

2017 - 2018 LAS Plan		
District Name:	Dallas ISD	
District LAS Contact (primary):		
Email:		
Phone:		
Weighting Overview		
Local / State	Weighting (%)	
Allowable range = 1% - 50%	Local Accountability System	50
Allowable range = 50% - 99%	State Accountability System	50
When added together, the weighting should equal 100%	<b>Local / State Total</b>	100
Domain	Weighting (%)	
If the plan includes 2 or more domains, the weighting range for each domain is 20% - 60%.  *Pending TEA approval, some components may be categorized into one of four locally-developed (LD) domains.	Academics	60
	Culture & Climate	20
	Extra / Co-Curricular	
	Future-Ready Learning	
	LD 1: Student Experience	20
	LD 2*	
	LD 3*	
	LD 4*	
When added together, the weight of the LAS Domains should equal 100%	<b>Total of LAS Domains</b>	100

Component Summary*		
Districts may use this space to create a master list of all components organized by domain for quick reference. The component summary is <b>not required</b> * for LAS Plan Submission. Within each domain, the total weight of all components should equal 100%.		
Domain Name	Component (A1, B2, etc.)	Weighting (%)
Academics	Value-Added	100
Culture and Climate	Parent/Guardian Satisfaction	50
	Campus Staff Engagement and Support	50
Student Experience	Co- or Extra-curricular Participation	50
	Student Experience	50

## Campus List

*Please list the names of all campuses in the district and identify which school type and, if applicable, the school group\* each campus belongs to according to the district LAS Plan.*

*\* Pending TEA approval, districts may organize selected campuses within a school type into a school group to ensure a better fit of components for those campuses.*

School Name	School Type	School Group*
(1) BRYAN ADAMS	High	High
(2) W.H. ADAMSON	High	High
(3) A. MACEO SMITH NEW TECH	High	High
(4) MULTIPLE CAREERS	High	NOT RATED (Alternative)
(5) MOISES E. MOLINA	High	High
(6) HILLCREST	High	High
(7) THOMAS JEFFERSON	High	High
(8) JUSTIN F. KIMBALL	High	High
(9) LINCOLN	High	High
(12) L.G. PINKSTON	High	High
(13) FRANKLIN D. ROOSEVELT	High	High
(14) W.W. SAMUELL	High	High
(15) SEAGOVILLE HIGH	High	High
(16) SOUTH OAK CLIFF	High	High
(17) H. GRADY SPRUCE	High	High
(18) SUNSET	High	High
(21) W.T. WHITE	High	High
(22) WOODROW WILSON	High	High
(23) DAVID W. CARTER	High	High
(24) NORTH DALLAS	High	High
(25) SKYLINE	High	High
(26) SCHOOL OF SCIENCE & ENGINEERING	High	High
(28) EMMETT J. CONRAD	High	High
(29) SCHOOL COMMUNITY GUIDANCE CENTER	High	NOT RATED (Alternative)
(32) JAMES MADISON	High	High
(33) SCHOOL OF BUSINESS & MANAGEMENT	High	High
(34) BOOKER T. WASHINGTON	High	High
(35) IRMA L. RANGEL HIGH	High	High
(36) SCHOOL OF HEALTH PROFESSIONS	High	High
(37) SORRELLS SCHOOL OF EDUCATION & SOCIAL SERVICES	High	High
(38) SANDERS LAW MAGNET	High	High
(39) SCHOOL FOR THE TALENTED & GIFTED	High	High
(85) KATHLYN J. GILLIAM	High	High
(88) TRINIDAD GARZA	High	High
(90) W.L. LASSITER, JR.	High	High
(380) WILMER-HUTCHINS HIGH	High	High
(381) BARACK OBAMA HIGH	High	High
(382) IDEA AT J.W. FANNIN	High	High
(383) CITYLAB	High	NOT RATED (No SEI)
(389) JOHN L. PATTON, JR.	High	NOT RATED (Alternative)
(11) LACEY	Middle	NOT RATED (Alternative)

