment that is safe.* Percent "Strongly Agree" or "Agree" for each question is averaged.	At or above district ave. of __% = 1 Improvement over prior year but below district average = .5	Student Climate, Parent Satisfaction, and Teaching and Learning (TELL) Surveys	Community input	All
	Courtesy and Respect*	Parent survey questions: *The Principal treats me with courtesy and respect. The assistant principal treats me with courtesy and respect. The teachers treat me with courtesy and respect. The counselors treat me with courtesy and respect. The office staff treat me with courtesy and respect.* Percent "Strongly Agree" or "Agree" for each question is averaged.	At or above district ave. of __% = 1 Improvement over prior year but below district average = .5	Parent Satisfaction Survey	Community input	All
	Student Conduct	Staff survey question: *Students at this school follow rules of conduct.* Percent "Strongly Agree" or "Agree".	At or above district target of 82% = 1 Improvement over prior year but below district target = .5	Teaching and Learning (TELL) Survey	1718 SP Scorecard	All
	Disproportionate SpEd referrals	Disproportionality of discipline referrals (SpEd vs non-SpEd)	Decrease from prior year = 1	DEEDS	2017 PBMAS, 1718 CIPs	All
	Mental Health*	The campus provides intensive clinical services for students and adults through a School Mental Health Center (SMHC).	Metric met = 1	TBD	Community input	All
	Coordinated School Health	Campus rating on the Coordinated School Health Survey	Exemplary or Recognized Rating = 1 Improvement over prior year = .5	Physical Ed./Health Ed. Department.	1718 SP Scorecard, 1617 CaSE, 1718 CIPs	All
	Fine Arts and Creative Learning	# of campus-created arts experiences to engage families, faculty, and community	Increase of 2+ experiences over prior year = 1 Increase of 1 experience over prior year = .5	Fine Arts Department	1819 SP Scorecard, 1718 CIPs	All

Austin Independent School District
Local Accountability System (LAS) Pilot

All components must be reliable,
auditable, and able to provide for
differentiation of letter grades

	Component	Metric	Growth Target Methodology	Data Source	Alignment	Lvl
LAS Domain 2: Culture and Climate	**CAC***	The school has an active Campus Advisory Council (CAC) that meets state and district requirements pertaining to membership.	CAC active and met requirements = 1 CAC active but did not meet requirements = .5	TBD	Community Input	All
	PTA*	The school has an active Parent Teacher Association (PTA) that meets state and district requirements pertaining to membership.	PTA active and met requirements = 1 PTA active but did not meet requirements = .5	ACPTA	1819 SP Scorecard, 1718 CIPs	All
	No Place for Hate®	The campus has met the requirements for No Place for Hate® designation.	Metric met = 1	CP&I Department		All
	Student Health Risk	Fitnessgram All Students: Body Mass Index, Cardio, Aerobic Capacity, Curl-Ups, Push-Ups, Sit and Reach, Trunk Lift	2 percentage point increase over prior year = 1 Improvement over prior year but below 2 percentage points = .5	FitnessGram data	1617 CaSE, 1718 CIPs	All
	SEL	% of student scoring an average of 3.5 or greater on Social and Emotional Learning (SEL) skills as reported on K-5 report card	At or above district target of 68% = 1 Improvement over prior year but below district target = .5	Elementary School report cards	1819 SP Scorecard, 1718 CIPs	ES
	At Risk Monitoring - ES	% of students that had more unexcused absences during the 4th 9 weeks than the AISD elementary average	Decrease from prior year = 1	eCST	eCST, 1718 CIPs	ES
	Home Suspensions	% of students receiving home suspensions	7.4% reduction over prior year = 1 Reduction over prior year but less than 7.4% = .5	DEEDS	1718 and 1819 SP Scorecards, 1718 CIPs	MS/HS
	At Risk Monitoring - MS/HS	% of students that have a 6th 6 weeks RITS score that is above the AISD level average	Decrease from prior year = 1	eCST	eCST, 1718 CIPs	MS/HS
	Community Service	% of students participating in community service	At or above district target of 70% = 1 Improvement over prior year but below district target = .5	HS Exit Survey	1718 SP Scorecard	HS

Bullard

LAS Submission Template

Domain: **Climate and Culture**

LEA Name	**Contact Name**	**Email and Phone**
Bullard ISD	Todd Schneider	Todd Schneider@bullardisd.net (903)894-6639

Identify indicators currently in use or to possibly be used with this domain:

Safety

Student Social and Emotional Support

Student and Community Engagement

21st Century Facilities

Identify metrics that are in use or could be used to measure these indicators (RAVE):

Locally Approved and TEA Accepted Survey Instrument (ED School Climate Surveys by USDE)

Possible Outcomes

Using the local self-assessment tools, stakeholder input, or other information, what strengths might the LEA utilize from these areas and how does the LEA plan to maintain or build upon that success?

Strengths

Measureable data from all stakeholders

Identify any concerns regarding this potential local performance indicator.

Concerns

Assuring that enough responses are attained to provide reliable information

LAS Submission Template

Domain: | **Educational Quality**

LEA Name	**Contact Name**	**Email and Phone**
Bullard ISD	Todd Schneider	Todd Schnieder@bullardisd.net (903)894-6639

Identify indicators currently in use or to possibly be used with this domain:

Teacher Quality and Performance

Student Grade Level Success

Reading Level Advancement

Identify metrics that are in use or could be used to measure these indicators (RAVE):

TTESS

Professional Development (above required hours)

Student Promotion and Retention Rates

Running Records Data

Local Developed Checkpoints

Possible Outcomes

Using the local self-assessment tools, stakeholder input, or other information, what strengths might the LEA utilize from these areas and how does the LEA plan to maintain or build upon that success?

Strengths

Measuring quality and improvement of education with locally developed standards

Identify any concerns regarding this potential local performance indicator.

Concerns

Transferring data into an A-F grade

LAS Submission Template

Domain: | **Engagement/Future Readiness**

LEA Name	**Contact Name**	**Email and Phone**
Bullard ISD	Todd Schneider	Todd Schneider@bullardisd.net (903)894-6639

Identify indicators currently in use or to possibly be used with this domain:

Student Engagement and Participation

Post-Secondary Readiness and Success

Innovative Educational Programs

STEM/STEAM Participation and Growth

Identify metrics that are in use or could be used to measure these indicators (RAVE):

CTE Enrollment and Certifications

SAT/ACT Participation and Performance

AP Enrollment, Completion, and Testing

Dual Credit Enrollment and Credits Earned

Graduation Rate

UIL Academic Participation

Extra-Curricular Program Participation and Success

      Fine Arts, Athletics, Clubs, etc.

STEM/STEAM Program Participation

Possible Outcomes

Using the local self-assessment tools, stakeholder input, or other information, what strengths might the LEA utilize from these areas and how does the LEA plan to maintain or build upon that success?

LAS Submission Template

Strengths

> Real data of student's engagement in their education and their owning of their education. Measurement of student's future citizenship and leadership skills.

Identify any concerns regarding this potential local performance indicator.

Concerns

> Transferring data into an A-F grade

Clear Creek

LAS Submission Template

Domain: 21st Century

LEA Name	Contact Name	Email and Phone
Clear Creek ISD	Steven Ebell	sebell@ccisd.net (281) 284-012

Identify indicators currently in use or to possibly be used with this domain:

CTE participation rates, CTE classes offered, CTE classes completed, CTE certifications earned, SAT, ACT participation rate, % accepted to college, AP testers earning 3 or higher, % of students accepted to higher ed.

Identify metrics that are in use or could be used to measure these indicators (RAVE):

Establish standard passing rates for each indicator to be aligned with grade assignment

Possible Outcomes

Using the local self-assessment tools, stakeholder input, or other information, what strengths might the LEA utilize from these areas and how does the LEA plan to maintain or build upon that success?

Strengths

All data available and accessible.

Identify any concerns regarding this potential local performance indicator.

Concerns

Challenge to determine grade assignments.

LAS Submission Template

Domain: | **Academics**

LEA Name	**Contact Name**	**Email and Phone**
Clear Creek ISD	Steven Ebell	sebell@ccisd.net (281) 284-012

Identify indicators currently in use or to possibly be used with this domain:

SAT, ACT Performance, PSAT Performance, Graduation Rates, Elementary Reading Levels, Performance on 7th STAAR Reading, Algebra I EOC Performance, Students Passing Rates in all Classes.

Identify metrics that are in use or could be used to measure these indicators (RAVE):

Establish standard passing rates for each indicator to be aligned with grade assignment

Possible Outcomes

Using the local self-assessment tools, stakeholder input, or other information, what strengths might the LEA utilize from these areas and how does the LEA plan to maintain or build upon that success?

Strengths

Assessment results are reported by outside organizations without appearance of subjectivity.

Identify any concerns regarding this potential local performance indicator.

Concerns

Reading assessments and course grades could be viewed as overly subjective, but could be validated by passing rates/failures rates comparison with prior years.

LAS Submission Template

Domain: | **Culture/Climate** |

| **LEA Name** | **Contact Name** | **Email and Phone** |
| Clear Creek ISD | Steven Ebell | sebell@ccisd.net
(281) 284-012 |

Identify indicators currently in use or to possibly be used with this domain:

Measure of absenteeism, teacher retention rate, parent volunteer rates, culture and climate survey instruments, measures of student discipline. There are a variety of inputs that the National School Climate Council has identified as being key to ensuring a productive climate. Each of these inputs could be a best practice to be reported as an implementation on a rubric scale.

Identify metrics that are in use or could be used to measure these indicators (RAVE):

Expected standards for each area to align with assigning grades for data; survey data will be more challenging

Possible Outcomes

Using the local self-assessment tools, stakeholder input, or other information, what strengths might the LEA utilize from these areas and how does the LEA plan to maintain or build upon that success?

Strengths

Any indicator that can be viewed numerically against a total population can be viewed as a measure of quality.

Identify any concerns regarding this potential local performance indicator.

Concerns

Survey data while informative could be very challenging to use to assign a grade.

Additional Information:

Shared Vision, Coordinated Planning and Implementation

The school/district has a school board policy that articulates the expectation for developing a positive culture and climate.
Yes = 1, No = 0; [Add implementation rubric for improvement planning]
The school's student code of conduct includes elements of culture and climate.
Yes = 1, No = 0; [Add implementation rubric for improvement planning]
The school has proactive systems are in place to support positive culture and climate such as PBIS, Conscious Discipline, Character Education.
Yes = 1, No = 0; [Add implementation rubric for improvement planning]
The school has written articulating the process for using academic and behavioral data.
Yes = 1, No = 0; [Add implementation rubric for improvement planning]
The school annually administers a school climate survey of students, teachers, and parents such as the Comprehensive School Climate Inventory: https://www.schoolclimate.org/services/measuring-school-climate-csci
Yes = 1, No = 0; Determine how to use results as a measure
The school frequently communicates with parents in a variety of formats and in multiple languages, as appropriate.
Yes = 1, No = 0; [Add implementation rubric for improvement planning]

Policies and Planning for Academic and Social Development

The school's mission statement includes references to positive academic and social outcomes for each student.
Yes = 1, No = 0; [Add implementation rubric for improvement planning]
The school has a procedure for using measures of positive school connections.
Yes = 1, No = 0; [Add implementation rubric for improvement planning]

Academic and Social Development Implementation

The school has a character education or SEL program.
Yes = 1, No = 0; [Add implementation rubric for improvement planning]
The school has a digital citizenship program.
Yes = 1, No = 0; [Add implementation rubric for improvement planning]
The school has processes in place to proactively respond to address concerns around academic and social development such as RtI.

Yes = 1, No = 0; [Add implementation rubric for improvement planning]

The school has processes in place to support grade to grade student transition.

Yes = 1, No = 0; [Add implementation rubric for improvement planning]

The school has opportunities for student leadership.

Yes = 1, No = 0; [Add implementation rubric for improvement planning]

The school has opportunities for student interest clubs.

Yes = 1, No = 0; [Add implementation rubric for improvement planning]

Measure of teacher retention rates.

Measure of staff chronic absenteeism.

FitnessGram results by school

<mark>Determine how to use results as a measure</mark>

School Community Connections

Extracurricular participation rates

Parent and community volunteering is reported

PTA, PTO, Booster Club membership is reported

A School Culture Survey is administered to students, teachers, and parents at least annually. The School Culture Triage Survey:
http://www.mssaa.org/gen/mssaa_generated_bin/documents/basic_module/School_culture_triage.pdf <mark>Determine how to use results as a measure</mark>

School Safety and Civic Responsibility

Students are provided meaningful service opportunities
> Yes = 1, No = 0; [Add implementation rubric for improvement planning]

Number and participation of student service opportunities reported <mark>Determine how to use results as a measure</mark>

The school has an adult to student mentor program
> Yes = 1, No = 0; [Add implementation rubric for improvement planning]

The school holds regular celebrations highlighting student success.
> Yes = 1, No = 0; [Add implementation rubric for improvement planning]

The school has a written plan in place for how to address:

> Fires, natural disasters, shootings, bomb threats or incidents, chemical, biological, or radiological threats or incidents, hostages

> Yes = 1, No = 0; [Add implementation rubric for improvement planning]

The school maintains records of drills for:

> Fires, natural disasters, shootings, bomb threats or incidents, chemical, biological, or radiological threats or incidents, hostages

> Yes = 1, No = 0; [Add implementation rubric for improvement planning]

The school maintains a secure environment as evidenced by one or more of the following:

> Controlled access to buildings during school hours

> Security Cameras used to monitor the school

> Required faculty and staff to wear picture IDs

> Required students to wear picture IDs

> Yes = 1, No = 0; [Add implementation rubric for improvement planning]

Measures of student discipline are included for the following:

> In-School Suspensions (percentage of student population)

> > Race & Ethnicity

> > Special Education

> > Economically Disadvantaged

Out of School Suspensions (percentage of student population)

    Race & Ethnicity

    Special Education

    Economically Disadvantaged

Drug & Alcohol Discipline Rates (percentage of student population)

Criminal Incidents (percentage of student population)

    Violent Incidents

    Crimes Reported

    Bullying Incidents

Unexcused Absenteeism Rate

    10% Absenteeism Rate for Secondary Students

Determine how to use results as a measure

Based on the National School Climate Standards (2009)

LAS Submission Template

Domain: | **Programs** |

LEA Name	**Contact Name**	**Email and Phone**
Clear Creek ISD	Steven Ebell	sebell@ccisd.net (281) 284-012

Identify indicators currently in use or to possibly be used with this domain:

All indicators used for previous CASE: Fine Arts, Wellness, 21st Century, Digital Learning, Parent Involvement, Second Language Acquisition, Dropout Prevention, Advanced/GT Students

Identify metrics that are in use or could be used to measure these indicators (RAVE):

% of students involved in each;

Possible Outcomes

Using the local self-assessment tools, stakeholder input, or other information, what strengths might the LEA utilize from these areas and how does the LEA plan to maintain or build upon that success?

Strengths

All data is available; excellent data to track and use for improvement efforts.

Identify any concerns regarding this potential local performance indicator.

Concerns

Challenge to determine grade assignments.

LAS Submission Template

Domain: **Extracurricular**

LEA Name	**Contact Name**	**Email and Phone**
Clear Creek ISD	Steven Ebell	sebell@ccisd.net (281) 284-012

Identify indicators currently in use or to possibly be used with this domain:

Extracurricular opportunities offered, participation % of students by grade level in fine arts and athletics

Identify metrics that are in use or could be used to measure these indicators (RAVE):

% of students involved in each; survey responses from parents, students, teachers related to quality

Possible Outcomes

Using the local self-assessment tools, stakeholder input, or other information, what strengths might the LEA utilize from these areas and how does the LEA plan to maintain or build upon that success?

Strengths

All data is available; excellent data to track and use for improvement efforts.

Identify any concerns regarding this potential local performance indicator.

Concerns

Challenge to determine grade assignments.

Dallas

LAS Submission Template

Domain: Academics

LEA Name	Contact Name	Email and Phone
Dallas ISD	Cecilia Oakeley, Ph. D.	oakeley@dallasisd.org (972) 925-6407

Identify indicators currently in use or to possibly be used with this domain:

Value-added measure of school effectiveness in academic achievement

Weighted at 30 percent of overall state accountability score (60 percent of LAS contribution)

Identify metrics that are in use or could be used to measure these indicators (RAVE):

Dallas ISD's value-added model, the School Effectiveness Index, or SEI. The SEI aggregates a numeric representation of a student's assessment performance as compared to similar students in the district, where similar students are those with the same prior-year scores and demographic and program variables. The SEI model currently uses student scores from *STAAR*, the district's *Assessments of Course Performance* (*ACP*), norm-referenced assessments at K-2 (*TerraNova/SUPERA*), *PSAT*, *ACT*, and *SAT*.

Possible Outcomes

Strengths

Using the local self-assessment tools, stakeholder input, or other information, what strengths might the LEA utilize from these areas and how does the LEA plan to maintain or build upon that success?

● Validated by external research organizations (VARC at UW-Madison, Dr. Erik Hanushek of UTD). ● Dallas ISD has used SEIs for over two decades as a key component of local accountability, and its stakeholders are familiar with the output and historical trends. ● Allows attribution of improvement for students currently performing below the state's standard

Concerns

Identify any concerns regarding this potential local performance indicator.

The SEI model is not complete until late August. It may have to be used as a lag or modified-lag indicator.

LAS Submission Template

Domain: Culture & Climate

LEA Name	Contact Name	Email and Phone
Dallas ISD	Cecilia Oakeley, Ph. D.	oakeley@dallasisd.org (972) 925-6407

Identify indicators currently in use or to possibly be used with this domain:

Parent/guardian satisfaction

Weighted at 5 percent of overall state accountability score (10 percent of LAS contribution)

Identify metrics that are in use or could be used to measure these indicators (RAVE):

Statistic is average "percentage of positive responses" from a ten-question survey that gauges parent/guardian satisfaction with their schools' academic orientation, communication with parents/guardians, and environment.

Possible Outcomes

Using the local self-assessment tools, stakeholder input, or other information, what strengths might the LEA utilize from these areas and how does the LEA plan to maintain or build upon that success?

Strengths

The survey is administered to a random sample of parents who are called by a third party. Sample size is determined *a priori* to ensure a consistent, minimal margin of error.

Identify any concerns regarding this potential local performance indicator.

Concerns

Phone numbers need to be updated as many are not current and therefore the sample size sometimes cannot be met for a campus. (In 2016-17, the sample size was too small for results to be used for approximately 10 percent of campuses.)

