

2017 - 2018 LAS Plan		
District Name:	Point Isabel Independent School District	
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	100%
	Culture & Climate	
	Extra / Co-Curricular	
	Future-Ready Learning	
	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 (%)
Academics	A1	25%
Academics	A2	25%
Academics	A3	25%
Academics	A4	25%

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*
Garriga Elementary	Elementary	K-2, 3-5
Derry Elementary	Elementary	K-2, 3-5
Port Isabel Junior High School	MS	6-8
Port Isabel High School	HS	9

Domain: Academics		Component A1	Component A2	Component A3	Component A4
Provide the name of the component and the metric that will be used to evaluate it.	Component Name / Metric	Individual Student Growth - Shifting from a STAAR-focused Culture to a Growth Mind Set/Reading/Northwest Evaluation Association Measures of Academic Progress (NWEA MAP)	Individual Student Growth - Shifting from a STAAR-focused Culture to a Growth Mind Set /Math/ Northwest Evaluation Association Measures of Academic Progress (NWEA MAP)	Individual Student Growth - Focused on a Strong Foundation/Reading/ Northwest Evaluation Association Measures of Academic Progress (NWEA MAP)	Individual Student Growth - Focused on a Strong Foundation/Math/ Northwest Evaluation Association Measures of Academic Progress (NWEA MAP)
Elementary, Elementary-Magnet, HS, etc.	School Type / School Group	Elementary, MS, HS/Grades 3-9	Elementary, MS, HS/Grades 3-9	Elementary/Grades K-2	Elementary/Grades K-2
Provide the weight assigned to this component within the domain.	Component Weight (%)	25%	25%	25%	25%

Domain: Academics		Component A1	Component A2	Component A3	Component A4
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	<p>The district selected "individual student growth" in reading at the tested grade levels to spotlight because this aligns with Point Isabel ISD's transition from traditional learning to personalized learning. Data-driven instruction has been a significant area of growth, especially with the introduction of the NWEA MAP assessment during the 2016-2017 Year 1 pilot consisting of three math classrooms across three different grade levels (3rd, 4th and 7th grade). Over the course of the pilot year, math teachers and school leaders gained confidence in using multiple forms of assessment to guide instruction. The positive impact of utilizing MAP data for targeted instruction spread throughout multiple grade levels, compelling the district to acquire MAP for all elementary and middle school, and 9th grade students during the 2017-2018 school year. MAP in particular has been influential in helping teachers shift their mindsets toward student growth over the course of the year, and in identifying the specific standards with which individuals students needed assistance. Moving from a STAAR-focused culture to a culture valuing multiple measures has been challenging, but is a powerful lever for shifting to personalization. The ultimate goal is to develop college and career ready students.</p>	<p>The district selected "individual student growth" in math at the tested grade levels to spotlight because this aligns with Point Isabel ISD's transition from traditional learning to personalized learning. Data-driven instruction has been a significant area of growth, especially with the introduction of the NWEA MAP assessment during the 2016-2017 Year 1 pilot consisting of three math classrooms across three different grade levels (3rd, 4th and 7th grade). Over the course of the pilot year, math teachers and school leaders gained confidence in using multiple forms of assessment to guide instruction. The positive impact of utilizing MAP data for targeted instruction spread throughout multiple grade levels, compelling the district to acquire MAP for all elementary and middle school, and 9th grade students during the 2017-2018 school year. MAP in particular has been influential in helping teachers shift their mindsets toward student growth over the course of the year, and in identifying the specific standards with which individuals students needed assistance. Moving from a STAAR-focused culture to a culture valuing multiple measures has been challenging, but is a powerful lever for shifting to personalization. The ultimate goal is to develop college and career ready students.</p>	<p>The district selected "individual student growth" in reading at the primary grade levels to ensure a strong foundation in literacy development and reading comprehension. In order to eliminate literacy gaps, the District leverages MAP data to personalize instruction through the employment of stations and personalized pathways on research-based online resources. The necessity for this focus stems on the literacy gaps present by second grade, which expand by the secondary grades. The 2016-2017 Year 1 math pilot (three math classrooms across three different grade levels - 3rd, 4th and 7th grade) provided the evidence to facilitate the utilization of MAP data for targeted instruction for primary grade levels. MAP in particular has been influential in helping teachers shift their mindsets toward student growth over the course of the year, and in identifying the specific standards with which individuals students needed assistance. This component ensures that primary teachers are held accountable for the literacy development of their students; thus, facilitating that by the end of second grade, students are reading on grade level.</p>	<p>The district selected "individual student growth" in math at the primary grade levels to provide a base for math conceptual knowledge. In order to ensure a strong conceptual foundation, the District leverages MAP data to personalize instruction through the employment of stations and personalized pathways in ST Math. The necessity for this focus stems on the widening academic gap which surfaces at the secondary level in math and science. The 2016-2017 Year 1 math pilot (three math classrooms across three different grade levels - 3rd, 4th and 7th grade) provided the evidence to facilitate the utilization of MAP data for targeted instruction for primary grade levels. MAP in particular has been influential in identifying the specific standards with which individuals students needed assistance and determining where the conceptual math gap began. This component ensures that primary teachers are held accountable for the conceptual math development of their students.</p>