(42) WILLIAM H. ATWELL	Middle	Middle
(43) T.W. BROWNE	Middle	Middle
(44) E.H. CARY	Middle	Middle
(45) E.B. COMSTOCK	Middle	Middle
(46) YOUNG MEN'S ACADEMY AT FLORENCE	Middle	Middle
(47) BENJAMIN FRANKLIN	Middle	Middle
(48) W.H. GASTON	Middle	Middle
(49) W.E. GREINER	Middle	Middle
(50) ROBERT T. HILL	Middle	Middle
(51) OLIVER W. HOLMES	Middle	Middle
(52) PIEDMONT GLOBAL ACADEMY	Middle	Middle
(53) J.L. LONG	Middle	Middle
(54) THOMAS C. MARSH	Middle	Middle
(55) T.J. RUSK	Middle	Middle
(56) EWELL D. WALKER	Middle	Middle
(57) WILLIAM B. TRAVIS ACADEMY	Middle	Middle
(58) ALEX W. SPENCE	Middle	Middle
(59) L.V. STOCKARD	Middle	Middle
(60) BOUDE STOREY	Middle	Middle
(62) BILLY EARL DADE	Middle	Middle
(66) HARRY STONE ACADEMY	Middle	Middle
(68) RAUL QUINTANILLA, SR.	Middle	Middle
(69) SEAGOVILLE MIDDLE	Middle	Middle
(71) DALLAS ENVIRONMENTAL SCIENCE	Middle	Middle
(72) SARAH ZUMWALT	Middle	Middle
(73) H.W. LONGFELLOW	Middle	Middle
(74) THOMAS A. EDISON	Middle	Middle
(75) GEORGE B. DEALEY ACADEMY	Middle	Middle
(76) HAROLD W. LANG, SR.	Middle	Middle
(77) HECTOR P. GARCIA	Middle	Middle
(79) FRANCISCO F. "PANCHO" MEDRANO	Middle	Middle
(83) SAM TASBY	Middle	Middle
(100) ZAN WESLEY HOLMES, JR.	Middle	Middle
(352) YOUNG WOMEN'S ACADEMY AT BALCH SPRINGS	Middle	Middle
(353) ANN RICHARDS	Middle	Middle
(354) KENNEDY-CURRY	Middle	Middle
(355) ALEX SANGER MIDDLE	Middle	Middle
(356) IRMA L. RANGEL MIDDLE	Middle	Middle
(357) BARACK OBAMA MIDDLE	Middle	Middle
(359) ROSEMONT MIDDLE	Middle	Middle
(360) STEAM AT D.A. HULCY	Middle	Middle
(101) JOHN Q. ADAMS	Elementary	Elementary
(103) GABE P. ALLEN	Elementary	Elementary
(104) WILLIAM M. ANDERSON	Elementary	Elementary
(105) ARCADIA PARK	Elementary	Elementary
(107) JOSE "JOE" MAY	Elementary	Elementary
(108) BAYLES	Elementary	Elementary
(109) WILLIAM A. BLAIR	Elementary	Elementary
(110) ANNIE WEBB BLANTON	Elementary	Elementary