Additional Information:

A ten-item survey was developed to measure three components of the parents' experience with the Dallas ISD schools – Academic Orientation, School Communication and School Environment. Each item was presented with the option to Strongly Disagree, Disagree, Agree or Strongly Agree. Parents' were also allowed to indicate that they could not answer by choosing I Do Not Know. The surveys were available in both English and Spanish.

LAS Submission Template

Domain: Culture & Climate

LEA Name	Contact Name	Email and Phone
Dallas ISD	Cecilia Oakeley, Ph. D.	oakeley@dallasisd.org (972) 925-6407

Identify indicators currently in use or to possibly be used with this domain:

Student perception of teaching and learning

Weighted at 5 percent of overall state accountability score (10 percent of LAS contribution)

Identify metrics that are in use or could be used to measure these indicators (RAVE):

Statistic is "percentage of favorable responses" from all students surveyed at the campus. The instrument from Panorama Education includes questions that examine teachers' impact in five areas: Expectations and Rigor, Student Engagement, Classroom Environment, Supportive Relationships, and Pedagogical Effectiveness.

Possible Outcomes

Using the local self-assessment tools, stakeholder input, or other information, what strengths might the LEA utilize from these areas and how does the LEA plan to maintain or build upon that success?

Strengths

Nearly all grades 3-12 teachers have students who are surveyed about them. Student selection per teacher is randomly done by a third party and student responses remain anonymous.

Identify any concerns regarding this potential local performance indicator.

Concerns

Survey questions are specific to classroom experience; none are related to overall campus experience. Students in grades K-2 are not surveyed.

Additional Information:

Dallas Independent School District (Dallas ISD) conducted a student experience survey in grades 3-12. The survey asked questions about students' experiences in the classroom with specific teachers. The district conducted this survey to better understand the experiences and instructional needs of its students and to evaluate and improve teacher effectiveness in the District.

Background and Goals

The student perception survey was developed by Panorama Education under the leadership of Dr. Hunter Gehlbach, Harvard Graduate School of Education. Dallas ISD has administered the survey since 2014-15. The survey includes questions related to five topics: Expectations and Rigor, Student Engagement, Classroom Environment, Supportive Relationships, Pedagogical Effectiveness.

To assist teachers in improving their survey results, teachers had access to a peer-to-peer learning platform called Playbook. Playbook was designed by Panorama and works in conjunction with the survey.

Sampling

The sampling process randomly assigned surveys to students to maximize the number of surveys each teacher received until all eligible students on each campus were assigned two surveys. Surveys were first maximized for teachers with low enrollments, and then for remaining teachers. If a student had only one eligible teacher, the student received one survey. On average, 27 elementary students and 32 secondary students survey were assigned to take surveys per teacher.

LAS Submission Template

Domain: Extra/Co-Curricular

LEA Name	**Contact Name**	**Email and Phone**
Dallas ISD	Cecilia Oakeley, Ph. D.	oakeley@dallasisd.org (972) 925-6407

Identify indicators currently in use or to possibly be used with this domain:

Participation in co- or extra-curricular activities

Weighted at 5 percent of overall state accountability score (10 percent of LAS contribution)

Identify metrics that are in use or could be used to measure these indicators (RAVE):

Percentage of a school's students who have participated in at least one co- or extra-curricular activity. "Participation" is defined by the district based on the type of campus (elementary, middle, high) and requires a minimum number of participation hours in pre-determined activities.

Possible Outcomes

Using the local self-assessment tools, stakeholder input, or other information, what strengths might the LEA utilize from these areas and how does the LEA plan to maintain or build upon that success?

Strengths

Standards for "participation" have already been defined by the district. The district has defined "appropriate activities/courses" that are equitably accessible to students.

Identify any concerns regarding this potential local performance indicator.

Concerns

Work must be done to ensure schools are accurately reporting participation data and ensure that students have equitable access as intended.

Additional Information:

The Dallas ISD Board of Trustees believes that involved students are more likely to be engaged students and that engaged students are key to college, career, and military ready graduates. As such, the Trustees have made it a specific goal to increase participation in co- and extra-curricular activities. The district's definitions (see below) for minimum participation and appropriate activities were created as Key Performance Indicators for this goal. Thus, the metric for each campus is currently being calculated and tracked for other purposes.

Goal: All students will participate in at least one extracurricular or co-curricular activity each year.

KPI 1: Number and percentage of elementary students participating in at least one co-curricular activity

The counts were pulled from two sources, enrollment in designated courses and from a Chancery pull by Student Activities. Co-curricular courses were determined by T&L staff. An unduplicated count was determined to be the numerator. The denominator was determined by pulling a Chancery extract as of the 5th six weeks.

KPI 2: Number and percentage of middle school students participating in at least one co-curricular activity

The counts were pulled from three sources, enrollment in designated courses, athletic participants exported from RankOneSport website, and from a Chancery pull by Student Activities. Co-curricular courses were determined by T&L staff. An unduplicated count was determined to be the numerator. The denominator was determined by pulling a Chancery extract as of the 5th six weeks.

KPI 3: Number and percentage of High school students participating in at least one co-curricular activity

The counts were pulled from three sources, enrollment in designated courses, athletic participants exported from RankOneSport website, and from a Chancery pull by Student Activities. Co-curricular courses were determined by T&L staff. An unduplicated count was determined to be the numerator. The denominator was determined by pulling a Chancery extract as of the 5th six weeks.

LAS Submission Template

Domain: Culture & Climate

LEA Name	**Contact Name**	**Email and Phone**
Dallas ISD	Cecilia Oakeley, Ph. D.	oakeley@dallasisd.org (972) 925-6407

Identify indicators currently in use or to possibly be used with this domain:

Teacher/staff engagement and support

Weighted at 5 percent of overall state accountability score (10 percent of LAS contribution)

Identify metrics that are in use or could be used to measure these indicators (RAVE):

Statistic is average of "percentage of positive responses" from the spring administration of a teacher/staff climate survey with over 30 questions that inquire about staff members' agreement with the school leadership's climate and direction in four areas: beliefs and priorities, positive culture and environment, culture of feedback and support, and college-going culture.

Possible Outcomes

Using the local self-assessment tools, stakeholder input, or other information, what strengths might the LEA utilize from these areas and how does the LEA plan to maintain or build upon that success?

Strengths

Survey questions were developed using extensive research conducted by the Chicago Consortium on School Research. The metric is used in existing local accountability efforts and is familiar to all stakeholders. All campus staff are surveyed. It is administered by a third party and the results are anonymous.

Identify any concerns regarding this potential local performance indicator.

Concerns

Research has yet to be done specific to Dallas ISD to determine if positive results are correlated to student achievement.

The Dallas ISD Districtwide Climate Survey was administered to all campus-based professional and support staff during December 2016 and May 2017. The Climate Survey had three purposes:

- To contribute to consistent organizational improvement;
- To gain integral feedback from school based employees;
- To align systems to student outcomes.

While overall results provide a broad picture of district change, the Climate Survey is primarily intended to provide individual campuses with feedback that can identify areas of success as well as opportunities for improvement. After each administration, campus-level results have been distributed to building principals, feeder pattern Executive Directors, and School Leadership management, and used to initiate and guide discussion and planning for improvement among central and campus administrators and staff.

The Climate Survey contributed to the campus principals' Mid-Year Review by providing staff feedback that related directly to principal effectiveness, as well as more complex information that helped to identify underlying issues that may contribute to or hinder success at the campus level.

Scales

The initial version of the survey, given in the fall of 2012, contained items grouped into three scales, each describing conditions deemed necessary or desirable for an effective school: School's Beliefs and Priorities, Positive Culture and Environment, and Culture of Feedback and Support. An additional scale, College-Going Culture, was added in 2012-13. Survey scale groupings were initially determined through principal components analysis (PCA) of staff responses to individual items. Each year, items have been added to and removed from the survey; the PCA analysis has been repeated following the subsequent administrations, and has consistently indicated the same overall structure. New items are added to scale score calculations after their initial use and validation.

Item responses ranged from 1 ("Strongly disagree") to 5 ("Strongly agree"). Scale scores were computed at the individual level and aggregated to the school level. Scale scores at the individual level consisted of the mean of the item scores on each scale. Percentages of positive ("Agree"/"Strongly agree") responses were calculated for each item and scale at the campus, feeder pattern, and District levels.

Participation Rate

Participation rates by administration for teachers and for all campus-based staff are shown in Figure 1. Participation was greater in 2016-17 than in the four prior years. By campus, participation rates varied from 39 to 100 percent, with 65 of 230 campuses attaining participation rates of 90 percent or more.
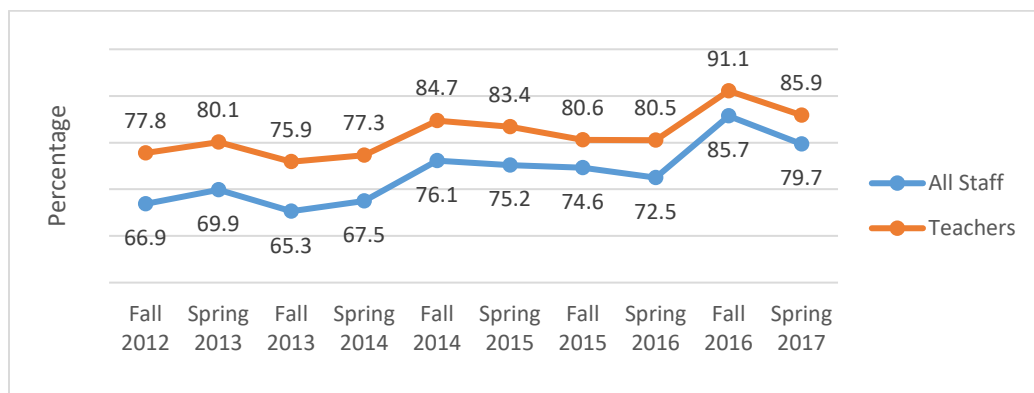

Figure 1: Survey Participation Rates, 2012-13 to 2016-17

Humble

LAS Submission Template

Domain: 21st Century Skills

LEA Name	Contact Name	Email and Phone
Humble ISD	Carol Atwood	catwood@humbleisd.net

Identify indicators currently in use or to possibly be used with this domain:

District/Campus defined competencies: communicator, creative innovator, leader & collaborator, critical thinker, personally responsible, and global citizen

Identify metrics that are in use or could be used to measure these indicators (RAVE):

District/campus defined rubrics for each competency using a 4 or 5-point scale; at least 3 indicators per competency; qualitative (ex. observation/reflection) and quantitative (ex. survey results) indicators within each competency; goal setting at campus level so that growth and improvement emphasized

Possible Outcomes

Using the local self-assessment tools, stakeholder input, or other information, what strengths might the LEA utilize from these areas and how does the LEA plan to maintain or build upon that success?

Strengths

Each campus determines which of the competencies to measure; district guidance on measures but local decision about which competencies, campus could substitute another measure if thoroughly reviewed. Campus determines goals for level of achievement (Exemplary, Recognized, etc.) with district guidance.

LOCAL customization: Stakeholder groups at

Identify any concerns regarding this potential local performance indicator.

Concerns

Interrater reliability; volume of work to support, monitor and report so that each campus has a unique LOCAL accountability system.

Fine Arts

Elementary

Performance Measures	Unacceptable	Acceptable	Recognized	Exemplary	Data Source	Who will collect the data? (District or Campus?)
Quality Fine Arts Instruction is the standard at the campus	Students are NOT provided Fine Arts TEKS-based instruction through implementation of the District Curriculum	Students are provided Fine Arts TEKS-based instruction through implementation of the District Curriculum	Students are provided Fine Arts TEKS-based instruction through implementation of the District Curriculum and lessons are planned with an interdisciplinary approach, and there is demonstration of work/skill through participation in five Fine Arts Performance/Competitions	Students are provided Fine Arts TEKS-based instruction through implementation of the District Curriculum, lessons are planned with an interdisciplinary approach, and there is demonstration of work/skill through participation in over five Fine Arts Performance/Competitions	Student work, Lesson Plans, Curriculum Guides (includes examples of interdisciplinary lessons and methods), Performance Calendar, Brochures/Flyers made by the department	Principal Report
Fine Arts Teachers on Campus are Fine Arts Certified and Engage in Fine Arts Professional Development	Not All Fine Arts Teachers are Fine Arts Certified.	All Fine Arts Teachers are Fine Arts Certified	All Fine Arts Teachers are Fine Arts Certified, and each Fine Arts teacher on the campus attends two content-specific professional development trainings provided by the Fine Arts office. At least one fine arts teacher attends one out-of-district professional development.	All Fine Arts Teachers are Fine Arts Certified, each Fine Arts teacher on the campus attends two content-specific professional development trainings provided by the Fine Arts office, and **each Fine Arts teacher** attends an out-of-district professional development such as TMEA or TAEA.	Human Resources/ Fine Arts Office and Eduphoria	District
Standardized Fine Arts Instruction for Grades K-5	Campus provides less than 25 Fine Arts lessons per grade level each semester	Campus provides at least 25-27 uninterrupted Fine Arts lessons per grade level each semester per HB5.	Campus provides at least 27-30 uninterrupted Fine Arts lessons per grade level each semester per HB5.	Campus provides more than 30 uninterrupted Fine Arts lessons per grade level each semester per HB5.	Campus Schedule information	Campus-provided schedule

Wellness & PE

All Levels

Performance Measures	Unacceptable	Acceptable	Recognized	Exemplary	Data Source	Who will collect data? (District or Campus?)
Employee and Student Wellness Policy Completion	Does not submit	Completed and submitted by due date	Completed, submitted by due date **and** scores 6 Recognized categories or above with supporting evidence	Completed, submitted by due date, scores 6 Recognized categories or above with supporting evidence, **and** scores 8 Exemplary categories or above with supporting evidence	Wellness Policy	Campus-Building Principal & Wellness Designee
Mental Health and Counseling	No Bully Prevention and Intervention Training Provided	Staff trained on Bully Prevention and Intervention, and campus has a process in place for investigating allegations	Staff AND students trained on Bully Prevention and Intervention, and campus has a process in place for investigating allegations	Staff and Students trained on Bully Preventions and Interventions, campus process in place, and additional anti-bullying activities provided	Bully Prevention and Intervention Checklist	Principal/ Counselor
	0 PBIS checklist components	1 or 2 PBIS checklist components	3 PBIS checklist components	3 PBIS checklist components and SET assessment conducted	PBIS Activity Checklist	Principal/ Counselor
	Less than 1 Guidance Lesson completed per grade level	1 or 2 Guidance Lessons completed per grade level	3 Guidance Lessons completed per grade level	4 Guidance Lessons completed per grade level	Guidance Lesson Scope & Sequence Checklist	Principal/ Counselor
Medical Health Services	Less than 95% of students enrolled through April 1, 2018, will have completed immunization records (or as complete as medically feasible) as of May 1, 2018.	95-96% of students enrolled through April 1, 2018, will have completed immunization records (or as complete as medically feasible) as of May 1, 2018	97-99% of students enrolled through April 1, 2018, will have completed immunization records (or as complete as medically feasible) as of May 1, 2018	100% of students enrolled through April 1, 2018, will have completed immunization records (or as complete as medically feasible) as of May 1, 2018	eSchool and Campus Immunization Report	District Office
	Less than 90% of designated students are screened for vision and hearing by the end of 1st semester	90-94% of designated students are screened for vision and hearing by the end of the 1st semester	95-97% of designated students are screened for vision and hearing by the end of the 1st semester	98-100% of designated students are screened for vision and hearing by the end of the 1st semester	eSchool; Vision and Hearing Assessments (Required for grades PreK, K, 1, 3, 5 and new-to-district students ALL grades)	District Office
	Less than 90% of designated students are screened for Diabetes Risk and Scoliosis by Spring Break	90-94% of designated students are screened for Diabetes Risk and Scoliosis by Spring Break	95-97% of designated students are screened for Diabetes and Scoliosis by Spring Break	98-100% of designated students are screened for Diabetes Risk and Scoliosis by Spring Break	eSchool: Diabetes Risk and Scoliosis Assessments (Diabetes Risk required for grades 1,3, 5, and new-to-district students ALL grades; Scoliosis required for 5th grade girls)	District Office
	Failed to meet minimum Acceptable rating requirements	Campus nurse(s) MUST ATTEND 4 of 6 Team Meetings AND 2 Professional Development Offerings (January 2, 2018, and February 19, 2018)	Campus nurse(s) MUST ATTEND 5 of 6 Team Meetings AND AND 2 Professional Development Offerings (January 2, 2018, and February 19, 2018) AND any of the following: August Staff Development (August 7, 2017), Galveston Conference for School Nurses, Galveston Conference for Advances in Pediatric Care, Texas School Nurse Organization Conference, Belle Blackwell Conference for School Nurses, Scott and White Conference for School Nurses, or 4-hour minimum credit with either Cook Children's Hospital Web Conference or NASN Online Continuing Education	Campus nurse(s) MUST ATTEND 6 of 6 Team Meetings AND AND 2 Professional Development Offerings (January 2, 2018, and February 19, 2018) AND any of the following: August Staff Development (August 7, 2017), Galveston Conference for School Nurses, Galveston Conference for Advances in Pediatric Care, Texas School Nurse Organization Conference, Belle Blackwell Conference for School Nurses, Scott and White Conference for School Nurses, or 4-hour minimum credit with either Cook Children's Hospital Web Conference or NASN Online Continuing Education	District Report and Nurse Self-Report	School Nurse, Principal

Community / Parent Involvement

All Levels

Performance Measures	Unacceptable	Acceptable	Recognized	Exemplary	Data Source	Who will collect the data? (District or Campus?)
Parents & Community Members Involved in School Activities & School Culture	0-2 points	3-5 points	6-8 points	9+ points	Parent and Community Involvement Survey - Category 1	Principal Report / Survey Responses
Staff and/or Students Involved in Community Activities On or Off Campus	0-1 point	2-3 points	4-5 points	6+ points	Parent and Community Involvement Survey - Category 2	Principal Report / Survey Responses
Communication with parents	0-20 points	20-39 points	40-74 points	75+ points	Parent and Community Involvement Survey - Category 3	Principal Report / Survey Responses

21st Century Workforce Development

Elementary

Performance Measures	Unacceptable	Acceptable	Recognized	Exemplary	Data Source	Who will collect the data? (District or Campus?)
Number of College and Career Enrichment Events Provided on the Campus (i.e. Guest Speakers, College Days, Career Days, Junior Achievement, etc.)	Zero events college and career enrichment events offered in one academic year	One college and career enrichment event in one academic year	Two college and career enrichment events in one academic year	A combination of three or more college and career enrichment events in one academic year	School Response Survey; Campus Calendar; Email Blasts to Parents	Principal Attestation
Number of Student-Centered College and Career Exploration Activities Provided on the Campus (i.e. Biztown, Math Olympians, Ecobots, Community Gardens, Video Announcements, Science Fair, Science Labs, etc.)	Zero student-centered college and career exploration activities offered in one academic year	One student-centered college and career exploration activity in one academic year	Two student-centered college and career exploration activities in one academic year	A combination of three or more student-centered college and career exploration activities in one academic year	School Response Survey; Campus Calendar; Email Blasts to Parents **NOTE: Cannot include same activities counted in G/T section.**	Principal Attestation

