

2017 - 2018 LAS Plan		
District Name:	Jonesboro	
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%	Local / State Total	100
Domain		Weighting (%)
<p>If the plan includes 2 or more domains, the weighting range for each domain is 20% - 60%.</p> <p>*Pending TEA approval, some components may be categorized into one of four locally-developed (LD) domains.</p>	Academics	30
	Culture & Climate	30
	Extra / Co-Curricular	30
	Future-Ready Learning	10
	LD 1*	
	LD 2*	
	LD 3*	
	LD 4*	
When added together, the weight of the LAS Domains should equal 100%	Total of LAS Domains	100%
Component Summary*		
<p>Districts may use this space to create a master list of all components organized by domain for quick reference. The component summary is <u>not required</u>* for LAS Plan Submission. Within each domain, the total weight of all components should equal 100%.</p>		
Domain Name	Component (A1, B2, etc.)	Weighting (%)

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*
Jonesboro	One campus	PK-12

Domain: Academics		Component A1	Component A2
Provide the name of the component and the metric that will be used to evaluate it.	Component Name / Metric	Early Reading and Math Readiness	Dual Credit opportunities
Elementary, Elementary-Magnet, HS, etc.	School Type / School Group	Grades PK-2	High School
Provide the weight assigned to this component within the domain.	Component Weight (%)	60	40
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	Studies show that early interventions for students struggling in reading and math are one of the best preventatives for lifelong struggles. It is vital that students receive proven methods of intervention as quickly as possible in their school career.	JISD, like most small schools has limited advanced courses that can be offered to high school students. To offset this deficit we offer students the opportunity to take dual credit courses through CTC. JISD pays for all of the books and half of the tuition costs. To help students in high school and college we would like to see this program grow.
Identify the source(s) of data for each component and the availability of baseline data.	Data Source / Baseline Data	DIBLES	CTC course enrollment
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.	Timeline for Data Collection and Analysis	DIBLES data is collected three times a year based. Beginning of year, middle of the year and end of the year.	Students will be offered multiple opportunities to take college entrance exams to apply for the dual credit classes. From there, students will be enrolled through the school counselor at the beginning of each semester. At the end of each semester student grades are provided to the school counselor from CTC.
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.	Methodology	DIBLES data is collected by each individual teacher for their classroom. They are provided with substitutes so one-on-one attention can be provided to the student being tested. Also, teachers are very aware of testing situations and environments so make sure students feel comfortable during testing. Testing is tracked through the years on the students account to see reliability through the years and teachers.	Student grades are distributed straight from CTC to the counselor.
Describe the scaling process to be used for this component.	Scaling Process	0%-10% on red is an A. 11%-20% on red is a B. 21%-30% on red is a C. 31% or higher is an F.	

Domain: Culture & Climate		Component B1	Component B2
Provide the name of the component and the metric that will be used to evaluate it.	Component Name / Metric	Retention of Teachers - Percentage of teachers retained at the campus who are rated as Proficient or higher on the end of year evaluation in T-TESS	Retention of students enrolling in the district from other campuses (transfer students).
Elementary, Elementary-Magnet, HS, etc.	School Type / School Group	District	District
Provide the weight assigned to this component within the domain.	Component Weight (%)	40%	60%
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	Research is clear about the increased impact of highly effective teachers on student outcomes. Through the equity plan root cause analysis, district stakeholders identified "improving access to highly effective teachers" as a high-leverage initiative for improving student outcomes. This component provides key data on the impact of district efforts to strengthen local systems to attract and retain effective teachers.	For a small school in our region and transfer students are a necessity. Jonesboro has no industry or other influences to pull in a steady population to fill the school. Basing your school budget on a transfer population is a risky call. In order to maintain the school's funding and thusly improvements we must keep a close watch over transfer student and their satisfaction with our school performance.
Identify the source(s) of data for each component and the availability of baseline data.	Data Source / Baseline Data	Campus T-TESS Evaluations and HR Contract Data. The district has T-TESS Evaluation data beginning with the 2016–2017 school year. We have combined T-TESS evaluation data for the 2016–17 and 2017–18 school years with HR contract data from the same period to develop a baseline profile for each campus in the district which includes an estimated sample size by campus.	Transfer data can be collected from PEIMS from the start of each school year. Percentage of students no longer enrolled can be calculated from this data.
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.	Timeline for Data Collection and Analysis	All district staff responsible for conducting teacher evaluations have current T-TESS certification and participated in a T-TESS Refresher Training in August 2017. During the 2017-2018 school year, a district-wide calendar was used for teacher evaluations to ensure consistency across campuses. All district T-TESS appraisers met twice during the year to calibrate observations.	PEIMS reports be run from year to year to calculate percentages of transfer students enrolled.
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.	Methodology	Certification and calibration processes help ensure the teacher evaluation data is valid and reliable. HR processes will ensure the data is auditable. Historic data (2016 to present) was used to set performance levels.	PEIMS data must be checked through out the year to ensure that all student enrollment data has been correctly inputed.
Describe the scaling process to be used for this component.	Scaling Process	Percentage of effective teachers retained: 90 – 100% = A 80 – 89% = B 70 – 79% = C 60 – 69% = D Less than 60% = F	Percentage transfer students retained: 90 – 100% = A 80 – 89% = B 70 – 79% = C 60 – 69% = D Less than 60% = F

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	UIL Participation	UIL Advancement
Elementary, Elementary-Magnet, HS, etc.	School Type / School Group	District (grades 3-12)	High School
Provide the weight assigned to this component within the domain.	Component Weight (%)	60%	40%
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	UIL participation means that our students are taking their academics and sport activities to a competition level. It means that the school has made a connection with a student and that student is wanting to contribute their talents to the better of the school.	UIL participation means that our students are taking their academics and sport activities to a competition level. It means that the school has made a connection with a student and that student is wanting to contribute their talents to the better of the school. Advancing out of district means that students are excelling in their extracurricular activities.
Identify the source(s) of data for each component and the availability of baseline data.	Data Source / Baseline Data	UIL participation lists from competitions.	UIL participation lists from competitions.
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.	Timeline for Data Collection and Analysis	Lists of students participating in competitions can be obtained from the school district conducting the competitions.	UIL participation lists from competitions. Lists of students participating in competitions can be obtained from the school district conducting the competitions.
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.	Methodology	A overall school percentage for grades 3-12 participating in one UIL competition over the school year. Lists and percentages will be compiled from PIEMS and competitions at the end of the school year.	A overall school percentage for grades 9-12 participating in one advancing (out of district) UIL competition over the school year. Lists and percentages will be compiled from PIEMS and competitions at the end of the school year.
Describe the scaling process to be used for this component.	Scaling Process	Percentage of students participating in a UIL event: 90 – 100% = A 80 – 89% = B 70 – 79% = C 60 – 69% = D Less than 60% = F	Percentage of students participating in an advancing UIL event: 40 – 50% = A 30 – 39% = B 20 – 29% = C 10 – 19% = D Less than 10% = F