(112) JAMES BOWIE	Elementary	Elementary
(114) JOHN NEELY BRYAN	Elementary	Elementary
(115) HARRELL BUDD	Elementary	Elementary
(116) DAVID G. BURNET	Elementary	Elementary
(117) RUFUS C. BURLESON	Elementary	Elementary
(118) W.W. BUSHMAN	Elementary	Elementary
(119) WILLIAM L. CABELL	Elementary	Elementary
(120) F.P. CAILLET	Elementary	Elementary
(121) JOHN W. CARPENTER	Elementary	Elementary
(122) C.F. CARR	Elementary	Elementary
(125) CASA VIEW	Elementary	Elementary
(126) CENTRAL	Elementary	Elementary
(128) MARTIN LUTHER KING, JR.	Elementary	Elementary
(129) S.S. CONNER	Elementary	Elementary
(130) LEILA P. COWART	Elementary	Elementary
(131) IGNACIO ZARAGOZA	Elementary	Elementary
(133) BARBARA JORDAN	Elementary	Elementary
(134) GEORGE B. DEALEY VANGUARD	Elementary	Elementary
(135) EVERETTE LEE DEGOLYER	Elementary	Elementary
(136) L.O. DONALD	Elementary	Elementary
(137) JULIUS DORSEY	Elementary	Elementary
(139) PAUL L. DUNBAR	Elementary	Elementary
(141) JILL STONE	Elementary	Elementary
(142) J.N. ERVIN	Elementary	Elementary
(144) TOM W. FIELD	Elementary	Elementary
(145) STEPHEN C. FOSTER	Elementary	Elementary
(147) CHARLES A. GILL	Elementary	Elementary
(148) TOM C. GOOCH	Elementary	Elementary
(149) LENORE KIRK HALL	Elementary	Elementary
(152) MARGARET B. HENDERSON	Elementary	Elementary
(153) VICTOR H. HEXTER	Elementary	Elementary
(154) LARRY G. SMITH	Elementary	Elementary
(155) C.A. TATUM, JR.	Elementary	Elementary
(156) NATHANIEL HAWTHORNE	Elementary	Elementary
(157) JAMES S. HOGG	Elementary	Elementary
(158) LIDA HOOE	Elementary	Elementary
(159) L.L. HOTCHKISS	Elementary	Elementary
(160) SAM HOUSTON	Elementary	Elementary
(161) JOHN IRELAND	Elementary	Elementary
(162) STONEWALL JACKSON	Elementary	Elementary
(163) ALBERT S. JOHNSTON	Elementary	Elementary
(164) ANSON JONES	Elementary	Elementary
(166) EDWIN J. KEST	Elementary	Elementary
(167) KLEBERG	Elementary	Elementary
(168) OBADIAH KNIGHT	Elementary	Elementary
(169) ARTHUR KRAMER	Elementary	Elementary
(170) RICHARD LAGOW	Elementary	Elementary
(171) LAKEWOOD	Elementary	Elementary
(172) JIMMIE TYLER BRASHEAR	Elementary	Elementary

(173) SIDNEY LANIER	Elementary	Elementary
(174) ROBERT E. LEE	Elementary	Elementary
(175) UMPHREY LEE	Elementary	Elementary
(176) JACK LOWE, SR.	Elementary	Elementary
(177) WILLIAM LIPSCOMB	Elementary	Elementary
(178) H.I. HOLLAND	Elementary	Elementary
(180) B.H. MACON	Elementary	Elementary
(181) MAPLE LAWN	Elementary	Elementary
(182) HERBERT MARCUS	Elementary	Elementary
(183) THOMAS L. MARSALIS	Elementary	Elementary
(184) BEN MILAM	Elementary	Elementary
(185) WILLIAM B. MILLER	Elementary	Elementary
(186) ROGER Q. MILLS	Elementary	Elementary
(187) NANCY MOSELEY	Elementary	Elementary
(188) MOUNT AUBURN	Elementary	Elementary
(189) CLARA OLIVER	Elementary	Elementary
(190) GEORGE PEABODY	Elementary	Elementary
(191) ELISHA M. PEASE	Elementary	Elementary
(192) JOHN F. PEELER	Elementary	Elementary
(193) JOHN J. PERSHING	Elementary	Elementary
(194) K.B. POLK	Elementary	Elementary
(195) PRESTON HOLLOW	Elementary	Elementary
(196) J.W. RAY	Elementary	Elementary
(197) JOHN H. REAGAN	Elementary	Elementary
(198) MARTHA TURNER REILLY	Elementary	Elementary
(199) REINHARDT	Elementary	Elementary
(200) JOSEPH J. RHOADS	Elementary	Elementary
(201) CHARLES RICE	Elementary	Elementary
(202) ORAN M. ROBERTS	Elementary	Elementary
(203) DAN D. ROGERS	Elementary	Elementary
(204) ROSEMONT ELEMENTARY	Elementary	Elementary
(205) CLINTON P. RUSSELL	Elementary	Elementary
(206) ALEX SANGER ELEMENTARY	Elementary	Elementary
(207) SAN JACINTO	Elementary	Elementary
(208) SEAGOVILLE ELEMENTARY	Elementary	Elementary
(209) ASCHER SILBERSTEIN	Elementary	Elementary
(210) LESLIE A. STEMMONS	Elementary	Elementary
(211) STEVENS PARK	Elementary	Elementary
(212) HARRY STONE VANGUARD	Elementary	Elementary
(213) T.G. TERRY	Elementary	Elementary
(215) ROBERT L. THORNTON	Elementary	Elementary
(216) EDWARD TITCHE	Elementary	Elementary
(217) WILLIAM B. TRAVIS VANGAURD	Elementary	Elementary
(218) GEORGE W. TRUETT	Elementary	Elementary
(219) ADELLE TURNER	Elementary	Elementary
(220) MARK TWAIN	Elementary	Elementary
(222) URBAN PARK	Elementary	Elementary
(224) WALNUT HILL	Elementary	Elementary
(225) DANIEL WEBSTER	Elementary	Elementary