Digital Learning Environment

Elementary

Performance Measures	Unacceptable	Acceptable	Recognized	Exemplary	Data Source	Who will collect the data? (District or Campus?)
Campus Staff Technology Professional Development	Instructional staff does not attend instructional technology professional development as documented in Eduphoria	Instructional staff attends an average of 1-3 hours of instructional technology professional development as documented in Eduphoria	Instructional staff attends an average of more than 3 and less than 7 hours of instructional technology professional development as documented in Eduphoria	Instructional staff attends an average of 7 or more hours of instructional technology professional development as documented in Eduphoria	Eduphoria NOTE: All applicable training must be entered into Eduphoria and identified as Instructional Technology.	Campus Eduphorian/IT with support from District Eduphorian
Technology Integration	Less than 40% of all Math and ELAR teachers taught at least one Technology TEKS based integration lesson per year	Between 40% and 50% of all Math and ELAR teachers taught at least one Technology TEKS based integration lesson per year	More than 50% but up to 75% of all Math and ELAR teachers taught at least one Technology TEKS based integration lesson per year	Over 75% of all Math and ELAR teachers taught at least one Technology TEKS based integration lesson per year	Campus Self-Report with supporting documentation	Principal
Digital Citizenship	Below 80% of students received three digital citizenship lessons	Between 80% and 84% of students received three digital citizenship lessons	More than 84% but up to 89% of students received three digital citizenship lessons	Over 89% of students received three digital citizenship lessons	Campus Self-Report with supporting documentation	Principal

Second Language Acquisition

Elementary

Performance Measures	Unacceptable	Acceptable	Recognized	Exemplary	Data Source / Calculation	Who will collect the data? (District or Campus?)
Annual Professional Development (Teachers of ELLs, BE and LOTE Teachers)	Teachers of ELLs, BE and LOTE Teachers attend an average of less than 6 hours second language acquisition professional development as documented in Eduphoria	Teachers of ELLs, BE and LOTE Teachers attend an average of 6-8 hours second language acquisition professional development as documented in Eduphoria	Teachers of ELLs, BE and LOTE Teachers attend an average of 9-10 hours second language acquisition professional development as documented in Eduphoria	Teachers of ELLs, BE and LOTE Teachers attend an average of 11 or more hours second language acquisition professional development as documented in Eduphoria	Data Source: Eduphoria Number of LOTE Teacher and hours of second language acquisition professional development taken from June 1, 2017, to May 31, 2018. This may include vertical team meetings/planning and book studies documented in Eduphoria. NOTE: Must be documented as ESL, BE or LOTE in Eduphoria.	District
Paralleled Numbers of BE/ESL-Certified Teachers to Numbers of English Language Learners	% of BE/ESL-certified teachers less than the % of English language learners	% of BE/ESL-certified teachers **equal** to or 1%-10% more than the % of English language learners	% of BE/ESL-certified teachers is 11% - 30% more than % of English language learners	% of BE/ESL-certified teachers is 31% or more than % of English language learners	Numerator: Number of BE/ESL-certified teachers Denominator: Number of total teaching staff COMPARED TO Numerator: Number of English language learners Denominator: Total student enrollment	ESL lead teacher (campus) & Director of BE/ESL/LOTE (district)
Accelerated Learning in LOTE for Elementary	Campus offers less than 2 cultural awareness/language acquisition opportunities per grade level (K-5) including but not limited to: research projects, guest speakers, virtual field trips, cultural celebrations...	Campus offers 2 cultural awareness/language acquisition opportunities per grade level (K-5) including but not limited to: research projects, guest speakers, virtual field trips, cultural celebrations...	Campus offers 3 cultural awareness/language acquisition opportunities per grade (K-5) level including but not limited to: research projects, guest speakers, virtual field trips, cultural celebrations...	Campus offers 4 or more cultural awareness/language acquisition opportunities per grade (K-5) level including but not limited to: research projects, guest speakers, virtual field trips, cultural celebrations…..	Data Source: Campus Administrator Report Number of opportunities for cultural awareness/appreciation and second language learning per grade level (Kindergarten through 5th grade).	Campus Principal attestation w/ description of activities/programs
Accelerated Learning in LOTE for Elementary Second Language Oral Proficiency * NOTE: Only for campuses with a Spanish Immersion Program or Two-way Dual Language Program	0-15% of English speaking SIP/TWDL students scored at least 4-6 on Woodcock Muñoz Spanish Language Survey or progressed at least 0.5 from previous year.	15.1-50 % of English speaking SIP/TWDL students scored at least 4-6 on Woodcock Muñoz Spanish Language Survey or progressed at least 0.5 from previous year.	50.1-61% of English speaking SIP/TWDL students scored at least 4-6 on Woodcock Muñoz Spanish Language Survey or progressed at least 0.5 from previous year.	61.1-100% of English speaking SIP/TWDL students scored at least 4-6 on Woodcock Muñoz Spanish Language Survey or progressed at least 0.5 from previous year.	Data Source: Woodcock Muñoz Spanish Language Survey	Campus contacts for SIP and Two-way DL reporting to Director of BE/ESL/LOTE
Oral Language Proficiency	less than 50% of LEP students progressing at least one proficiency level or maintaining AH on the Listening and Speaking portions of TELPAS	50% to 59.5% of LEP students progressing at least one proficiency level or maintaining AH on the Listening and Speaking portions of TELPAS	60% to 69.5% of LEP students progressing at least one proficiency level or maintaining AH on the Listening and Speaking portions of TELPAS	70% or more of LEP students progressing at least one proficiency level or maintaining AH on the Listening and Speaking portions of TELPAS	Data Source: TELPAS Numerator: number of eligible students progressing at least one proficiency level on Listening and Speaking portions of TELPAS Denominator: number of eligible students taking TELPAS **NOTE: Based on the data available for the comparison, this criteria would only include students who were in the district the previous school year. * A minimum of 5 LEP students required to be evaluated under this criteria otherwise N/A.**	District
Assessment of Accelerated Acquisition of English	less than 50% of eligible students progressing at least one proficiency level on TELPAS	50% to 59.5% of eligible students progressing at least one proficiency level on TELPAS	60% to 69.5% of eligible students progressing at least one proficiency level on TELPAS	70% or more of eligible students progressing at least one proficiency level on TELPAS	Data Source: TELPAS Numerator: number of eligible students progressing at least one proficiency level on TELPAS COMPOSITE Denominator: number of eligible students taking TELPAS *** A minimum of 5 LEP students required to be evaluated under this criteria otherwise N/A.**	District

Gifted & Talented

All Levels

Performance Measures	Unacceptable	Acceptable	Recognized	Exemplary	Data Source	Who will collect data? (District or Campus?)
Use of Qualitative and Quantitative Data for G/T Identification Purposes	Not using district prescribed testing instruments (CogAT, ITBS), Parent and Teacher survey (used as referral for testing)	Use of district prescribed instruments (CogAT, ITBS) and Parent and Teacher Survey (used as nomination for testing).	Use of district prescribed instruments (CogAT, ITBS), Parent and Teacher Survey (used as nomination for testing), and Administrator over G/T (Secondary) presents G/T overview at faculty meeting	All of the previous criteria PLUS opportunities exist for non-identified students to participate in academic enrichment activities (Academic UIL, DI, Math and Science Olympiads, Independent Study Projects, Word Masters, Science Fair, Robotics, Spelling Bee, and Fine Arts, etc.), and campuses specifically advertise enrichment activities to parents of G/T identified students (Remind 101, School Messenger, flyers, etc.) Campuses will review results for possible nomination for the G/T program.	G/T test inventory documents, profile sheets, and academic competition records	District and Campus
G/T Service Opportunities	Not all G/T students receiving required G/T service	All G/T identified students are receiving required G/T service as indicated by the Humble ISD G/T Service Design Plan	All G/T identified students receiving required G/T service have the opportunity to participate in one G/T Expo (Elementary) / have the opportunity to participate in one academic enrichment activity (Secondary), and campuses specifically advertise enrichment activities (Academic UIL, DI, Math and Science Olympiad, Independent Study Projects, Word Masters, etc.) to parents of G/T identified students (Remind 101, School Messenger, flyers, etc.)	All G/T identified students receiving required G/T service will have the opportunity to participate in one G/T Expo (Elementary) / have the opportunity to participate in two or more academic enrichment activities (Academic UIL, DI, Math and Science Olympiad, Independent Study Projects, Word Masters, etc.) (Secondary), and campuses specifically advertise enrichment activities to parents of G/T identified students (Remind 101, School Messenger, flyers, etc.)	PEIMS coding, student work samples, Department of Advanced Academic Documentation (GT Expo, Math/Science Olympiad, and Destination Imagination Participation), Campus Academic UIL Documentation, etc. NOTE: Cannot count the same activities in G/T and in the 21st Century Workforce criteria.	District and Campus
Array of Learning Opportunities Provided to Accelerate and/or Enrich G/T Students	A continuum of differentiated academic enrichment opportunities to lead to the development of advanced level products and/or performances does NOT exist	Beyond the district's expectation of offering a rigorous and differentiated curriculum, a continuum of differentiated academic enrichment opportunities to lead to the development of advanced level products and/or performances does exist as evidenced by student work samples (collected by cluster)	A continuum of differentiated academic enrichment opportunities to lead to the development of advanced level products and/or performances does exist plus participation in one extended academic enrichment activity (Academic UIL, DI, Math and Science Olympiad, Independent Study Projects, Word Masters, etc.) (Secondary), and campuses specifically advertise enrichment activities to parents of G/T identified students (Remind 101, School Messenger, flyers, etc.)	A continuum of differentiated academic enrichment opportunities to lead to the development of advanced level products and/or performances does exist, participation in two or more extended academic enrichment activities (Academic UIL, DI, Math and Science Olympiads, Independent Study Projects, Word Masters, **Science Fair, District Spelling Bee, Fine Arts,** etc.) (Secondary), and campuses specifically advertise enrichment activities to parents of G/T identified students (Remind 101, School Messenger, flyers, etc.)	PEIMS coding, supplemental lessons, Department of Advanced Academic Documentation (GT Expo, Math/Science Olympiad, and Destination Imagination Participation), Campus Academic UIL Documentation, etc. For PLANNING, documentation of plan, including personnel allocated or responsible. NOTE: Cannot count the same activities in G/T and in the 21st Century Workforce criteria.	District and Campus
G/T Teachers in Core Content Areas Providing Services Earn State Required G/T Hours	All teachers in core content areas providing services to G/T identified students as part of the district's defined G/T service plan have not completed the state required G/T training (30 initial hours and 6-hour annual update)	All teachers in core content areas providing services to G/T identified students as part of the district's defined G/T service plan have completed the state required G/T training (30 initial hours and 6-hour annual update)	All teachers in core content areas providing services to G/T identified students as part of the district's defined G/T service plan have completed the state required G/T training (30 initial hours and 6-hour annual update) and 90% have completed one additional hour of G/T training at the campus or district level in the current year	All teachers in core content areas providing services to G/T identified students as part of the district's defined G/T service plan have completed the state required G/T training (30 initial hours and 6-hour annual update) and 90% have completed two additional hours of G/T training at the campus or district level in the current year	Eduphoria Professional Development Offerings and Records	District
Parental Awareness Opportunities for G/T Program Options and G/T Resources	Parental awareness opportunities do NOT exist	One awareness opportunity (beyond event reminders/logistical information) does exist within the academic school year (i.e. parent night(s), campus webpage, School Messenger emails, newsletters containing G/T information)	**One meeting** for parents of G/T identified students and one awareness opportunity (beyond event reminders/logistical information) does exist within the academic school year (i.e. parent night(s), campus webpage, School Messenger emails, newsletters containing G/T information)	**Two meetings** for parents of G/T identified students and one awareness opportunity (beyond event reminders/logistical information) does exist within the academic school year (i.e. parent night(s), campus webpage, School Messenger emails, newsletters containing G/T information)	Campus and/or School Messenger emails, parent nights, Newsletter	Campus

Dropout Prevention

Elementary

Performance Measures	Unacceptable	Acceptable	Recognized	Exemplary	Data Source	Who will collect the data? (District or Campus?)
Campus Attendance Rates	Average < 94.0% (all percentages rounded to the nearest 10th)	Average = 94.0% -95.0% (all percentages rounded to the nearest 10th)	Average = 95.1% - 97.2% (all percentages rounded to the nearest 10th)	Average > 97.2% (all percentages rounded to the nearest 10th)	ADA/ADM Statistics Report	District
Percent of 5th Grade Students Requiring a Grade Placement Meeting	More than 40% of students require a GPC meeting	13% to 40% of students require a GPC meeting	5% to 12.9% of students require a GPC meeting	Less than 5% of students require a GPC meeting	Numerator: Number of students at the 5th grade level students that require a GPC (SSI) meeting in order to be promoted to the next grade Denominator: Total number of students in 5th grade NOTE: Based on 2nd administration cumulative STAAR results	District
Number of Clubs/Organizations Offered	0 clubs/organizations	1-2 clubs/organizations	3-4 clubs/organizations	5 or more clubs/organizations	Definition of a club/organization: Must have at least 2 students signed up Must have an adult employee sponsor Must have at least 4 meetings per year	Campus Report

Compliance

All Levels

Performance Measures	Standard	Campus Performance	Standard Met? (Y or N)	Data Source	Who will collect the data? (District or Campus?)
CAMPUS/DISTRICT: Compliance with posting the School Report Card, Federal Report Card, and CaSE Evaluation results on the campus website for public viewing	Y			Website	Director of State & Federal Programs will monitor
CAMPUS: Campus Improvement Plan (CIP) Includes All Statutorily Required Components DISTRICT: District Improvement Plan (DIP) includes all statutorily required components	Y			Chart of required elements cross-checked with the CIP template.	Director of State & Federal Programs will monitor
CAMPUS: All Staff Members with Test-Related Responsibilities and Duties Complete Annual Test Security and Annual General Testing Procedures training for State Assessments DISTRICT: The district monitors the annual test security and annual general testing procedures training for state assessments	100%			Training Documentation	Coordinator of Student Assessment
CAMPUS: The campus has conducted all safety drills in accordance with the HISD Drill and Exercise Schedule DISTRICT: The district system for monitoring the completion of safety drills monthly is developed and implemented	Y			HISD Drill and Exercise Schedule confirmed	Emergency Management Safety Manager

2017-2018 MIDDLE SCHOOL COMMUNITY AND STUDENT ENGAGEMENT SCORECARD

Fine Arts
Middle School

Performance Measures	Unacceptable	Acceptable	Recognized	Exemplary	Data Source	Who will collect the data? (District or Campus?)
Percentage of Students Enrolled in One or More Fine Arts Classes	Less than 40% of students enrolled in one or more Fine Arts classes	40-49% of students enrolled in one or more Fine Arts classes	50-59% of students enrolled in one or more Fine Arts classes	60% or more students enrolled in one or more Fine Arts classes	TEA/CEDFA/TMEA, # of students, List of Courses	District
Participation in State Assessments (UIL, VASE, OAP, DEAL) for each Program	Less than 60% of programs participate	60% or more programs participate	80% or more programs participate	100% of programs participate	District and UIL info	District
Community Participation (Contest/ Exhibition)	Less than 60% of programs conduct an outside performance/exhibition per semester	60% or more of programs conduct at least one outside performance/ exhibition per semester	80% or more of programs conduct at least one outside performance/ exhibition per semester	100% of programs conduct at least one outside performance/ exhibition per semester	Campus/ District information	Campus/ District
Course Offerings	Less than the following are offered: Choir, Theatre, Art, Band, Orchestra	The Following areas of study are offered: Choir, Theatre, Art, Band, Orchestra	Some of the following areas of study offer multiple sections: Choir, Theatre, Art, Band, Orchestra	Multiple Sections of all of the following areas of study are offered: Choir, Theatre, Art, Band, Orchestra	eSchool	District

Wellness & PE
All Levels

Performance Measures	Unacceptable	Acceptable	Recognized	Exemplary	Data Source	Who will collect data? (District or Campus?)
Employee and Student Wellness Policy Completion	Does not submit	Completed and submitted by due date	Completed, submitted by due date and scores 6 Recognized categories or above with supporting evidence	Completed, submitted by due date, scores 6 Recognized categories or above with supporting evidence, and scores 8 Exemplary categories or above with supporting evidence	Wellness Policy	Campus-Building Principal & Wellness Designee
Mental Health and Counseling	No Bully Prevention and Intervention Training Provided	Staff trained on Bully Prevention and Intervention, and campus has a process in place for investigating allegations	Staff AND students trained on Bully Prevention and Intervention, and campus has a process in place for investigating allegations	Staff and Students trained on Bully Preventions and Interventions, campus process in place, and additional anti-bullying activities provided	Bully Prevention and Intervention Checklist	Principal/ Counselor
	0 PBIS checklist components	1 or 2 PBIS checklist components	3 PBIS checklist components	3 PBIS checklist components and SET assessment conducted	PBIS Activity Checklist	Principal/ Counselor
	Less than 1 Guidance Lesson completed per grade level	1 or 2 Guidance Lessons completed per grade level	3 Guidance Lessons completed per grade level	4 Guidance Lessons completed per grade level	Guidance Lesson Scope & Sequence Checklist	Principal/ Counselor
Medical Health Services	Less than 95% of students enrolled through April 1, 2018, will have completed immunization records (or as complete as medically feasible) as of May 1, 2018.	95-96% of students enrolled through April 1, 2018, will have completed immunization records (or as complete as medically feasible) as of May 1, 2018	97-99% of students enrolled through April 1, 2018, will have completed immunization records (or as complete as medically feasible) as of May 1, 2018	100% of students enrolled through April 1, 2018, will have completed immunization records (or as complete as medically feasible) as of May 1, 2018	eSchool and Campus Immunization Report	District Office
	Less than 90% of designated students are screened for vision and hearing by the end of 1st semester	90-94% of designated students are screened for vision and hearing by the end of the 1st semester	95-97% of designated students are screened for vision and hearing by the end of the 1st semester	98-100% of designated students are screened for vision and hearing by the end of the 1st semester	eSchool; Vision and Hearing Assessments (Required for all 7th grade students and new-to-district students ALL grades)	District Office
	Less than 90% of designated students are screened for Diabetes Risk and Scoliosis by Spring Break	90-94% of designated students are screened for Diabetes Risk and Scoliosis by Spring Break	95-97% of designated students are screened for Diabetes and Scoliosis by Spring Break	98-100% of designated students are screened for Diabetes and Scoliosis by Spring Break	eSchool: Diabetes Risk and Scoliosis Assessments (Diabetes Risk required for all 7th grade students and new-to-district students ALL grades; Scoliosis required for 8th grade girls and 6th grade boys and new-to-district students ALL grades)	District Office
Medical Health Services (Cont.)	Failed to meet minimum Acceptable rating requirements	Campus nurse(s) MUST ATTEND 4 of 6 Team Meetings AND 2 Professional Development Offerings (January 2, 2018, and February 19, 2018)	Campus nurse(s) MUST ATTEND 5 of 6 Team Meetings AND AND 2 Professional Development Offerings (January 2, 2018, and February 19, 2018) AND any of the following: August Staff Development (August 7, 2017), Galveston Conference for School Nurses, Galveston Conference for Advances in Pediatric Care, TSNO Conference, Belle Blackwell Conference for School Nurses, Scott and White Conference for School Nurses, or 4-hour minimum credit with either Cook Children's Hospital Web Conference or NASN Online Continuing Education	Campus nurse(s) MUST ATTEND 6 of 6 Team Meetings AND AND 2 Professional Development Offerings (January 2, 2018, and February 19, 2018) AND any of the following: August Staff Development (August 7, 2017), Galveston Conference for School Nurses, Galveston Conference for Advances in Pediatric Care, TSNO Conference, Belle Blackwell Conference for School Nurses, Scott and White Conference for School Nurses, or 4-hour minimum credit with either Cook Children's Hospital Web Conference or NASN Online Continuing Education	District Report and Nurse Self-Report	School Nurse, Principal