(226) MARTIN WEISS	Elementary	Elementary
(228) SUDIE L. WILLIAMS	Elementary	Elementary
(229) WINNETKA	Elementary	Elementary
(230) HARRY C. WITHERS	Elementary	Elementary
(232) EDNA ROWE	Elementary	Elementary
(233) NATHAN ADAMS	Elementary	Elementary
(234) HENRY B. GONZALEZ	Elementary	Elementary
(235) BIRDIE ALEXANDER	Elementary	Elementary
(236) NANCY J. COCHRAN	Elementary	Elementary
(237) JOHN W. RUNYON	Elementary	Elementary
(239) ARTURO SALAZAR	Elementary	Elementary
(240) FRANK GUZICK	Elementary	Elementary
(241) ELEMENTARY DAEP	Elementary	NOT RATED (Alternative)
(244) SEAGOVILLE NORTH	Elementary	Elementary
(247) ADELFA B. CALLEJO	Elementary	Elementary
(250) WHITNEY M. YOUNG, JR.	Elementary	Elementary
(260) LORENZO DE ZAVALA	Elementary	Elementary
(263) J.P. STARKS	Elementary	Elementary
(264) RONALD E. MCNAIR	Elementary	Elementary
(265) ELADIO MARTINEZ	Elementary	Elementary
(266) FREDERICK DOUGLASS	Elementary	Elementary
(268) JOHN F. KENNEDY	Elementary	Elementary
(269) ONESIMO HERNANDEZ	Elementary	Elementary
(270) EDUARDO MATA	Elementary	Elementary
(271) JULIAN T. SALDIVAR	Elementary	Elementary
(272) MARIA MORENO	Elementary	Elementary
(273) PLEASANT GROVE	Elementary	Elementary
(274) MARY MCLEOD BETHUNE	Elementary	Elementary
(275) LOUISE WOLFF KAHN	Elementary	Elementary
(276) GILBERT CUELLAR, SR.	Elementary	Elementary
(277) THOMAS TOLBERT	Elementary	Elementary
(278) LEONIDES GONZALEZ CIGARROA, M.D.	Elementary	Elementary
(279) JERRY R. JUNKINS	Elementary	Elementary
(280) ANNE FRANK	Elementary	Elementary
(281) CESAR CHAVEZ	Elementary	Elementary
(283) ESPERANZA "HOPE" MEDRANO	Elementary	Elementary
(284) HIGHLAND MEADOWS	Elementary	Elementary
(286) LEE A. MCSHAN, JR.	Elementary	Elementary
(287) CELESTINO MAURICIO SOTO, JR.	Elementary	Elementary
(289) FELIX G. BOTELLO	Elementary	Elementary
(299) HOSPITAL AND HOMEBOUND ELEMENTARY	Elementary	NOT RATED (Alternative)
(301) WILMER-HUTCHINS ELEMENTARY	Elementary	Elementary
(303) THELMA E. PAGE RICHARDSON	Elementary	Elementary
(304) GEORGE H.W. BUSH	Elementary	Elementary
(305) EBBY HALLIDAY	Elementary	Elementary
(306) SOLAR PREPARATORY STEAM SCHOOL FOR GIRLS	Elementary	NOT RATED (No SEI)
(102) PREKINDERGARTEN PARTNERSHIP CENTER	Early Childhood	NOT RATED (No SEI)
(285) N.W. HARLLEE	Early Childhood	NOT RATED (No SEI)
(30) MAYA ANGELOU	Middle/High	NOT RATED (Alternative)

(96) JUVENILE JUSTICE AEP	Middle/High	NOT RATED (Alternative)
(99) HOSPITAL AND HOMEBOUND SECONDARY	Middle/High	NOT RATED (Alternative)

<b>Domain: Academics</b>		<b>Component A1</b>
Provide the name of the component and the metric that will be used to evaluate it.	<b>Component Name / Metric</b>	Value-Added: Dallas ISD School Effectiveness Index (SEI), which provides a measure of value-add, relative to other district campuses, aggregated across local, state, and national assessments
Elementary, Elementary-Magnet, HS, etc.	<b>School Type / School Group</b>	ES, MS, & HS
Provide the weight assigned to this component within the domain.	<b>Component Weight (%)</b>	100%
Why has the district selected this component to spotlight in the LAS Plan? How was this component identified as a high-leverage area? Describe the relevance and utility of this component - equitable, rigorous, with emphasis on quality of impact and to the extent practicable, focused on growth and/or maintaining high levels of proficiency.	<b>Rationale</b>	Dallas ISD has used SEIs for over two decades as a key component of local accountability, and as a result its stakeholders are familiar with the output of the model as well as historical trends among campuses. The model has been validated by external research organizations (VARC at UW-Madison, Dr. Erik Hanushek of UTD). Use of the SEI allows attribution of improvement for students currently performing below the state's standard and also provides more relevant information about relative performance among Dallas ISD students.
Identify the source(s) of data for each component and the availability of baseline data.	<b>Data Source / Baseline Data</b>	<ul style="list-style-type: none"> <li>• STAAR scores (current and prior year) from vendor file</li> <li>• Assessment of Course Performance, or ACP, scores (current and prior) from secure district databases</li> <li>• TerraNova/SUPERA scores (current and prior year) from vendor file</li> <li>• SAT, ACT, and PSAT scores (current) from vendor files</li> <li>• Student-level scheduling, attendance, and demographic/program data from district's student information system</li> </ul>
Provide an overview of the process for data collection and analysis, including timelines for any related activities such as staff training and/or calibration, assessment and survey windows including make-up testing and follow-up surveys (if needed), and data analysis.	<b>Timeline for Data Collection and Analysis</b>	Data are received throughout the school year, beginning with college exam data in October and ending with uploading of ACP scores in late June. In the spring, preparations begin with construction of master files containing relevant prior-year assessment data and student demographic and program data. Student attendance, to determine students' eligibility for inclusion in the model, is aggregated at the close of the school year. Upon receipt of all outcome scores, regression models are run, one per assessment, to select relevant predictors (two per outcome assessment). A hierarchical linear model is constructed for each outcome assessment, resulting in an SEI for each assessment component. After norming, the component SEIs are aggregated to an overall SEI.



<b>Domain: Academics</b>		<b>Component A1</b>
Describe the processes to ensure the data is valid, reliable, and auditable, such as practices to encourage and assess representative participation in surveys, procedures for calculating data including determination of cut points and growth targets, and protocols for data storage.	<b>Methodology</b>	Source data, interim data, and outcome statistics are maintained in secure district databases, accessible only by authorized personnel. Career statisticians oversee the modeling and implementation of calculations. Cut points for SEI are determined from the statistical distribution (normal) after a routine transformation.
Describe the scaling process to be used for this component.	<b>Scaling Process</b>	SEIs follow a normal distribtuion with average 50 and standard deviation 5. For assignment of scaled scores, SEI statistics will be transformed to a distribution with a higher average (TBD, 77-78) and larger standard deviation (TBD, 10-11) to result in scaled scores that translate to a reasonable distribution of letter grades A-F.