Community / Parent Involvement

All Levels

Performance Measures	Unacceptable	Acceptable	Recognized	Exemplary	Data Source	Who will collect the data? (District or Campus?)
Parents & Community Members Involved in School Activities & School Culture	0-3 points	4-6 points	7-9 points	10+ points	Parent and Community Involvement Survey - Category 1	Principal Report / Survey Responses
Staff and/or Students Involved in Community Activities On or Off Campus	0-1 point	2-3 points	4-5 points	6+ points	Parent and Community Involvement Survey - Category 2	Principal Report / Survey Responses
Communication with parents	0-14 points	15-29 points	30-59 points	60+ points	Parent and Community Involvement Survey - Category 3	Principal Report / Survey Responses

21st Century Workforce Development

Middle School

Performance Measures	Unacceptable	Acceptable	Recognized	Exemplary	Data Source	Who will collect the data? (District or Campus?)
Percent of Enrolled Students Utilizing XAP (Bridges)	Less than 70% of the student body with an active XAP (Bridges) account	70-79% of the student body with an active XAP (Bridges) account	80-94% of the student body with an active XAP (Bridges) account	95% or more of the student body with an active XAP (Bridges) account	Active Bridges User Utilization Report	District
Availability of CTE Courses which Provide High School Credit	Less than two CTE courses providing high school credit offered	Two CTE courses providing high school credit offered	Three CTE courses providing high school credit offered	Four or more CTE courses providing high school credit offered	Master Schedule	District
Attendance of PLC Affinity Meeting by all team members	Attended 1 of 4 meetings	Attended 2 of 4 meetings	Attended 3 of 4 meetings	Attended all meetings	Eduphoria roll sheet Calculation: Total number of meetings attended by campus teachers divided by total possible meetings.	District

Second Language Acquisition

	Middle School					

Performance Measures	Unacceptable	Acceptable	Recognized	Exemplary	Data Source / Calculation	Who will collect the data? (District or Campus?)
Annual Professional Development (Teacher of ELLs, BE and LOTE Teachers)	Teachers of ELLs, BE and LOTE Teachers attend an average of less than 6 hours second language acquisition professional development as documented in Eduphoria	Teachers of ELLs, BE and LOTE Teachers attend an average of 6-8 hours second language acquisition professional development as documented in Eduphoria	Teachers of ELLs, BE and LOTE Teachers attend an average of 9-10 hours second language acquisition professional development as documented in Eduphoria	Teachers of ELLs, BE and LOTE Teachers attend an average of 11 or more hours second language acquisition professional development as documented in Eduphoria	Data Source: Eduphoria Number of LOTE Teacher and hours of second language acquisition professional development taken from June 1, 2017 to May 31, 2018. This may include vertical team meetings/planning and book studies documented in Eduphoria. NOTE: Must be documented as ESL, BE or LOTE in Eduphoria.	District
Percentage of ELL Core Courses Taught by SIOP-Trained Teachers	Less than 25% of ELL core courses instructed by SIOP-trained teachers.	25%-49% of ELL core courses instructed by SIOP-trained teachers.	50%-74% of ELL core courses instructed by SIOP-trained teachers.	75% or higher of ELL core courses instructed by SIOP-trained teachers.	Data Source: Teacher SIOP- training history and student schedules for each core course (Decision Ed LR000044).	District
Paralleled Numbers of ESL-Certified Teachers to Numbers of English Language Learners	% of English language learners is greater than 5 percentage points more than the % of ESL-certified teachers	% of ESL-certified teachers to % of English language learners is a discrepancy of -5 to 5 percentage points	% of ESL-certified teachers is 6-10 percentage points greater than % of English language learners	% of ESL-certified is 11 or more percentage points greater than % of English language learners	Numerator: Number of ESL-certified teachers Denominator: Numbers of total staff COMPARED TO Numerator: Number of English language learners Denominator: Total student enrollment	ESL lead teacher (campus) & Director of BE/ESL/LOTE (district)
Accelerated Learning in LOTE for Middle School	5% or fewer students enrolled in a MS LOTE course	6%-10% of students enrolled in a MS LOTE course	11%-14% of students enrolled in a MS LOTE course	15% or more students enrolled in a MS LOTE course	Data Source: Course Enrollments Numerator: Number of students enrolled in a MS LOTE course Denominator: Total MS student population	Data Quality (district)
Oral Language Proficiency	Less than 50% of LEP students progressing at least one proficiency level or maintaining AH on the Listening and Speaking portions of TELPAS	50% - 59.5% of LEP students progressing at least one proficiency level or maintaining AH on the Listening and Speaking portions of TELPAS	60% - 69.5% of LEP students progressing at least one proficiency level or maintaining AH on the Listening and Speaking portions of TELPAS	70% or more of LEP students progressing at least one proficiency level or maintaining AH on the Listening and Speaking portions of TELPAS	Data Source: TELPAS Numerator: number of eligible students progressing at least one proficiency level on Listening and Speaking portions of TELPAS Denominator: number of eligible students taking TELPAS **NOTE: Based on the data available for the comparison, this criteria would only include students who were in the district the previous school year. * A minimum of 5 LEP students required to be evaluated under this criteria otherwise N/A.**	District
Assessment of Accelerated Acquisition of English	less than 50% of eligible students progressing at least one proficiency level on TELPAS	50% - 59.5% of eligible students progressing at least one proficiency level on TELPAS	60% - 69.5% of eligible students progressing at least one proficiency level on TELPAS	70% or more of eligible students progressing at least one proficiency level on TELPAS	Data Source: TELPAS Numerator: number of eligible students progressing at least one proficiency level on TELPAS COMPOSITE Denominator: number of eligible students taking TELPAS **A minimum of 5 LEP students required to be evaluated under this criteria otherwise N/A.**	District

Digital Learning Environment

Middle School

Performance Measures	Unacceptable	Acceptable	Recognized	Exemplary	Data Source	Who will collect the data? (District or Campus?)
Campus Staff Technology Professional Development	Instructional staff does not attend instructional technology professional development as documented in Eduphoria	Instructional staff attends an average of 1-3 hours of instructional technology professional development as documented in Eduphoria	Instructional staff attends and average of more than 3 and less than 7 hours of instructional technology professional developments documented in Eduphoria	Instructional staff attends an average of 7 or more hours of instructional technology professional development as documented in Eduphoria	Eduphoria NOTE: All applicable training must be entered into Eduphoria and identified as Instructional Technology.	Campus Eduphorian/IT with support from District Eduphorian
Student Technology Competency	Campus scores less than 290 on 8th Grade Tech Literacy Assessment	Campus scores 290-320 on 8th Grade Tech Literacy Assessment	Campus scores 321-349 on 8th Grade Tech Literacy Assessment	Campus scores 350 or above on 8th Grade Tech Literacy Assessment	8th Grade Tech Literacy Assessment	District Digital Learning Specialists
Digital Citizenship	Below 80% of students received three digital citizenship lessons	Between 80% and 84% of students received three digital citizenship lessons	More than 84% but up to 89% of students received three digital citizenship lessons	Over 89% of students received three digital citizenship lessons	Campus Self-Report with supporting documentation	Principal

Dropout Prevention

Middle School

Performance Measures	Unacceptable	Acceptable	Recognized	Exemplary	Data Source	Who will collect the data? (District or Campus?)
Campus Attendance Rates	Average < 95.0% (all percentages rounded to the nearest 10th)	Average = 95.0% - 96.0% (all percentages rounded to the nearest 10th)	Average = 96.1% - 97.1% (all percentages rounded to the nearest 10th)	Average > 97.1% (all percentages rounded to the nearest 10th)	ADA/ADM Statistics Report	District
Percent of 8th Grade Students Requiring a Grade Placement Meeting	More than 30% of students require a GPC meeting	11% to 30% of students require a GPC meeting	7% to 10.9%% of students require a GPC meeting	Less than 7% of students require a GPC meeting	Numerator: Number of students at the 8th grade level that require a GPC (SSI) meeting in order to be promoted to the next grade Denominator: Total number of students in 8th grade NOTE: Based on 2nd administration cumulative STAAR results	District
Number of clubs/organizations offered	0 - 3 clubs/organizations	4 - 5 clubs/organizations	6 - 7 clubs/organizations	8 or more clubs/organizations	Definition of a club/organization: Must have at least 2 students signed up Must have an adult employee sponsor Must have at least 4 meetings per year	Campus Report

Gifted & Talented

All Levels

Performance Measures	Unacceptable	Acceptable	Recognized	Exemplary	Data Source	Who will collect data? (District or Campus?)
Use of Qualitative and Quantitative Data for G/T Identification Purposes	Not using district prescribed testing instruments (CogAT, ITBS), Parent and Teacher survey (used as referral for testing)	Use of district prescribed instruments (CogAT, ITBS) and Parent and Teacher Survey (used as nomination for testing).	Use of district prescribed instruments (CogAT, ITBS), Parent and Teacher Survey (used as nomination for testing), and Administrator over G/T (Secondary) presents G/T overview at faculty meeting	All of the previous criteria PLUS opportunities exist for non-identified students to participate in academic enrichment activities (Academic UIL, DI, Math and Science Olympiads, Independent Study Projects, Word Masters, Science Fair, Robotics, Spelling Bee, and Fine Arts, etc.), and campuses specifically advertise enrichment activities to parents of G/T identified students (Remind 101, School Messenger, flyers, etc.) Campuses will review results for possible nomination for the G/T program.	G/T test inventory documents, profile sheets, and academic competition records	District and Campus
G/T Service Opportunities	Not all G/T students receiving required G/T service	All G/T identified students are receiving required G/T service as indicated by the Humble ISD G/T Service Design Plan	All G/T identified students receiving required G/T service have the opportunity to participate in one G/T Expo (Elementary) / have the opportunity to participate in one academic enrichment activity (Secondary), and campuses specifically advertise enrichment activities (Academic UIL, DI, Math and Science Olympiad, Independent Study Projects, Word Masters, etc.) to parents of G/T identified students (Remind 101, School Messenger, flyers, etc.)	All G/T identified students receiving required G/T service will have the opportunity to participate in two or more academic enrichment activities (Academic UIL, DI, Math and Science Olympiad, Independent Study Projects, Word Masters, etc.) (Secondary), and campuses specifically advertise enrichment activities to parents of G/T identified students (Remind 101, School Messenger, flyers, etc.)	PEIMS coding, student work samples, Department of Advanced Academic Documentation (GT Expo, Math/Science Olympiad, and Destination Imagination Participation), Campus Academic UIL Documentation, etc. NOTE: Cannot count the same activities in the G/T and the 21st Century Workforce criteria.	District and Campus
Array of Learning Opportunities Provided to Accelerate and/or Enrich G/T Students	A continuum of differentiated academic enrichment opportunities to lead to the development of advanced level products and/or performances does NOT exist	Beyond the district's expectation of offering a rigorous and differentiated curriculum, a continuum of differentiated academic enrichment opportunities to lead to the development of advanced level products and/or performances does exist as evidenced by student work samples (collected by cluster)	A continuum of differentiated academic enrichment opportunities to lead to the development of advanced level products and/or performances does exist plus participation in one extended academic enrichment activity (Academic UIL, DI, Math and Science Olympiad, Independent Study Projects, Word Masters, etc.) (Secondary), and campuses specifically advertise enrichment activities to parents of G/T identified students (Remind 101, School Messenger, flyers, etc.)	A continuum of differentiated academic enrichment opportunities to lead to the development of advanced level products and/or performances does exist, participation in two or more extended academic enrichment activities (Academic UIL, DI, Math and Science Olympiads, Independent Study Projects, Word Masters, Science Fair, District Spelling Bee, Fine Arts, etc.) (Secondary), and campuses specifically advertise enrichment activities to parents of G/T identified students (Remind 101, School Messenger, flyers, etc.)	PEIMS coding, supplemental lessons, Department of Advanced Academic Documentation (GT Expo, Math/Science Olympiad, and Destination Imagination Participation), Campus Academic UIL Documentation, etc. For PLANNING, documentation of plan, including personnel allocated or responsible. NOTE: Cannot count the same activities in the G/T and in the 21st Century Workforce criteria.	District and Campus
G/T Teachers in Core Content Areas Providing Services Earn State Required G/T Hours	All teachers in core content areas providing services to G/T identified students as part of the district's defined G/T service plan have not completed the state required G/T training (30 initial hours and 6-hour annual update)	All teachers in core content areas providing services to G/T identified students as part of the district's defined G/T service plan have completed the state required G/T training (30 initial hours and 6-hour annual update)	All teachers in core content areas providing services to G/T identified students as part of the district's defined G/T service plan have completed the state required G/T training (30 initial hours and 6-hour annual update) and 90% have completed one additional hour of G/T training at the campus or district level in the current year	All teachers in core content areas providing services to G/T identified students as part of the district's defined G/T service plan have completed the state required G/T training (30 initial hours and 6-hour annual update) and 90% have completed two additional hours of G/T training at the campus or district level in the current year	Eduphoria Professional Development Offerings and Records	District
Parental Awareness Opportunities for G/T Program Options and G/T Resources	Parental awareness opportunities do NOT exist	One awareness opportunity (beyond event reminders/logistical information) does exist within the academic school year (i.e. parent night(s), campus webpage, School Messenger emails, newsletters containing G/T information)	One meeting for parents of G/T identified students and one awareness opportunity (beyond event reminders/logistical information) does exist within the academic school year (i.e. parent night(s), campus webpage, School Messenger emails, newsletters containing G/T information)	Two meetings for parents of G/T identified students and one awareness opportunity (beyond event reminders/logistical information) does exist within the academic school year (i.e. parent night(s), campus webpage, School Messenger emails, newsletters containing G/T information)	Campus and/or School Messenger emails, parent nights, Newsletter	Campus

Compliance

	All Levels				
Performance Measures	**Standard**	**Campus Performance**	**Standard Met?**	**Data Source**	**Who will collect the data? (District or Campus?)**
CAMPUS/DISTRICT: Compliance with posting the School Report Card, Federal Report Card, and CaSE Evaluation results on the campus website for public viewing	Y			Website	Director of State & Federal Programs will monitor
CAMPUS: Campus Improvement Plan (CIP) Includes All Statutorily Required Components **DISTRICT:** District Improvement Plan (DIP) includes all statutorily required components	Y			Chart of required elements cross-checked with the CIP template.	Director of State & Federal Programs will monitor
CAMPUS: All Staff Members with Test-Related Responsibilities and Duties Complete Annual Test Security and Annual General Testing Procedures training for State Assessments **DISTRICT:** The district monitors the annual test security and annual general testing procedures training for state assessments	100%			Training Documentation	Coordinator of Student Assessment
CAMPUS: The campus has conducted all safety drills in accordance with the HISD Drill and Exercise Schedule **DISTRICT:** The district system for monitoring the completion of safety drills monthly is developed and implemented	Y			HISD Drill and Exercise Schedule confirmed	Emergency Management Safety Manager

Fine Arts
High School

Performance Measures	Unacceptable	Acceptable	Recognized	Exemplary	Data Source	Who will collect the data? (District or Campus?)
Percentage of Students Enrolled in One or More Fine Arts Classes	Less than 40% of students enrolled in one or more Fine Arts classes	40-49% of students enrolled in one or more Fine Arts classes	50 - 59% of students enrolled in one or more Fine Arts classes	60% or more students enrolled in one or more Fine Arts classes	TEA/CEDFA/TMEA, # of students, List of Courses	District
Participation by Programs in State Assessments (UIL, VASE, OAP, DEAL) for each Discipline	Less than 70% of Programs Participate	70% or more of Programs Participate	90% or more of programs participate	100% of programs participate	District and UIL info (District)	District
Community Participation (Contest/ Exhibition/ Non UIL Performance) by Programs at the Campus (Excluding District-Mandated Requirements)	Less than 80% of programs conduct an outside performance/exhibition per semester	80% or more of programs conduct at least one outside performance/ exhibition per semester	100% of Programs conduct at least one outside performance/ exhibition per semester	100% of Programs conduct at least one outside performance or exhibition per semester and some do multiple performances per semester	Campus/ District information	Campus/ District
Course Offerings	Less than the following are offered: Choir, Dance, Theatre, Art, Band, Orchestra	The following areas of study are offered: Choir, Dance, Theatre, Art, Band, Orchestra	Multiple Sections of the following areas of study are offered: Choir, Dance, Theatre, Art, Band, Orchestra	Full sequence of courses (Beginner through Advanced) are offered in the following areas of study: Choir, Dance, Theatre, Art, Band, Orchestra	eSchool / Master Schedule	District