Domain: Culture & Climate		Component B1	Component B2
Provide the name of the component and the metric that will be used to evaluate it.	<b>Component Name / Metric</b>	Campus Climate / Staff: Percentage of positive responses ("agree" or "strongly agree") from spring administration of a teacher/staff climate survey with over 30 questions inquiring 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.	Parent/Guardian Satisfaction: Percentage of positive responses ("agree" or "strongly agree") from respondents to a 10-question annual survey, conducted by Dallas ISD, designed to gauge parent/guardian satisfaction with their schools' academic orientation, communication with parents/guardians, and physical and learning environment.
Elementary, Elementary-Magnet, HS, etc.	<b>School Type / School Group</b>	ES, MS, & HS	ES, MS, & HS
Provide the weight assigned to this component within the domain.	<b>Component Weight (%)</b>	50%	50%
Why has the district selected this component to spotlight in the LAS Plan? How was this component identified as a high-leverage area? Describe the relevance and utility of this component - equitable, rigorous, with emphasis on quality of impact and to the extent practicable, focused on growth and/or maintaining high levels of proficiency.	<b>Rationale</b>	The district administers the campus climate survey twice annually for three purposes: to contribute to consistent organizational improvement; to gain integral feedback from school based employees; to align systems to student outcomes. Overall results provide a broad picture of district change, but 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 are distributed to building principals and district leaders and are used to initiate and guide discussion and planning for improvement. The survey contributes to the 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.	The partnership between parents and schools is critical for student success both in and out of the classroom. The district believes that the support of parents/guardians in their students' learning positively affects behavior, academic achievement, and social skills. Because the partnership between parents/guardians and their students' schools is critical for students' success, the way in which schools address concerns, acknowledge contributions, and involve the community in decision-making must be evaluated to ensure best practices are in place.

<b>Domain: Culture &amp; Climate</b>		<b>Component B1</b>	<b>Component B2</b>
Identify the source(s) of data for each component and the availability of baseline data.	<b>Data Source / Baseline Data</b>	The survey has been administered to all campus staff twice annually since the fall of 2012. Results are provided to the district by the vendor, Hanover Research.	Dallas ISD has been conducting the survey annually since May 2013, providing historical information for determination of baselines for outcomes. Surveys are conducted by a third-party vendor that submits results to Dallas ISD Communications.
Provide an overview of the process for data collection and analysis, including timelines for any related activities such as staff training and/or calibration, assessment and survey windows including make-up testing and follow-up surveys (if needed), and data analysis.	<b>Timeline for Data Collection and Analysis</b>	The spring survey is conducted online in April by a third-party vendor. Staff receive e-mail invitations to take the survey via the web anonymously. Results are available in July for the spring administration.	Surveys are conducted over multiple weeks in the spring of each year. Results (responses and counts) are available for analysis in June.
Describe the processes to ensure the data is valid, reliable, and auditable, such as practices to encourage and assess representative participation in surveys, procedures for calculating data including determination of cut points and growth targets, and protocols for data storage.	<b>Methodology</b>	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 and the results are anonymous. Participation rates have climbed since Fall 2012. In the latest administration, participation was 85.9% for teachers and 79.7% among all campus staff. Item-level results are analyzed each year to evaluate the reasonableness of existing scales.	Surveys are conducted by a third-party vendor via telephone call to randomly-selected telephone numbers provided by parents/guardians during the registration process. Surveys are conducted in English, Spanish, and additional languages as selected by the parent/guardian. Each campus has a target number of respondents to create a sample size large enough to keep the margin of error to under 10 percent. Campuses with too few respondents will not have this metric included.

Domain: Culture & Climate		Component B1	Component B2
Describe the scaling process to be used for this component.	Scaling Process	Using historical results and district-level outcome goals, a team of district leaders will establish minimum percentages for each letter grade A-D, possibly differentiating by school type. Schools' statistics ("percentages of positive responses") will be scaled linearly to achieve the following letter grade assignments by scaled score: A: 90-100 B: 80-89 C: 70-79 D: 60-69 F: less than 60	Using historical results and district-level outcome goals, a team of district leaders will establish minimum percentages for each letter grade A-D, possibly differentiating by school type. Schools' statistics ("percentages of positive responses") will be scaled linearly to achieve the following letter grade assignments by scaled score: A: 90-100 B: 80-89 C: 70-79 D: 60-69 F: less than 60