Wellness & PE
All Levels

Performance Measures	Unacceptable	Acceptable	Recognized	Exemplary	Data Source	Who will collect data? (District or Campus?)
Employee and Student Wellness Policy Completion	Does not submit	Completed and submitted by due date	Completed, submitted by due date **and** scores 6 Recognized categories or above with supporting evidence	Completed, submitted by due date, scores 6 Recognized categories or above with supporting evidence, **and** scores 8 Exemplary categories or above with supporting evidence	Wellness Policy	Campus-Building Principal & Wellness Designee
Mental Health and Counseling	No Bully Prevention and Intervention Training Provided	Staff trained on Bully Prevention and Intervention, and campus has a process in place for investigating allegations	Staff AND students trained on Bully Prevention and Intervention, and campus has a process in place for investigating allegations	Staff and Students trained on Bully Preventions and Interventions, campus process in place, and additional anti-bullying activities provided	Bully Prevention and Intervention Checklist	Principal/ Counselor
	0 PBIS checklist components	1 or 2 PBIS checklist components	3 PBIS checklist components	3 PBIS checklist components and SET assessment conducted	PBIS Activity Checklist	Principal/ Counselor
	Less than 1 Guidance Lesson completed per grade level	1 or 2 Guidance Lessons completed per grade level	3 Guidance Lessons completed per grade level	4 Guidance Lessons completed per grade level	Guidance Lesson Scope & Sequence Checklist	Principal/ Counselor
Medical Health Services	Less than 95% of students enrolled through April 1, 2018, will have completed immunization records (or as complete as medically feasible) as of May 1, 2018	95-96% of students enrolled through April 1, 2018, will have completed immunization records (or as complete as medically feasible) as of May 1, 2018	97-99% of students enrolled through April 1, 2018, will have completed immunization records (or as complete as medically feasible) as of May 1, 2018	100% of students enrolled through April 1, 2018, will have completed immunization records (or as complete as medically feasible) as of May 1, 2018	eSchool and Campus Immunization Report	District Office
	Less than 90% of designated students are screened for vision and hearing by the end of 1st semester	90-94% of designated students are screened for vision and hearing by the end of the 1st semester	95-97% of designated students are screened for vision and hearing by the end of the 1st semester	98-100% of designated students are screened for vision and hearing by the end of the 1st semester	eSchool; Vision and Hearing Assessments (Required for new-to-district students ALL grades)	District Office
	Less than 90% of designated students are screened for Diabetes Risk and Scoliosis by Spring Break	90-94% of designated students are screened for Diabetes Risk and Scoliosis by Spring Break	95-97% of designated students are screened for Diabetes and Scoliosis by Spring Break	98-100% of designated students are screened for Diabetes Risk and Scoliosis by Spring Break	eSchool: Diabetes Risk and Scoliosis Assessments (Diabetes Risk required for new-to-district students ALL grades; Scoliosis required for 9th grade boys and new-to-district students ALL grades)	District Office
Medical Health Services (Cont.)	Failed to meet minimum Acceptable rating requirements	ampus nurse(s) MUST ATTEND 4 of 6 Team Meetings AND 2 Professional Development Offerings (January 2, 2018, and February 19, 2018)	Campus nurse(s) MUST ATTEND 5 of 6 Team Meetings AND AND 2 Professional Development Offerings (January 2, 2018, and February 19, 2018) AND any of the following: August Staff Development (August 7, 2017), Galveston Conference for School Nurses, Galveston Conference for Advances in Pediatric Care, TSNO Conference, Belle Blackwell Conference for School Nurses, Scott and White Conference for School Nurses, or 4-hour minimum credit with either Cook Children's Hospital Web Conference or NASN Online Continuing Education	Campus nurse(s) MUST ATTEND 6 of 6 Team Meetings AND AND 2 Professional Development Offerings (January 2, 2018, and February 19, 2018) AND any of the following: August Staff Development (August 7, 2017), Galveston Conference for School Nurses, Galveston Conference for Advances in Pediatric Care, TSNO Conference, Belle Blackwell Conference for School Nurses, Scott and White Conference for School Nurses, or 4-hour minimum credit with either Cook Children's Hospital Web Conference or NASN Online Continuing Education	District Report and Nurse Self-Report	School Nurse, Principal

Community / Parent Involvement

All Levels

Performance Measures	Unacceptable	Acceptable	Recognized	Exemplary	Data Source	Who will collect the data? (District or Campus?)
Parents & Community Members Involved in School Activities & School Culture	0-3 points	4-6 points	7-9 points	10+ points	Parent and Community Involvement Survey - Category 1	Principal Report / Survey Responses
Staff and/or Students Involved in Community Activities On or Off Campus	0-1 point	2-3 points	4-5 points	6+ points	Parent and Community Involvement Survey - Category 2	Principal Report / Survey Responses
Communication with parents	0-14 points	15-29 points	30-59 points	60+ points	Parent and Community Involvement Survey - Category 3	Principal Report / Survey Responses

21st Century Workforce Development

High School

Performance Measures	Unacceptable	Acceptable	Recognized	Exemplary	Data Source	Who will collect the data? (District or Campus?)
Number of Dual Credit, AP, IB, or Articulated Workforce Credit Available to Students	Less than fifteen dual credit, AP, IB or articulated courses offered to students	Fifteen or more dual credit, AP, IB or articulated courses offered to students	Twenty or more dual credit, AP, IB or articulated courses offered to students	Twenty-Five or more dual credit, AP, IB or articulated courses offered to students	Course Guide	District
Number of Industry Certifications or Licensures Obtained or Initiated by CTE Teachers	Less than three industry certifications or licensure	Three or more industry certifications or licensures.	Five or more industry certifications or licensures.	Seven or more industry certifications or licensures.	Centralized spreadsheet maintained by CTE Department	District
Number of Federally Recognized Industry Certifications or Licensures Obtained by Students	Less than 20 federally recognized industry certifications or licensures	20-49 federally recognized industry certifications or licensures	50-69 federally recognized industry certifications or licensures	70 or more federally recognized industry certifications or licensures	Centralized spreadsheet maintained by CTE Department	District
Students Completing or Initiating a Coherent Sequence of CTE Courses (PEIMS CTE Code 2)	Less than 25% of the student body	25-35% of the student body	36-45% of the student body	46% or more of the student body	eSchool/PEIMS Submission	District
Attendance of PLC Affinity Meeting by all team members	Attended 1 of 4 meetings	Attended 2 of 4 meetings	Attended 3 of 4 meetings	Attended all meetings	Eduphoria roll sheet Calculation: Total number of meetings attended by campus teachers divided by total possible meetings.	District

Dropout Prevention

High School

Performance Measures	Unacceptable	Acceptable	Recognized	Exemplary	Data Source	Who will collect the data? (District or Campus?)
Campus Attendance Rates	Average < 92.0% (all percentages rounded to the nearest 10th)	Average = 92.0%-94.0% (all percentages rounded to the nearest 10th)	Average = 94.1%-96.0% (all percentages rounded to the nearest 10th)	Average > 96.0% (all percentages rounded to the nearest 10th)	ADA/ADM Statistics Report	District
Percent of Current 9th Grade Cohort Students with Required Credits to Promote to 10th Grade (6 or more credits)	Below 80% of students promoting from 9th grade to 10th grade in one year	80% to 84% of students promoting from 9th grade to 10th grade in one year	85% to 94% of students promoting from 9th grade to 10th grade in one year	95% or more of students promoting from 9th grade to 10th grade in one year	Numerator: Number of current cohort 9th grade students who receive 6 or more credits their 1st year in high school Denominator: Number of students in 9th grade cohort students (i.e., first-time 9th grade students) NOTE: Based on credits accumulated by June of 9th grade year	District
Extra-Curricular Participation	Less than 45% of students completed one or more semesters of an extracurricular course in the current school year	45 - 54% of students completed one or more semesters of an extracurricular course in the current school year	55 - 64% of students completed one or more semesters of an extracurricular course in the current school year	65% or more of students completed one or more semesters of an extracurricular course in the current school year	Numerator: Number of unique students enrolled as of May 2017 completing one or more semesters of an extracurricular course in the current school year Denominator: Enrollment as of May 2017	District

Second Language Acquisition

High School

Performance Measures	Unacceptable	Acceptable	Recognized	Exemplary	Data Source / Calculation	Who will collect the data? (District or Campus?)
Annual Professional Development (Teachers of ELLs, BE and LOTE Teachers)	Teachers of ELLs, BE and LOTE teachers attend an average of less than 6 hours second language acquisition professional development as documented in Eduphoria	Teachers of ELLs, BE and LOTE teachers attend an average of 6-8 hours second language acquisition professional development as documented in Eduphoria	Teachers of ELLs, BE and LOTE teachers attend an average of 9-10 hours second language acquisition professional development as documented in Eduphoria	Teachers of ELLs, BE and LOTE teachers attend an average of 11 or more hours second language acquisition professional development as documented in Eduphoria	Data Source: Eduphoria Number of Teachers serving ELLs and LOTE teachers and hours of second language acquisition professional development taken from June 1, 2017 to May 31, 2018. This may include vertical team meetings/planning and book studies documented in Eduphoria. NOTE: Must be documented as ESL, Second Language, or LOTE training in Eduphoria.	District
Percentage of ELL Courses Taught by SIOP-Trained Teachers in Core Content	Less than 25% of ELL core courses instructed by SIOP-trained teachers.	25%-49% of ELL core courses instructed by SIOP-trained teachers.	50%-74% of ELL core courses instructed by SIOP-trained teachers.	75% or higher of ELL core courses instructed by SIOP-trained teachers.	Data Source: Teacher SIOP- training history and student schedules for each core course (Decision Ed LR000044).	District
Paralleled Numbers of ESL-Certified Teachers to Numbers of English Language Learners	% of English language learners is greater than 5 percentage points more than the % of ESL-certified teachers	% of ESL-certified teachers to % of English language learners is a discrepancy of -5 to 5 percentage points	% of ESL-certified teachers is 6-10 percentage points greater than % of English language learners	% of ESL-certified is 11 or more percentage points greater than % of English language learners	Numerator: Number of ESL-certified teachers Denominator: Numbers of total staff COMPARED TO Numerator: Number of English language learners Denominator: Total student enrollment	ESL lead teacher (campus) & Director of BE/ESL/LOTE (district)
Accelerated Learning in LOTE for High School	Less than 6% of LOTE students enrolled in a level 3, 4 or 5, advanced level AP or IB LOTE course	6%-10% of LOTE students enrolled in a level 3, 4 or 5, advanced level AP or IB LOTE course	11%-14% of LOTE students enrolled in a level 3, 4 or 5, advanced level AP or IB LOTE course	15% or more of LOTE students enrolled in a level 3, 4 or 5, advanced level AP or IB LOTE course	Data Source: Course Enrollments Numerator: Number of students enrolled in level 3, 4 or 5, AP or IB LOTE course Denominator: Total number of students enrolled in LOTE	Data Quality (district)
Oral Language Proficiency	less than 50% of LEP students progressing at least one proficiency level or maintaining AH on the Listening and Speaking portions of TELPAS	50% TO 59.5% of LEP students progressing at least one proficiency level or maintaining AH on the Listening and Speaking portions of TELPAS	60% TO 69.5% of LEP students progressing at least one proficiency level or maintaining AH on the Listening and Speaking portions of TELPAS	70% or more of LEP students progressing at least one proficiency level or maintaining AH on the Listening and Speaking portions of TELPAS	Data Source: TELPAS Numerator: number of eligible students progressing at least one proficiency level on Listening and Speaking portions of TELPAS Denominator: number of eligible students taking TELPAS **NOTE: Based on the data available for the comparison, this criteria would only include students who were in the district the previous school year.** *** A minimum of 5 LEP students required to be evaluated under this criteria otherwise N/A.**	District
Assessment of Accelerated Acquisition of English	less than 50% of eligible students progressing at least one proficiency level on TELPAS	50% TO 59.5% of eligible students progressing at least one proficiency level on TELPAS	60% TO 69.5% of eligible students progressing at least one proficiency level on TELPAS	70% or more of eligible students progressing at least one proficiency level on TELPAS	Data Source: TELPAS Numerator: number of eligible students progressing at least one proficiency level on TELPAS COMPOSITE Denominator: number of eligible students taking TELPAS *** A minimum of 5 LEP students required to be evaluated under this criteria, otherwise N/A.**	District

Gifted & Talented

High School

Performance Measures	Unacceptable	Acceptable	Recognized	Exemplary	Data Source	Who will collect data? (District or Campus?)
Use of Qualitative and Quantitative Data for G/T Identification Purposes	Not using district prescribed testing instruments (CogAT, ITBS), Parent and Teacher survey (used as referral for testing)	Use of district prescribed instruments (CogAT, ITBS) and Parent and Teacher Survey (used as nomination for testing).	Use of district prescribed instruments (CogAT, ITBS), Parent and Teacher Survey (used as nomination for testing), and Administrator over G/T (Secondary) presents G/T overview at faculty meeting	All of the previous criteria PLUS opportunities exist for non-identified students to participate in academic enrichment activities (Academic UIL, DI, Math and Science Olympiads, Independent Study Projects, Word Masters, Science Fair, Robotics, Spelling Bee, and Fine Arts, etc.), and campuses specifically advertise enrichment activities to parents of G/T identified students (Remind 101, School Messenger, flyers, etc.) Campuses will review results for possible nomination for the G/T program.	G/T test inventory documents, profile sheets, and academic competition records	District and Campus
G/T Service Opportunities	Not all G/T students receiving required G/T service	All G/T identified students are receiving required G/T service as indicated by the Humble ISD G/T Service Design Plan	All G/T identified students receiving required G/T service have the opportunity to participate in one G/T Expo (Elementary) / have the opportunity to participate in one academic enrichment activity (Secondary), and campuses specifically advertise enrichment activities (Academic UIL, DI, Math and Science Olympiad, Independent Study Projects, Word Masters, etc.) to parents of G/T identified students (Remind 101, School Messenger, flyers, etc.)	All G/T identified students receiving required G/T service will have the opportunity to participate in two or more academic enrichment activities (Academic UIL, DI, Math and Science Olympiad, Independent Study Projects, Word Masters, etc.) (Secondary), and campuses specifically advertise enrichment activities to parents of G/T identified students (Remind 101, School Messenger, flyers, etc.)	PEIMS coding, student work samples, Department of Advanced Academic Documentation (GT Expo, Math/Science Olympiad, and Destination Imagination Participation), Campus Academic UIL Documentation, etc. NOTE: Cannot count the same activities in G/T AND in the 21st Century Workforce criteria.	District and Campus
Array of Learning Opportunities Provided to Accelerate and/or Enrich G/T Students	A continuum of differentiated academic enrichment opportunities to lead to the development of advanced level products and/or performances does NOT exist	Beyond the district's expectation of offering a rigorous and differentiated curriculum, a continuum of differentiated academic enrichment opportunities to lead to the development of advanced level products and/or performances does exist as evidenced by student work samples (collected by cluster)	A continuum of differentiated academic enrichment opportunities to lead to the development of advanced level products and/or performances does exist plus participation in one extended academic enrichment activity (Academic UIL, DI, Math and Science Olympiads, Independent Study Projects, Word Masters, etc.) (Secondary), and campuses specifically advertise enrichment activities to parents of G/T identified students (Remind 101, School Messenger, flyers, etc.)	A continuum of differentiated academic enrichment opportunities to lead to the development of advanced level products and/or performances does exist, participation in two or more extended academic enrichment activities (Academic UIL, DI, Math and Science Olympiads, Independent Study Projects, Word Masters, Science Fair, District Spelling Bee, Fine Arts, etc.) (Secondary), and campuses specifically advertise enrichment activities to parents of G/T identified students (Remind 101, School Messenger, flyers, etc.)	PEIMS coding, supplemental lessons, Department of Advanced Academic Documentation (GT Expo, Math/Science Olympiad, and Destination Imagination Participation), Campus Academic UIL Documentation, etc. For PLANNING, documentation of plan, including personnel allocated or responsible. NOTE: Cannot count the same activities in G/T AND in the 21st Century Workforce criteria.	District and Campus
G/T Teachers in Core Content Areas Providing Services Earn State Required G/T Hours	All teachers in core content areas providing services to G/T identified students as part of the district's defined G/T service plan have not completed the state required G/T training (30 initial hours and 6-hour annual update)	All teachers in core content areas providing services to G/T identified students as part of the district's defined G/T service plan have completed the state required G/T training (30 initial hours and 6-hour annual update)	All teachers in core content areas providing services to G/T identified students as part of the district's defined G/T service plan have completed the state required G/T training (30 initial hours and 6-hour annual update) and 90% have completed one additional hour of G/T training at the campus or district level in the current year	All teachers in core content areas providing services to G/T identified students as part of the district's defined G/T service plan have completed the state required G/T training (30 initial hours and 6-hour annual update) and 90% have completed two additional hours of G/T training at the campus or district level in the current year	Eduphoria Professional Development Offerings and Records	District
Parental Awareness Opportunities for G/T Program Options and G/T Resources	Parental awareness opportunities do NOT exist	One awareness opportunity (beyond event reminders/logistical information) does exist within the academic school year (i.e. parent night(s), campus webpage, School Messenger emails, newsletters containing G/T information)	One meeting for parents of G/T identified students and one awareness opportunity (beyond event reminders/logistical information) does exist within the academic school year (i.e. parent night(s), campus webpage, School Messenger emails, newsletters containing G/T information)	Two meetings for parents of G/T identified students and one awareness opportunity (beyond event reminders/logistical information) does exist within the academic school year (i.e. parent night(s), campus webpage, School Messenger emails, newsletters containing G/T information)	Campus and/or School Messenger emails, parent nights, Newsletter	Campus

Digital Learning Environment

High School

Performance Measures	Unacceptable	Acceptable	Recognized	Exemplary	Data Source	Who will collect the data? (District or Campus?)
Campus Staff Technology Professional Development	Instructional staff does not attend instructional technology professional development as documented in Eduphoria	Instructional staff attends an average of 1-3 hours of instructional technology professional development as documented in Eduphoria	Instructional staff attends and average of more than 3 and less than 7 hours of instructional technology professional developments documented in Eduphoria	Instructional staff attends an average of 7 or more hours of instructional technology professional development as documented in Eduphoria	Eduphoria NOTE: All applicable training must be entered into Eduphoria and identified as Instructional Technology.	Campus Eduphorian/IT with support from District Eduphorian
Student Technology Competency	Below 80% of students passing technology courses	80-84% of students passing technology courses	85-89% of students passing technology courses	90-100% of students passing technology courses	% of students passing technology courses	District
Digital Citizenship	Below 80% of students received three digital citizenship lessons	Between 80% and 84% of students received three digital citizenship lessons	More than 84% but up to 89% of students received three digital citizenship lessons	Over 89% of students received three digital citizenship lessons	Campus Self-Report with supporting documentation	Principal

Compliance

All Levels

Performance Measures	Standard	Campus Performance	Standard Met? (Y or N)	Data Source	Who will collect the data? (District or Campus?)
CAMPUS/DISTRICT: Compliance with posting the School Report Card, Federal Report Card, and CaSE Evaluation results on the campus website for public viewing	Y			Website	Director of State & Federal Programs will monitor
CAMPUS: Campus Improvement Plan (CIP) Includes All Statutorily Required Components **DISTRICT:** District Improvement Plan (DIP) includes all statutorily required components	Y			Chart of required elements cross-checked with the CIP template.	Director of State & Federal Programs will monitor
CAMPUS: All Staff Members with Test-Related Responsibilities and Duties Complete Annual Test Security and Annual General Testing Procedures training for State Assessments **DISTRICT:** The district monitors the annual test security and annual general testing procedures training for state assessments	100%			Training Documentation	Coordinator of Student Assessment
CAMPUS: The campus has conducted all safety drills in accordance with the HISD Drill and Exercise Schedule **DISTRICT:** The district system for monitoring the completion of safety drills monthly is developed and implemented	Y			HISD Drill and Exercise Schedule confirmed	Emergency Management Safety Manager

Jonesboro

District	Domain	Sample Indicator
Jonesboro	Programs	Dropout Prevention
Jonesboro	Programs	Dropout Prevention
Jonesboro	Other	Wellness and Physical Education
Jonesboro	Programs	Dropout Prevention

Sample Measure	Sample Data Collection	Data Considerations from AIR
Evaluate the number of students participating in UIL sports and academics	Campus collected list of students	
Evaluate the number of students participating FFA	Campus collected list of students	
Survey over student perception of school climate	Survey	
Teachers in roles other than the classroom. Outside classroom support for student growth.	Survey	

Midland

LAS Submission Template

Domain:

Academic Performance

LEA Name	**Contact Name**	**Email and Phone**
Midland ISD	Monica Hernandez	monica.hernandez@midlandisd.net (432) 240-1262

Identify indicators currently in use or to possibly be used with this domain:

1. % of K-2 students who are reading on-grade level on multiple measures.

2. % of K-2 students who are at or above benchmark in mathematics fluency/proficiency.

Identify metrics that are in use or could be used to measure these indicators (RAVE):

1. Istation's Indicators of Progress (ISIP) Reading Assessment and ISIP Espanol

2. Fountas and Pinnell Benchmark Assessment System

3. Texas Early Mathematics Inventory – Progress Monitoring (TEMI-PM) Assessment

Possible Outcomes

Using the local self-assessment tools, stakeholder input, or other information, what strengths might the LEA utilize from these areas and how does the LEA plan to maintain or build upon that success?

Strengths

Alignment to Board-defined district goals. By utilizing these measures, the district will ensure the early identification of students not mastering foundational literacy and numeracy skills that could potentially affect a student's future success in school. Campuses will take the necessary steps to provide appropriate early intervention or enrichment as needed to close achievement gaps.

Identify any concerns regarding this potential local performance indicator.

Concerns

Unknown impact of including additional indicators into the accountability system when final decisions have not yet been released. Financial implications if assessment instruments change.

LAS Submission Template

Domain: Learning Environment

LEA Name	Contact Name	Email and Phone
Midland ISD	Monica Hernandez	monica.hernandez@midlandisd.net (432) 240-1262

Identify indicators currently in use or to possibly be used with this domain:

1. Student Attendance
2. Teacher Attendance
3. Equity in Course and Progress Access
4. Equity in College and Career Preparation
5. Climate Survey – Students
6. Climate Survey – Parents/Guardians
7. Climate Survey – Staff

Identify metrics that are in use or could be used to measure these indicators (RAVE):

1. Student Attendance Rates
2. Teacher Attendance Rates
3. Equity in Course Access: Differential Rates by student group - (Junior High Campuses: the # of students enrolled at the end of the year who earned 1/2 credit by the end of the school year, were enrolled in Project Lead the Way, or were enrolled in a Pre-AP class disaggregated by student group.) (High School campuses: Differential rates of GT, Dual-enrollment/Dual-credit, students taking AP or Pre-AP courses)
4. Equity in College and Career Preparation: Differential Rates by student group – (High School Campuses: the % of students taking an advanced course, a dual-credit course, or attempting an AP test) + the % of students completing the FAFSA, entering the military, or entering a career training program)
5. Climate Surveys: Students, Parents/Guardians, and Staff Surveys

Possible Outcomes

Using the local self-assessment tools, stakeholder input, or other information, what strengths might the LEA utilize from these areas and how does the LEA plan to maintain or build upon that success?

LAS Submission Template

Strengths

Alignment to Board-defined district goals. By utilizing these measures, the district will ensure campuses are creating learning environments that provide equitable opportunities and outcomes for the various student groups within the district. Student and teacher attendance is an important indicator of student and staff engagement. The survey data collected will provide campuses with actionable data from a variety of stakeholders to then be able to personalize and customize the learning environments based on identified needs.

Concerns

Unknown impact of including additional indicators into the accountability system when final decisions have not been released yet. Financial implications if assessment instruments change.

LAS Submission Template

Domain: Progress

LEA Name	Contact Name	Email and Phone
Midland ISD	Monica Hernandez	monica.hernandez@midlandisd.net (432) 240-1262

Identify indicators currently in use or to possibly be used with this domain:

1. On-track indicators toward graduation (% of students who are on-track toward graduation)
2. PLC Implementation
3. School-wide Positive Behavioral Interventions and Supports (PBIS) Implementation

Identify metrics that are in use or could be used to measure these indicators (RAVE):

1. On-Track Indicators:

   a. Elementary and Junior High Campuses: % of students who meet the "Approaches Grade Level" standard on both STAAR math and reading

   b. Freshman Campuses: % of students earning at least 6 credits by the end of the 1st year of 9th grade, with one of those credits being Algebra I, and meeting the "Approaches Grade Level" standard on Algebra I and English I.

   c. Senior High Campuses: % of students obtaining at least 6 full year course credits in the past school year, no more than one F in a core class, and meeting the "Approaches Grade Level" standard on English II, US History, and Biology (if the assessment has been taken).

2. PLC Implementation Rubric
3. PBIS Implementation Rubric

Possible Outcomes

Using the local self-assessment tools, stakeholder input, or other information, what strengths might the LEA utilize from these areas and how does the LEA plan to maintain or build upon that success?

LAS Submission Template

Strengths

Alignment to Board-defined district goals. By utilizing these measures, the district will ensure campuses are making the necessary progress toward becoming a highly effective functioning Professional Learning Community and that they are maximizing the academic and social behavior outcomes for students through PBIS implementation. If both measures above are being implemented effectively, we should expect to see the percent of students who remain on-track toward graduation increase because the academic and social needs of students are being met.

Concerns

Unknown impact of including additional indicators into the accountability system when final decisions have not been released yet. Financial implications if assessment instruments change.

Point Isabel

LAS Submission Template

Domain: | Academics |

LEA Name	**Contact Name**	**Email and Phone**
Point Isabel ISD	Dr. Lisa Garcia	lgarcia@pi-isd.net 956-943-0005

Identify indicators currently in use or to possibly be used with this domain:

Student growth measure – The district will evaluate the number of students who a.) demonstrate growth b.) achieve the projected level of growth c.) exceed the projected level of growth from the beginning of the year administration to the end of the year administration in reading and math.

Identify metrics that are in use or could be used to measure these indicators (RAVE):

Northwest Evaluation Association (NWEA) – Measure of Academic Progress (MAP)

Students will be assessed at the beginning, middle, and end of the year.

Possible Outcomes

Using the local self-assessment tools, stakeholder input, or other information, what strengths might the LEA utilize from these areas and how does the LEA plan to maintain or build upon that success?

Strengths

Actionable data from all grade levels (K-9) to personalize learning pathways for all students thereby closing the achievement gap and providing enrichment to address the opportunity gap. Creating a culture of growth mindset for teachers and students.

Identify any concerns regarding this potential local performance indicator.

Concerns

Changing culture from accountability and compliance to growth for every student, every day, in every classroom. Fear of unknown levels of performance based on lack of baseline data. Final decisions of the accountability system to gauge the impact.

Premier High

LAS Submission Template

Domain:

LEA Name	**Contact Name**	**Email and Phone**
	Julie Conde	
Premier High Schools		jconde@responsiveed.com 972-689-3412

Identify indicators currently in use or to possibly be used with this domain:

The Premier High Schools' locally developed indicator for LAS's Academics Domain uses a measure of EOC retest growth at the student level to produce an **EOC Retest Recovery Rate (ERRR)**. Data for this indicator is provided by the Educational Testing Service (ETS) reporting system as reported in their official Consolidated Accountability File (CAF) making it not only _Reliable_ and _Auditable_, but also easily _Verifiable_. Though EOC retests themselves have been previously used as an indicator component, the information they themselves provide separately has never been considered as a single measure of campus/district success or failure. Thus this EOC Retest Recovery Rate will be defined as an _Extra_ indicator, completing RAVE classification.

Identify metrics that are in use or could be used to measure these indicators (RAVE):

Utilizing the RAVE data explained above, points are assigned on an individual student test level depending on growth shown and performance standards met on the last two EOC retests. These levels of demonstrated growth allow for differentiation, with assigned standards for achieving the differentiated levels. The system provides for assignment of a letter grade of A,B,C,D or F for the Academic Domain ERRR Indicator, and meets all standards for reliability and validity. Additionally, these metrics are easily auditable through comparison use of third party ETS data files.

Possible Outcomes

Using the local self-assessment tools, stakeholder input, or other information, what strengths might the LEA utilize from these areas and how does the LEA plan to maintain or build upon that success?

Strengths

1) Success recognition for student population subset with history of academic failure; 2) Recognition of EOC retest success as important measure; 3) Strong reliable, verifiable data metrics; 4) Staff encouragement from positive ERRRs

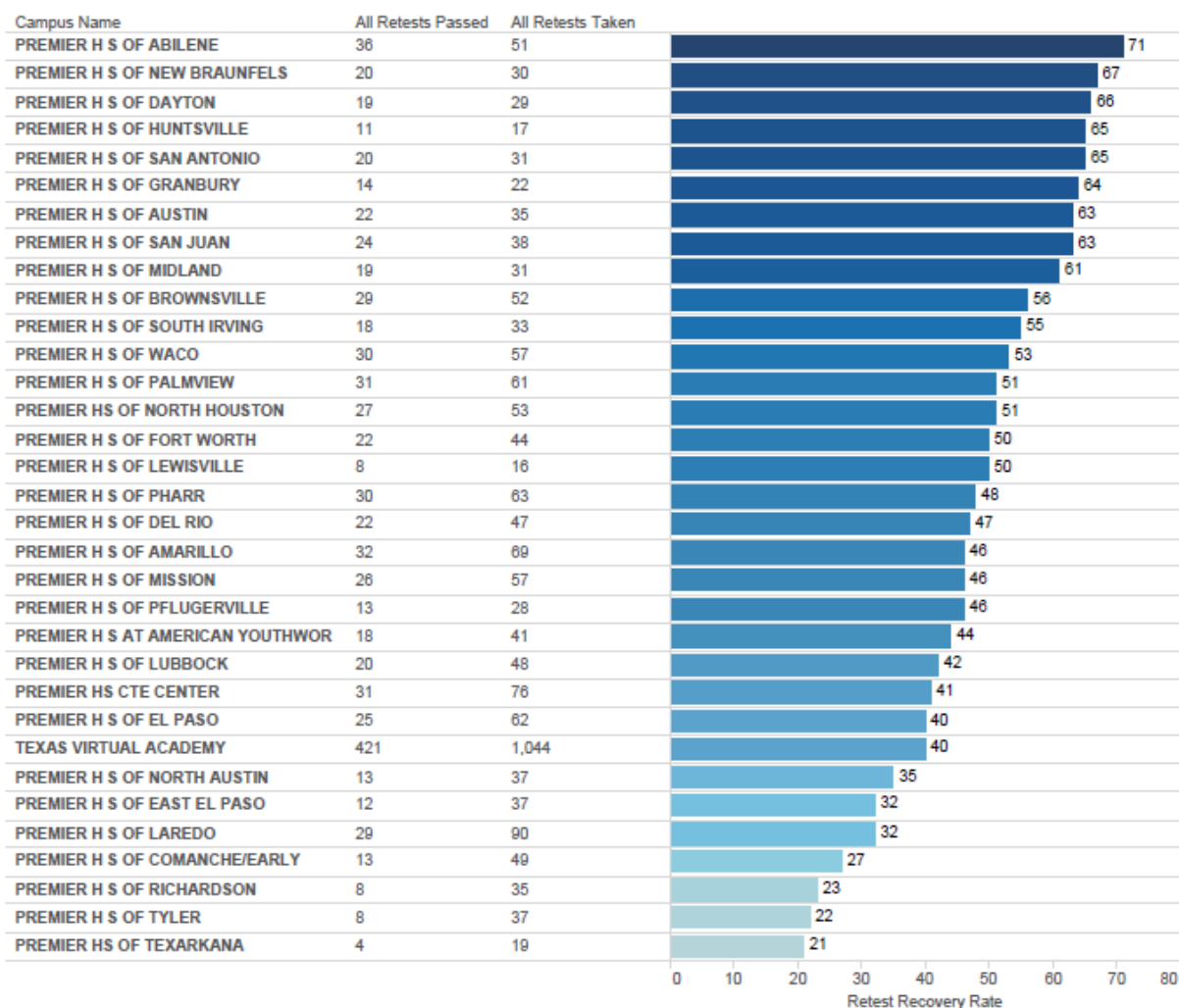Identify any concerns regarding this potential local performance indicator.

Concerns

1) Possible low ERRR scores leading to lower overall accountability scores.

Additional Information:

Students on Premier High School dropout recovery campuses often enroll after having previously attempted and failed to pass End of Course (EOC) assessments required for graduation; therefore, a large number of EOC retests are administered to these students after they gain the necessary knowledge and understanding through instruction and assistance from dedicated staff. An LAS Academic Domain Indicator measuring Retest Recovery Rates for all PHS campuses and the district as a whole will provide important information as to the success / failure of PHS students and staff when working with this important population. Below is an example of the following:

A) The Retest Recovery Rate is the rate of recovery of STAAR EOC tests. B) The equation = retests passed / retests taken. C) The retest results are from the summer of 2016, fall of 2016, and spring of 2017 regardless of how far back the first attempt was made. D) The range of original test dates was from spring of 2012 to the fall of 2016.

2016-2017 Local Accountability System
Retest Recovery Rate for Premier Schools
All Tests

Campus Name	All Retests Passed	All Retests Taken	Retest Recovery Rate
PREMIER H S OF ABILENE	36	51	71
PREMIER H S OF NEW BRAUNFELS	20	30	67
PREMIER H S OF DAYTON	19	29	66
PREMIER H S OF HUNTSVILLE	11	17	65
PREMIER H S OF SAN ANTONIO	20	31	65
PREMIER H S OF GRANBURY	14	22	64
PREMIER H S OF AUSTIN	22	35	63
PREMIER H S OF SAN JUAN	24	38	63
PREMIER H S OF MIDLAND	19	31	61
PREMIER H S OF BROWNSVILLE	29	52	56
PREMIER H S OF SOUTH IRVING	18	33	55
PREMIER H S OF WACO	30	57	53
PREMIER H S OF PALMVIEW	31	61	51
PREMIER HS OF NORTH HOUSTON	27	53	51
PREMIER H S OF FORT WORTH	22	44	50
PREMIER H S OF LEWISVILLE	8	16	50
PREMIER H S OF PHARR	30	63	48
PREMIER H S OF DEL RIO	22	47	47
PREMIER H S OF AMARILLO	32	69	46
PREMIER H S OF MISSION	26	57	46
PREMIER H S OF PFLUGERVILLE	13	28	46
PREMIER H S AT AMERICAN YOUTHWOR	18	41	44
PREMIER H S OF LUBBOCK	20	48	42
PREMIER HS CTE CENTER	31	76	41
PREMIER H S OF EL PASO	25	62	40
TEXAS VIRTUAL ACADEMY	421	1,044	40
PREMIER H S OF NORTH AUSTIN	13	37	35
PREMIER H S OF EAST EL PASO	12	37	32
PREMIER H S OF LAREDO	29	90	32
PREMIER H S OF COMANCHE/EARLY	13	49	27
PREMIER H S OF RICHARDSON	8	35	23
PREMIER H S OF TYLER	8	37	22
PREMIER HS OF TEXARKANA	4	19	21

Select Subject
All Tests

Retest results are from the summer of 2016, fall of 2016, and spring of 2017, regardless of when the first attempt was made.

Richland Collegiate

LAS Submission Template

DOMAIN: ACADEMICS

LEA Name	Contact Name	Email and Phone
Richland Collegiate	Craig Hinkle	chinkle@dcccd.edu (972) 761-6888

Identify indicators currently in use or to possibly be used with this domain:

1) Degrees & Certificates, Including Critical Fields
2) Continued Education (University after High School, Military)
3) Course Completions (A-C Success)
4) Retention
   - 15 Semester Credit Hours
   - 30 Semester Credit Hours
   - 45 Semester Credit Hours
   - 60+ Semester Credit Hours
5) Developmental Education completion rates

Identify metrics that are in use or could be used to measure these indicators (RAVE):

Degrees and Certifications
    Awards (Differential Weights)
- Degrees (A.A., A.S., A.A.S.) 100%
- Certificates
  - Less Than 1 Year 50%
  - 1-2 Year 100%
  - Advanced Tech / Occupational Skills Awards 100%

    Incentive Points For:
- Each Award in Critical Fields
- Each Award in Focus Populations

Continued Education
    Total Transfers to a Four-Year Institution
    Incentive Points For:
- Each Transfer in Critical Fields
- Each Transfer in Focus Populations

Course Completion (A-C Success)
    Total Count For Completers ("C" Or Better)
    Incentive Points For:
- Each Completion in Critical Fields
- Each Completion in Focus Populations

Retention
> 15, 30, 45, 60+ Semester Credit Hours Completed
> 25%, 50%, 75% of degree program

Developmental Education
> Students Who Meet Standards
> - Math
> - Reading
> - Writing
>
> Incentive Points for Least Prepared Students (Under Development) that convert to enrollment

Incentives:
> Focus Populations (50%)
> - Include Ethnic Minority (Non-white), Low-Income, Etc. Students
> - Will Be Addressed Under The Following Metrics:
>   - Degrees & Certificates
>   - Transfers
>   - Course Completion
>
> Least Prepared Students (25%)
> - Will be Addressed Under Developmental Education Metric
>
> Critical Fields (25%)
> - "Level Up" criteria
> - Will Be Addressed Under The Following Metrics:
>   - Degrees & Certificates
>   - Transfers
>   - Course Completion

Recommended Metric Weights
1) Degrees & Certificates, Including Critical Fields (25%)
2) Course Completions A-C Success (25%)
3) Transfers (25%)
4) Developmental Education (10%)
5) Retention (15%)

Possible Outcomes

Using the local self-assessment tools, stakeholder input, or other information, what strengths might the LEA utilize from these areas and how does the LEA plan to maintain or build upon that success?