Domain: Extra & Co-Curricular		Component C1	Component C2
Provide the name of the component and the metric that will be used to evaluate it.	Component Name / Metric	Student Experience: Percentage of favorable responses (responses above the median or "neutral" response) from all students surveyed at the campus using an instrument from Panorama Education that examines teachers' strengths in five areas: Expectations and Rigor, Student Engagement, Classroom Environment, Supportive Relationships, and Pedagogical Effectiveness.	Co- or Extra-curricular Participation: Percentage of a school's students who have participated in at least one co- or extra-curricular activity, where 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.
Elementary, Elementary-Magnet, HS, etc.	School Type / School Group	ES, MS, & HS	ES, MS, & HS
Provide the weight assigned to this component within the domain.	Component Weight (%)	50%	50%
Why has the district selected this component to spotlight in the LAS Plan? How was this component identified as a high-leverage area? Describe the relevance and utility of this component - equitable, rigorous, with emphasis on quality of impact and to the extent practicable, focused on growth and/or maintaining high levels of proficiency.	Rationale	Decades of research have shown that student perceptions strongly correlate with learning outcomes and can be an important improvement tool for school systems. Student voice is a component in the district's teacher evaluation instrument, so by including results at the school level the district demonstrates the desire to have all campus staff support the learning environment in all classrooms.	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 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.
Identify the source(s) of data for each component and the availability of baseline data.	Data Source / Baseline Data	The survey has been administered to students in grades 3-12 for three years. Results are provided to the district by the vendor via secure upload. There are three years of data available for establishment of baselines.	Evidence of participation data are taken from three sources: enrollment in designated courses from student information system (co-curricular participation), athletic participants exported from RankOneSport web application database, and district's extra-curricular tracking application database. Baseline data exist from the 2016-17 school year.

Domain: Extra & Co-Curricular		Component C1	Component C2
Provide an overview of the process for data collection and analysis, including timelines for any related activities such as staff training and/or calibration, assessment and survey windows including make-up testing and follow-up surveys (if needed), and data analysis.	<b>Timeline for Data Collection and Analysis</b>	Rosters of eligible students by teacher are submitted to the vendor in early March. Students are randomly selected by the vendor such that each student is administered surveys for two teachers and the maximum number of teachers have enough students surveyed to meet minimum sample size of 10. Campus testing coordinators are trained in the distribution of survey materials and administration of the survey in early spring. Materials arrive at each campus approximately one week before the scheduled week allotted for survey administration. Completed surveys are boxed and returned to the vendor by the campus test coordinator. Results are provided to the district by end of school year.	Attendance data for non-athletic extra-curricular activities are collected by campus activity coordinators (one per campus) throughout the school year and entered into the district's student activities online application. These data, along with scheduling in co-curricular courses from the student information system and athletic participation data from RankOneSport, are exported to a single data file by Evaluation and Assessment staff at the end of the school year. Data are converted to participation rates at that time.
Describe the processes to ensure the data is valid, reliable, and auditable, such as practices to encourage and assess representative participation in surveys, procedures for calculating data including determination of cut points and growth targets, and protocols for data storage.	<b>Methodology</b>	Students must meet requirements for scheduling, attendance, language proficiency, educational setting (SPED) to be surveyed about a teacher. Surveys are available in English, Spanish, and Burmese. Students are administered only two surveys to avoid survey fatigue and to ensure campuses are able to complete surveys in a reasonable amount of time that is least disruptive to the learning environment. Surveys are pre-bundled by teacher to ensure the sampling regimen determined by the vendor is adhered to by campus staff. Materials must be returned in a timely manner to ensure they do not remain too long at a campus and are shipped directly back to the vendor. Statistics are computed by the vendor.	Campuses must follow district policy FM (regulation) that outlines the qualifications for participating in extracurricular activities. Each principal assigns a campus activity coordinator to oversee the administration of extracurricular and co-curricular activities for the school. The campus coordinator tracks students' participation and maintains documentation. District student activities coordinators train and monitor campus activities coordinators throughout the year.
Describe the scaling process to be used for this component.	<b>Scaling Process</b>	Using historical results and district-level outcome goals, a team of district leaders will establish minimum percentages for each letter grade A-D, possibly differentiating by school type. Schools' statistics ("percentages of favorable responses") will be scaled linearly to achieve the following letter grade assignments by scaled score: A: 90-100 B: 80-89 C: 70-79 D: 60-69 F: less than 60	Using historical results and district-level outcome goals, a team of district leaders will establish minimum percentages for each letter grade A-D, possibly differentiating by school type. Schools' statistics ("percentages of favorable responses") will be scaled linearly to achieve the following letter grade assignments by scaled score: A: 90-100 B: 80-89 C: 70-79 D: 60-69 F: less than 60