Strengths:

Local Accountability plans are currently being developed to better reflect those of our Dual Credit Students. Richland Collegiate High School is an open enrollment charter school serving Dallas County and the six contiguous counties. All of RCHS students are enrolled in dual credit courses on the campus of Richland College in the Dallas County Community College District. By aligning the outcomes to better reflect those of the District RCHS not only has a comparison group of other students who are taking similar classes, RCHS also gains the ability to better communicate to all stakeholders their success, as well as identify areas of needed growth.

In an effort to better align the High School Accountability system with that of the College and District, RCHS plans to adopt many of the same accountability measures implemented by the DCCCD Chancellor.

Guiding Principles:

- Ensure model is simple and interpretable and reflects collegiate environment as well as collegiate accountability.
- Provide an opportunity for RCHS to benefit from the DCCCD model to improve outcomes
- Encourage service to historically underserved populations
- Align with DCCCD strategic priorities, including 60x30TX

Identify any concerns regarding this potential local performance indicator.

Concerns

Under current A-F accountability, several indicators are not available to RCHS as a two year school, or are not calculated correctly. For example, because our TAX ID number is a Higher Ed number, the USDA does not recognize us as eligible. Therefore, our free and reduced numbers are coded as 99 in PEIMS and do not reflect our actual numbers.

The assessment of dual credit students and post-secondary readiness is not accurate. Currently, although all of RCHS graduates complete at least three semesters of college level English, the TAPR reports continually say that only 47-50% are post-secondary ready. The same is true of the TAPR reports for Math.

Inconsistencies in what is reported, as well as what RCHS is eligible for do not present a clear picture of success or readiness to our stakeholders. It also does not align with the measurements or the college system.

Additional Information:

Model Components:

> New Metrics
> Weights for Each Metric Based on Outputs of Most Interest to DCCCD
> Incentive Weights for:
> - High-Priority Fields: "Level Up" criteria
> - Focus Populations: Ethnic Minority, Low-Income, Special Pops, ELL, At-Risk, Et.

Methodology:

$$Sum\ weighted\ points\ earned\ for\ all\ metrics = Total\ Weighted\ Points$$

Total Weighted Points = 4 point scale. (A=4, B=3, C=2, D=1, F=0)

$$\frac{(Total\ Weighted\ Points\ RCHS\ 4\ point\ Scale) + (Total\ Weighted\ Points\ TEA\ Accountability\ Scale)}{2}$$

Example: *RCHS= 89 Points Converts to "B". "B" = 3 grade points.*
TEA Rating = "A". "A" = 4 grade points.
(3+4)/2 = 3.5 overall combined score for accountability.

San Saba

LAS Submission Template

Domain:
Survey

LEA Name	**Contact Name**	**Email and Phone**
Sample District	Sample Contact	samplecontact@sampleisd.net (xxx) xxx-xxxx

Identify indicators currently in use or to possibly be used with this domain:

Surveys can measure a variety of qualitative and "soft skill" constructs that academic tests do not capture. They can also address multiple stakeholders: students, staff, parents, and community. The "domain" is Connectedness. We are currently in the first year of Panorama, measuring constructs like those under the umbrella of social emotional learning, grit, course rigor, self-esteem, etc.

Identify metrics that are in use or could be used to measure these indicators (RAVE):

We are planning to use the survey and selected threads to represent Connectedness.

Possible Outcomes

Using the local self-assessment tools, stakeholder input, or other information, what strengths might the LEA utilize from these areas and how does the LEA plan to maintain or build upon that success?

Strengths

The survey is normed, so we believe we can measure strengths and areas for growth relatively and against a national standard.

Identify any concerns regarding this potential local performance indicator.

Concerns

Since we are in our first year with the survey, data collected this year will be baseline, an initial measure of these newly introduced construct.

Sharyland

LAS Submission Template

Domain: Academics

LEA Name	**Contact Name**	**Email and Phone**
Sharyland ISD	Dr. Carla Zuazua	drzuazua@sharylandisd.org
		(956)580-5200 Ext. 1095

Identify indicators currently in use or to possibly be used with this domain:

1. CASE-Community and Student Engagement – All campuses select 3 areas to be evaluated on.
2. CTE Coherent Course Sequence- High Schools will look at graduating seniors that have completed the CTE sequence and calculate a percentage.
3. Add local industry certifications or licenses for high school seniors that are not part of the CCMR list. (See attached list)
4. Graduation plans- Calculate a percentage of students graduating with endorsements with current graduating class.
5. Attendance- All campuses will have a yearly 95% goal for current school year.

Identify metrics that are in use or could be used to measure these indicators (RAVE):

1. Use CASE rating system from previous years.
2. Calculate a percent of seniors that completed a coherent course sequence.
3. Calculate a percent of seniors that graduate with local industry certifications or licenses.
4. Determine what percent of our current graduates had an endorsement as part of their graduation plan.
5. PEIMS data for end of year attendance percent.

Possible Outcomes

Using the local self-assessment tools, stakeholder input, or other information, what strengths might the LEA utilize from these areas and how does the LEA plan to maintain or build upon that success?

Strengths

Students will be prepared for post-secondary with a background knowledge on a particular field of study based on their endorsements, industry certifications, CTE classes they completed in a certain field. In addition, having high attendance rates provides students to greater access for a quality education.

LAS Submission Template

Identify any concerns regarding this potential local performance indicator.

Concerns

We will still need to determine the point system to get an overall grade for this domain.

LAS Submission Template

Domain: Extra/Co-Curricular

LEA Name	**Contact Name**	**Email and Phone**
Sharyland ISD	Dr. Carla Zuazua	drzuazua@sharylandisd.org
		(956)580-5200 Ext. 1095

Identify indicators currently in use or to possibly be used with this domain:

UIL: Athletics and Academics;

Chess

Identify metrics that are in use or could be used to measure these indicators (RAVE):

UIL Sports: High Schools would receive points for making District and Regionals in at least 2 sporting events.

UIL Academics: High Schools would receive points for being in the top 5 at District or Regional competitions.

Junior Highs would receive points for being in the top 5 at District.

Elementary would receive points based on a participation rate.

Chess: Campuses will receive points based on at least one team participating in District competition.

Possible Outcomes

Using the local self-assessment tools, stakeholder input, or other information, what strengths might the LEA utilize from these areas and how does the LEA plan to maintain or build upon that success?

Strengths

Any extra/co-curricular events that provide a competitive contest has the ability to be objectively evaluated.

Identify any concerns regarding this potential local performance indicator.

Concerns

Participation requirements would need to be defined.

Sharyland ISD
List of CTE Certificates/Certifications

Adobe Certified Associate (ACA) – Illustrator, Flash

Advanced Welding Society (AWS) D1.1

Autodesk – Inventor, Revit

Basic Life Support (BLS)

Beef Quality Assurance Certificate

Boater Safety Certification

Certified Clinical Medical Assistant (CCMA)

Elanco Fundamentals of Animal Science Certificate

Food Handlers Certificate

Heartsaver CPR/Automated External Defibrillator (AED)/First Aid

Hunter Safety Certification

Microsoft Office Specialist (MOS) – PowerPoint, Word, Excel, Access

National Certified Insurance & Coding Specialist (NCICS)

National Emergency Communications Certification 9-1-1 (NECC)

National Sterile Products IV (Intravenous) Certification

Occupational Safety and Health Administration (OSHA) Certificate

Pharmacy Technician Certification

Quality Counts Certificate

Substitute Teacher Certification

Snyder

LAS Submission Template

LEA Name	Contact Name	**Domain:**	Email and Phone
Snyder ISD	Rachael McClain		rmcclain@snyderisd.net (325) 574-8900

Identify indicators currently in use or to possibly be used with this domain:

Measures of 21st Century skills of creative thinking, communication, collaboration, and critical thinking

Identify metrics that are in use or could be used to measure these indicators (RAVE):

Rubrics using inter-rater reliability with descriptors of standards, based on grade level expectations for 3rd, 5th, 8th, and 12th graders with portfolio/capstone development for students

T-TESS Walk-Through Data evaluating student-centered instruction, higher-level thinking skills, collaborative activities

% of students participating in UIL, Extracurricular, Co-curricular, Civic, and STEM competitions

Number of student presentations in authentic settings

Number of students completing fine arts/performing arts/digital arts courses on each campus

Possible Outcomes

Using the local self-assessment tools, stakeholder input, or other information, what strengths might the LEA utilize from these areas and how does the LEA plan to maintain or build upon that succes

Strengths

The local workforce has stated a clear expectation for a desire for students with strong soft skills. Through

the use of portfolio development for students evaluated by prescribed rubrics by multiple raters, grade level achievement of 21st century skills can be measured.

Identify any concerns regarding this potential local performance indicator.

Concerns

Replication to other districts and implementation in the classroom for effective implementation

LAS Submission Template

LEA Name	**Contact Name**	**Email and Phone**
Snyder ISD	Rachael McClain	rmcclain@snyderisd.net (325) 574-8900

Identify indicators currently in use or to possibly be used with this domain:

Elementary School: % of students mastering skills-based expectations in PK-1st grade, % of students reading on grade level by end of 3rd grade, writing portfolio completed for each year with BOY, MOY, and EOY samples evaluated by rubric, dual language/2nd language acquisition including coding, participation in STEAM activities

Middle School: Writing portfolio completed for each year with BOY, MOY, and EOY samples evaluated by rubric, participation in STEAM activities, students completing coding coursework

High School: Industry certifications earned, endorsements completed, capstone projects completed, internships/practicums completed, End of Pathway assessments by national organizations (NOCTI, ICEV)

Identify metrics that are in use or could be used to measure these indicators (RAVE):

Rubrics for writing portfolios, i-ready or MAP testing for grade level reading, students participating in competition-based academic activities (UIL, Science Fair, STEM competitions, etc), dual language oral and written assessments

Possible Outcomes

Using the local self-assessment tools, stakeholder input, or other information, what strengths might the LEA utilize from these areas and how does the LEA plan to maintain or build upon that success?

Strengths

Measurable indicators, expansion of the limited CCMR definition from Domain One

Identify any concerns regarding this potential local performance indicator.

Concerns

Overlapping academic indicators with state system

Elementary School:

% of students mastering skills-based expectations in PK-1st grade	Target percent
% of students reading on grade level by end of 3rd grade	Target percent
Writing portfolio completed for each year with BOY, MOY, and EOY samples evaluated by rubric	% of growth
Dual language/2nd language acquisition including coding	Target percent and grade level appropriate
Participation in STEAM activities	Target percent

Middle School:

Writing portfolio completed for each year with BOY, MOY, and EOY samples evaluated by rubric	% of growth
Participation in STEAM activities	Target percent
Students completing coding coursework	Target percent

High School:

Industry certifications earned (certification from an industry-recognized standard or organization)	Target percent
Endorsements completed (not including multi-disciplinary)	Target percent
Capstone projects completed and presented in an authentic setting	Target percent
Internships/practicums completed (minimal one semester)	Target percent of CTE/FA
End of Pathway assessments by national organizations (NOCTI, ICEV)	Target percent of CTE

LAS Submission Template

Domain:

LEA Name	Contact Name	Email and Phone
Snyder	Rachael McClain	rmcclain@snyderisd.net (325) 574-8900

Identify indicators currently in use or to possibly be used with this domain:

Parent engagement and satisfaction, student engagement and satisfaction, community engagement and satisfaction

Identify metrics that are in use or could be used to measure these indicators (RAVE):

Survey instruments from National Association of Independent Schools

Possible Outcomes

Using the local self-assessment tools, stakeholder input, or other information, what strengths might the LEA utilize from these areas and how does the LEA plan to maintain or build upon that success?

Strengths

Survey data easily accessible, National Survey data easily accessible, National Association of Independent Schools provides reliable and valid instruments for data collection, data can be compared to national and state scores

Identify any concerns regarding this potential local performance indicator.

Concerns

Survey participation rates and reinforced by the need for representation of all sub-populations for data, cost to district.

Additional Information:

Need to establish uniform cut scores across state

LAS Submission Template

LEA Name	**Contact Name**	**Domain:**	**Email and Phone**
Snyder	Rachael McClain		rmcclain@snyderisd.net (325) 574-8900

Identify indicators currently in use or to possibly be used with this domain:

Athletic participation rates, extracurricular participation rates, co-curricular participation rates, fine and performing arts (beyond classroom) participation rates, awards and recognitions (group and individual external), digital arts (beyond classroom) participation rates, Civic organization involvement, UIL participation and success rates, STEM participation and success rates

Identify metrics that are in use or could be used to measure these indicators (RAVE):

Rosters, competition rosters, awards and outcomes

Possible Outcomes

Using the local self-assessment tools, stakeholder input, or other information, what strengths might the LEA utilize from these areas and how does the LEA plan to maintain or build upon that success?

Strengths

Clearly defined participation rates with quantifiable data,

Identify any concerns regarding this potential local performance indicator.

Concerns

a roster and actual involvement, definition of external sources of awards (local community versus state organizations?

Grey area will need to be defined between listed on

Additional Information:

Participation rates determined by roster	Targeted percent
Active involvement determined by point system (similar to earning a letter)	Targeted percent of participation
Awards/Recognitions	Targeted percent of participation

Creativity and Innovation				
	4 Exceeds Standard	3 Meet Standard	2 Approaching Standard	1 Not at Standard
Use a wide range of idea creation techniques (brainstorming etc…)	Engages in multiple idea creation techniques and fully participates by offering insightful questions and listening well to others in the group.	Engages in idea creation techniques and participates by offering ideas	Did not offer ideas during the idea creation, but listened actively to other group members	Did not actively participate in idea creation
Creates new and worthwhile ideas using both incremental and radical concepts	Consistently develops new and valuable ideas using both existing and new knowledge, as well as existing and new resources	Develops new and valuable ideas using both existing and new knowledge, as well as existing and new resources	Develops new and valuable ideas using existing knowledge and resources	Does not attempt to develop new and valuable ideas
Elaborates, refines, analyzes and evaluates their own ideas in order to improve and maximize creative efforts	Extensive reflection of own ideas and incorporates changes in creative efforts demonstrating an understanding of the value of analysis and implementation of change	Reflects on own ideas and incorporates changes in creative efforts to improve the value of their work	Reflects on own ideas and attempts to incorporate changes in creative efforts to improve the value of their work	Attempts to reflect on own ideas
Demonstrate originality and inventiveness in work and understand the real world limits to adopting new ideas	Consistently demonstrates creativity and is realistic about the limits of the situation in a variety of situations	Demonstrates creativity and is realistic about the limits of the situation	Demonstrates creativity but does not have a realistic understanding of the limits of the situation	Does not demonstrate creativity
View failure as an opportunity to learn; understand that creativity and innovation is a long-term, cyclical process of small successes and frequent mistakes	Embraces the idea that attempting/experimenting is an important part of the path of success and approaches opportunities with an understanding that many failed attempts are likely	Understands the importance of attempting/experimenting is an important part of the path to success, including failed attempts	Understands the importance of attempting/experimenting is an important part of the path to success, but does not understand this includes failed attempts as well	Does not understand how failed attempts are part of the process that leads to success

Critical Thinking and Problem Solving				
	4 Exceeds Standard	3 Meet Standard	2 Approaching Standard	1 Not at Standard
Use various types of reasoning as appropriate to the situation	Uses various types of reasoning as appropriate to the situation in a variety of conditions	Uses various types of reasoning as appropriate to the situation	Uses reasoning as appropriate to the situation	Attempts to use reasoning as appropriate to the situation
Effectively analyze and evaluate evidence, arguments, claims and beliefs	Consistently is successful at analyzing and evaluating evidence, arguments, claims and beliefs	Is effective in analyzing and evaluating evidence, arguments, claims and beliefs	Is not thorough at analyzing and/or evaluating evidence, arguments, claims and beliefs	Does not complete analysis or evaluation of evidence, arguments, claims or beliefs
Effectively analyze and evaluate major alternative points of view	Embraces learning about material from different points of view and is non-judgmental in analyzing the material	When analyzing and evaluating material is non-judgmental	Believes they are able to analyze and evaluate material from a different point of view without being judgmental, but is not successful	Does not respect the view point of others while analyzing and evaluating material from a different point of view
Effectively synthesizes and makes connections between information and arguments	Is able to apply the connections between information and arguments in order to support a perspective	Is able to understand and make the connections between information and arguments	Is able to understand there is a connection between information and arguments, but is not able to determine what they are on their own	Does not attempt to understand the connection between information and arguments
Effectively interpret information and draw conclusions based on the best analysis	Is able to look at complex information and successfully draw conclusions and apply to situation	Is able to look at information and successfully draw conclusions	Looks at information and sometimes is able to draw conclusions	Looks at information, and rarely is able to draw a conclusion
Reflect critically on learning experiences and processes	Thoroughly reflects critically on learning experiences and processes and applies to future work	Reflects critically on learning experiences and processes	Attempts to reflect on learning experiences and processes	Does not reflect on learning experiences and processes
Effectively solve different kinds of non-familiar problems in both conventional and innovative ways	Effectively develops and utilizes multiple techniques to engage in problem solving and can articulate reason for choosing	Effectively utilizes multiple techniques to engage in problem solving	Effectively problem solves but does not utilize multiple techniques	Is not successful in utilizing problem solving techniques
Effectively identify and ask significant questions that clarify various points of view and lead to better solutions	Effectively identify and ask significant questions that clarify various points of view and lead to better solutions in a variety of conditions	Effectively identify and ask significant questions that clarify various points of view and lead to better solutions	Asks questions with the purpose of reaching a better solution, but fails to consider other points of view	Does not attempt to make inquiries to understand other points of view for the purpose of reaching a better solution

Communication and Collaboration				
	4 Exceeds Standard	3 Meet Standard	2 Approaching Standard	1 Not at Standard
Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts	Worked creatively to craft and present a comprehensive multimedia presentation that uses both verbal and nonverbal communication.	Communicated thoughts and ideas by crafting and presenting a multimedia presentation using both verbal and nonverbal communication.	Creates a multimedia presentation but does not effectively address/communicate using both verbal and nonverbal communication	Either creates a multimedia presentation but does not present, or fails to complete the multimedia presentation, thus does not communicate using both verbal and nonverbal communication
Listen effectively to decipher meaning, including knowledge, values, attitudes and intentions	Thoughtfully reflected on and identified constructive ways to apply the knowledge, values, attitudes and intentions of the message	Effectively reflected on the meaning, values, attitudes and intentions of the message	Attempts to listen to the message and reflect on the meaning of the message, but misses key information, values, attitudes or intentions and misses the importance of the message	Listens to the message but does not demonstrate understanding of the message by not reflecting on the meaning
Use communication for a range of purposes (e.g. to inform, instruct, motivate and persuade)	Effectively uses communication to inform, instruct, motivate and persuade on multiple occasions using both verbal and nonverbal communication	Uses communication to inform, instruct, motivate and persuade	Communicates only to inform or instruct	Communicates only to inform and does not demonstrate communicating for other purposes
Utilize multiple media and technologies, and know how to judge their effectiveness as well as assess their impact	Worked creatively to craft a comprehensive product using multiple media and technologies and thoughtfully reflected on the effectiveness and impact of the product	Crafted a product using multiple media and technologies and reflected on the effectiveness and impact of the product	Crafted a product using multiple media and technologies but did not effectively reflect on the effectiveness and impact of the product	Attempted but did not complete crafting a product using multiple media and technologies and did not effectively reflect on the effectiveness and impact of the product
Communicate effectively in diverse environments (including multi-lingual)	Communicates effectively with others in diverse environments using both verbal and nonverbal communication	Communicates effectively with others in diverse environments	Communicates with others in a diverse environment, but fails to communicate effectively with others	Fails to communicate with others in a diverse environment
Demonstrate ability to work effectively and respectfully with diverse teams	Consistently listens to others. All statements, responses and body language, are respectful and appropriate. Always listens to, shares with, and supports the efforts of others.	Listens to, shares and supports others. Statements and responses are respectful and appropriate body language was exhibited.	Most statements, responses and body language are respectful; occasionally had a negative tone. Does not always listen to, share with, and support the efforts of others.	Statements, responses and/or body language were consistently not respectful. Rarely listens to, shares with, and supports the efforts of others
Exercise flexibility and willingness to be helpful in making necessary	Always listens to ideas and demonstrates compromise	Is willing to compromise with group to accomplish a common goal.	Attempts to compromise with group to accomplish a common goal, but sometimes interferes	Typically does not compromise with group to accomplish a common goal, and often interferes

compromises to accomplish a common goal	allowing the group to meet its full potential.		group from meeting its full potential.	with group from meeting its full potential.
Assume shared responsibility for collaborative work, and value the individual contributions made by each team member	Motivates all members to share in contributions equally by valuing all members' ideas and contributions.	Participates and contributes to group's work equally. Values all members' ideas and contributions.	Attempts to share responsibility of groups' work, but ends up completing most of the work, without utilizing input of others in group.	Either does most or very little of the group's work and does not share or respect others' ideas.

3rd grade evaluators
Classroom teacher
Counselor
Parent/Adult Guardian

Required Activities (PK-3)
Significant PBL presented in authentic setting
Leader in Me evaluation tool
3 hours STEAM Training

5th grade evaluators
Classroom teacher
Counselor
Parent/Adult Guardian
Peer

Required Activities (4-5)
Significant PBL presented in authentic setting
Academic Resilience Program
6 hours STEAM Training

8th grade evaluators
Classroom teacher (2)
Counselor
Parent/Adult Guardian
Peer
Workforce Evaluator for Career Project

Required Activities (6-8)
Significant PBL presented in authentic setting
Academic Resilience Program
Job Shadow/Career Project
Career Portfolio on Career Cruising
9 hours STEAM Training

12th grade evaluators
Classroom teacher (2)
Counselor
Parent/Adult Guardian
Peer
Workforce Evaluator for Capstone Project (2)

Required Activities (9-12)
Capstone project completed (developed over a 4 year period)
Career Portfolio on Career Cruising completed
Internship, Career Prep, or Participation in Extra-curricular/Co-curricular, Industry
Certification, or 12 hours college credit
12 hours STEAM Training

Spring Branch

LAS Submission Template

Domain: Extra/Co-Curricular

LEA Name	Contact Name	Email and Phone
Sample ISD	Sample Contact	samplecontact@sampleisd.net (XXX) XXX-XXXX

Identify indicators currently in use or to possibly be used with this domain:

UIL: Athletics, Music, Academics; FFA, FCCLA, PALS, NHS, clubs that promote interpersonal skills in students. Any activity or club that provides an opportunity for students to display "Grit" by working towards a goal that isn't handed to them.

Identify metrics that are in use or could be used to measure these indicators (RAVE):

This area is pretty difficulty to conceptualize. Participation in organizations for multi-years, or mult-organization(s) might receive 2 points. Easy to record data on students participating in extracurricular events. Documentation kept for Extracurricular Domain. Possible Point for each student involved in activity, two points for students involved in multiple extracurricular activities.

Possible Outcomes

Using the local self-assessment tools, stakeholder input, or other information, what strengths might the LEA utilize from these areas and how does the LEA plan to maintain or build upon that success?

Strengths

Any extracurricular that provides a competitive contest has the ability to be objectively evaluated.

Identify any concerns regarding this potential local performance indicator.

Concerns

Participation requirements would need to be defined.

LAS Extracurricular Domain

Indicators with objective metrics:

- UIL Music
- UIL Academics
- UIL Athletics
- FFA
- FCCLA

It might be better to only list indicators in the Extracurricular Domain that have objective metrics. These events above have actual results that are posted. You can check rosters as district competitions for participation and results are posted after the event.

Indicators without objective metrics:

- NHS
- PALS
- Students Council
- School Club that provides goals
- Possible Service Projects
- Participation must be based on reaching a specific goal, not just not membership.

Organizations must be goal based. If members are part of Student Council but don't have goal and working towards a goal, then it is not an eligible indicator.

Data management system must be used to record participation.

Example:

PURPOSE OF STUDENT COUNCIL
Student Council is an organization conducted by students and supervised by adults. The purpose of the student council is to give students an opportunity to develop leadership by organizing and carrying out school activities and service projects. In addition to planning events that contribute to school spirit and community welfare, the student council is the voice of the student body. They help share student ideas, interests and concerns with the school wide community.

The function of the student council is based upon parliamentary procedures. Ideas are presented, voted upon and confirmed by the student body president. Any student that is interested in leadership, organizational behavior, event planning or becoming more involved in the school are welcome to become involved. The service goal for SSHS Student Council for the year of 2017-2018 is (insert goal here).

LAS Submission Template

Domain:

<div style="border:1px solid #000; background:#c9d6ed; text-align:center;">

School Connectedness

</div>

LEA Name	**Contact Name**	**Email and Phone**
Spring Branch ISD	Keith Haffey	keith.haffey@springbranchisd.com (713) 251-2261

Identify indicators currently in use or to possibly be used with this domain:

Percentage of respondents who have favorable perceptions of School Connectedness on selected scales of a nationally normed survey instrument.

Identify metrics that are in use or could be used to measure these indicators (RAVE):

We are planning to use Panorama Education survey and selected threads to represent Connectedness.

Possible Outcomes

Using the local self-assessment tools, stakeholder input, or other information, what strengths might the LEA utilize from these areas and how does the LEA plan to maintain or build upon that success?

Strengths

The survey is normed, so we believe we can measure strengths and areas for growth relatively and against a national standard.

Identify any concerns regarding this potential local performance indicator.

Concerns

Since we are in our first year with the survey, data collected this year will be baseline, an initial measure of these newly introduced construct.

Additional Information:

Currently the plan would be to survey all students grades 3 through 12. Among the factors still to be determined include (1) length of enrollment to be included as participant, (2) selected threads for inclusion, and (3) "grade standards" (A-F) related to national norms in year 1.

LAS Submission Template

Domain: | Enrolled in Higher Education

LEA Name	**Contact Name**	**Email and Phone**
Spring Branch ISD	Keith Haffey	keith.haffey@springbranchisd.com (713) 251-2261

Identify indicators currently in use or to possibly be used with this domain:

Graduating seniors acquiring a technical certificate or enrolled in a technical school, enlisted in the military, or enrolled in a 2- or 4- year institution of higher education by the end of the first year after graduation.

Identify metrics that are in use or could be used to measure these indicators (RAVE):

National Student Clearinghouse, and possibly transcript requests from branches of the military, surveys of graduates.

Possible Outcomes

Using the local self-assessment tools, stakeholder input, or other information, what strengths might the LEA utilize from these areas and how does the LEA plan to maintain or build upon that success?

Strengths

Strengths include the increased number of institutions of higher education covered by National Student Clearinghouse, and the improved communication systems with graduates.

Identify any concerns regarding this potential local performance indicator.

Concerns

Should graduates attending school in the school district for varying numbers of years be weighed the same after graduation, e.g. attended from kindergarten through grade 12 vs students only attending 11th and 12th grade? Concerns also about the ability to follow all students after graduation.

Additional Information:

Tracking students attending private schools, out of state schools, and receiving technical certification, for example, may be limited. This could disproportionately impact schools. For example, difficulties tracking graduates attending private schools and out of state universities could negatively impact more affluent schools.

LAS Submission Template

Domain:

LEA Name	**Contact Name**	**Email and Phone**
Spring Branch ISD	Keith Haffey	keith.haffey@springbranchisd.com (713) 251-2261

Identify indicators currently in use or to possibly be used with this domain:

Percentage of students in grades Pre-K through high school who perform at "College and Career Readiness/Postsecondary Readiness" benchmark levels in reading and math on nationally recognized norm-referenced assessments, and college pathway assessments.

Identify metrics that are in use or could be used to measure these indicators (RAVE):

We are planning to use Circle in Pre-K and MAP reading and math in grades K-8, and college pathway assessments in high school (and possibly in grade 8).

Possible Outcomes

Using the local self-assessment tools, stakeholder input, or other information, what strengths might the LEA utilize from these areas and how does the LEA plan to maintain or build upon that success?

Strengths

Strengths include the ability to measure nationally normed assessments. Also, MAP projects to ACT. College Board and ACT have established benchmarks.

Identify any concerns regarding this potential local performance indicator.

Concerns

Concerns include how to structure achievement expectations. If college pathway assessments given in the fall are used, just a few months into the school year, there is the question of campus or campuses of attribution.

Additional Information:

Among the factors still to be determined include (1) length of enrollment to be included as participant, (2) if and how to include EL students and students served by special education, (3) are there other ways to examine achievement test results of these assessments, and (4) "grade standards" (A-F).

LAS Submission Template

Domain: | Growth |

LEA Name	Contact Name	Email and Phone
Spring Branch ISD	Keith Haffey	keith.haffey@springbranchisd.com (713) 251-2261

Identify indicators currently in use or to possibly be used with this domain:

Percentage of students in grades Pre-K - 8 who make 1+ years growth in reading and math based on nationally recognized norm-referenced assessments (MAP and Circle).

Identify metrics that are in use or could be used to measure these indicators (RAVE):

We are planning to use Circle in Pre-K and MAP reading and math in grades K-8, possibly 9.

Possible Outcomes

Using the local self-assessment tools, stakeholder input, or other information, what strengths might the LEA utilize from these areas and how does the LEA plan to maintain or build upon that success?

Strengths

Strengths include the ability to measure "in year" progress against a normed group of peers at the same performance level using conditional growth index and growth percentile.

Identify any concerns regarding this potential local performance indicator.

Concerns

This is the first district-wide administration of MAP in elementary and middle schools. Concerns include setting expectations for progress for students testing well below grade level, and exploring standards setting for weighing typical against growth above and below that of peers.

Additional Information:

To measure progress, Circle and MAP require at least two consecutive assessments. Among the factors still to be determined include (1) length of enrollment to be included as participant, (2) should students to be included in accountability subset need both a middle of year progress and end of year, or only end of year, and (3) "grade standards" (A-F).

Sunnyvale

Domain:

21st Century Skills

LEA Name: Sunnyvale ISD
Contact Name: Amy Tutle
Contact Email and Phone: amy.tutle@sunnyvaleisd.com 972-226-5974

Identify indicators currently in use or to possibly be used with this domain:

STEM lessons, soft skills, technology learning, Engagement, technology professional development, community service project hours, senior project completion, foreign language acquisition, number of ESL teachers certified, CTE and endorsements

Identify metrics that are in use or could be used to measure these indicators (RAVE):

- Locally developed holistic rubric
- Gallop Hope survey
- Student Survey

Possible Outcomes

- Increased program effectiveness

Using the local self-assessment tools, stakeholder input, or other information, what strengths might the LEA utilize from these areas and how does the LEA plan to maintain or build upon that success?

Strengths:

Student voice

Identify any concerns regarding tis potential local performance indicator.
Concerns:

Some of the data could be subjective

Domain:

Community and Parent Involvement

LEA Name: Sunnyvale ISD
Contact Name: Amy Tutle
Contact Email and Phone: amy.tutle@sunnyvaleisd.com 972-226-5974

Identify indicators currently in use or to possibly be used with this domain:

Number of support groups or booster clubs, Ratio of PTA memberships to student population, number of e-alert subscribers compared to enrollment, number of academic/informative night events at each campus

Identify metrics that are in use or could be used to measure these indicators (RAVE):

Locally developed holistic rubric
Parent survey
Calendar of events
Communication analytics

Possible Outcomes

Increased intentionality in developing community relationships

Using the local self-assessment tools, stakeholder input, or other information, what strengths might the LEA utilize from these areas and how does the LEA plan to maintain or build upon that success?

Strengths:

Alignment with community expectations
Focus on equity in parent communication

Identify any concerns regarding tis potential local performance indicator.
Concerns:

Domain:

Extra & Co-Curricular

LEA Name: Sunnyvale ISD
Contact Name: Amy Tutle
Contact Email and Phone: amy.tutle@sunnyvaleisd.com 972-226-5974

Identify indicators currently in use or to possibly be used with this domain:

Academic UIL, Athletic participation Middle and High Schools, Varsity Athletic performance, number of minutes students have access to exercise other than PE a week,

Identify metrics that are in use or could be used to measure these indicators (RAVE):

Locally developed holistic rubric

Possible Outcomes

Using the local self-assessment tools, stakeholder input, or other information, what strengths might the LEA utilize from these areas and how does the LEA plan to maintain or build upon that success?

Strengths:

- Aligns with community expectations

Identify any concerns regarding tis potential local performance indicator.
Concerns:

Domain:

Fine Arts

LEA Name: Sunnyvale ISD
Contact Name: Amy Tutle
Contact Email and Phone: amy.tutle@sunnyvaleisd.com 972-226-5974

Identify indicators currently in use or to possibly be used with this domain:

Elementary Art, Elementary Music, All region Band Middle school and High School, All Region Choir Middle school and High School, VASE Art Middle School and High School, Fine Arts enrollment Middle school and High School, One Act Play Middle and High, Marching Band, UIL Band, Theatrical Design

Identify metrics that are in use or could be used to measure these indicators (RAVE):

Locally developed holistic rubric
Region, Area or State recognition

Possible Outcomes

Increase focus on student participation and growth

Using the local self-assessment tools, stakeholder input, or other information, what strengths might the LEA utilize from these areas and how does the LEA plan to maintain or build upon that success?

Strengths:

Alignment with community expectations
Development of student passions

Identify any concerns regarding tis potential local performance indicator.
Concerns:

Domain:

Future Readiness

LEA Name: Sunnyvale ISD
Contact Name: Amy Tutle
Contact Email and Phone: amy.tutle@sunnyvaleisd.com 972-226-5974

Identify indicators currently in use or to possibly be used with this domain:

Duke testing for 7th graders, PSAT scores for freshman SAT and ACT scores, scholarships earned, number of Universities graduates are accepted, and Dual credit courses attempted and earned

Identify metrics that are in use or could be used to measure these indicators (RAVE):

Locally developed holistic rubric

Possible Outcomes

Shows how well our high achieving students are scoring

Using the local self-assessment tools, stakeholder input, or other information, what strengths might the LEA utilize from these areas and how does the LEA plan to maintain or build upon that success?

Strengths:

- More global measure and reflective of preparedness for entrance into expected post-secondary fields

Identify any concerns regarding tis potential local performance indicator.
Concerns:

Domain:

Instructional Practices

LEA Name: Sunnyvale ISD
Contact Name: Amy Tutle
Contact Email and Phone: amy.tutle@sunnyvaleisd.com 972-226-5974

Identify indicators currently in use or to possibly be used with this domain:

Technology teaching, GT professional development, GT instructional time, percent of district staff with 30 GT hours, percent of Admin meeting GT requirement, percent of teachers using inquiry based instruction

Identify metrics that are in use or could be used to measure these indicators (RAVE):

Locally developed holistic rubric

Possible Outcomes

- Increased capacity of staff

Using the local self-assessment tools, stakeholder input, or other information, what strengths might the LEA utilize from these areas and how does the LEA plan to maintain or build upon that success?

Strengths:

- Alignment of community expectations

Identify any concerns regarding tis potential local performance indicator.
Concerns:

- Subjectivity

Domain:

MAP Data

LEA Name: Sunnyvale ISD
Contact Name: Amy Tutle
Contact Email and Phone: amy.tutle@sunnyvaleisd.com 972-226-5974

Identify indicators currently in use or to possibly be used with this domain:

Elementary Reading, Math, Middle School Math, Reading and Science, High School Reading and Math data. Looking at percentage of students who met the growth goal.

Identify metrics that are in use or could be used to measure these indicators (RAVE):

- National Norms as validated by NWEA
- Cut scores determined by local district team

Possible Outcomes

Determining if students are growing at an adequate rate.

Using the local self-assessment tools, stakeholder input, or other information, what strengths might the LEA utilize from these areas and how does the LEA plan to maintain or build upon that success?

Strengths:

- MAP data is reliable and based on each individual student
- It is based on growth

Identify any concerns regarding tis potential local performance indicator.
Concerns:

Domain:

Special Populations

LEA Name: Sunnyvale ISD
Contact Name: Amy Tutle
Contact Email and Phone: amy.tutle@sunnyvaleisd.com 972-226-5974

Identify indicators currently in use or to possibly be used with this domain:

Number of outside opportunities that relate to students with special needs, percent of professional staff with sped certification, percentage of RTI students making adequate growth, percentage of ELL students making adequate growth, number of 504 students making adequate growth, number of SPED students making adequate growth

Identify metrics that are in use or could be used to measure these indicators (RAVE):

Locally developed holistic rubric

Possible Outcomes

Determining the effectiveness of each program.

Using the local self-assessment tools, stakeholder input, or other information, what strengths might the LEA utilize from these areas and how does the LEA plan to maintain or build upon that success?

Strengths:

Identify any concerns regarding tis potential local performance indicator.
Concerns:

The different assessments used at each campus