Domain: Academics		Component A1	Component A2	Component A3	Component A4
Identify the source(s) of data for each component and the availability of baseline data.	Data Source / Baseline Data	NWEA MAP / 2016-2017 End of Year (EOY) NWEA MAP scores Sample Size: Garriga Elementary - 212 Derry Elementary - 256 Port Isabel Junior High School - 448 Port Isabel High School - 144	NWEA MAP / 2016-2017 End of Year (EOY) NWEA MAP scores Sample Size: Garriga Elementary - 232 Derry Elementary - 262 Port Isabel Junior High School - 455 Port Isabel High School - 131	NWEA MAP / 2016-2017 End of Year (EOY) NWEA MAP scores Sample Size: Garriga Elementary - 107 Derry Elementary - 160	NWEA MAP / 2016-2017 End of Year (EOY) NWEA MAP scores Sample Size: Garriga Elementary - 182 Derry Elementary - 223
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	Test window dates for NWEA MAP administration for grades 3, 4, 5, 6, 7, 8 and 9 reading: Beginning of the Year (BOY) August 28 - September 15, Middle of the Year (MOY) December 11 - 21, 2017, End of the Year (EOY) April 16 - April 27, 2018. Student test results are delivered to the campuses two weeks after the testing window closes. Staff Training: August 22-24, 2017 for All campus January 8, 2018 for secondary campuses Data Analysis: Garriga Elementary - April 26, 2018 Derry Elementary - May 1, 2018 Port Isabel Junior High School - May 18, 2018 Port Isabel High School - May 28, 2018	Test window dates for NWEA MAP administration for grades 3, 4, 5, 6, 7, 8 and 9 mathematics: Beginning of the Year (BOY) August 28 - September 15, Middle of the Year (MOY) December 11 - 21, 2017, End of the Year (EOY) April 16 - April 27, 2018. Student test results are delivered to the campuses two weeks after the testing window closes. Staff Training: August 22-24, 2017 for All campus January 8, 2018 for secondary campuses Data Analysis: Garriga Elementary - April 24, 2018 Derry Elementary - May 1, 2018 Port Isabel Junior High School - May 18, 2018 Port Isabel High School - May 28, 2018	Test window dates for NWEA MAP administration for grades K-2 reading: Beginning of the Year (BOY) August 28 - September 15, Middle of the Year (MOY) December 11 - 21, 2017, End of the Year (EOY) April 16 - April 27, 2018. Student test results are delivered to the campuses two weeks after the testing window closes. Staff Training: August 22-24, 2017 for All campus Data Analysis: Garriga Elementary - Kindergarten, May 7, 2018; 1st Grade, April 26, 2018; 2nd Grade, April 24, 2018 Derry Elementary - May 1, 2018	Test window dates for NWEA MAP administration for grades K-2 mathematics: Beginning of the Year (BOY) August 28 - September 15, Middle of the Year (MOY) December 11 - 21, 2017, End of the Year (EOY) April 16 - April 27, 2018. Student test results are delivered to the campuses two weeks after the testing window closes. Staff Training: August 22-24, 2017 for All campus Data Analysis: Garriga Elementary - Kindergarten, May 7, 2018; 1st Grade, April 26, 2018; 2nd Grade, April 24, 2018 Derry Elementary - May 1, 2018

Domain: Academics		Component A1	Component A2	Component A3	Component A4																																								
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	<p>The measure of growth for students in the subset with valid scores will be calculated in the following manner:</p> <p>Definitions</p> <p>No growth - No change or a decline in the student's score from BOY to EOY.</p> <p>Growth - Increase of 1 point or more in the student's score from BOY to EOY.</p> <p>Projected growth - Student meets individualized projected growth from BOY to EOY.</p> <p>Exceeded growth - Student exceeds individualized projected growth from BOY to EOY.</p> <p>2017 - 2018 Point system for individual student performance</p> <table border="1"> <thead> <tr> <th>Performance</th> <th>Points</th> </tr> </thead> <tbody> <tr> <td>No growth</td> <td>0</td> </tr> <tr> <td>Growth</td> <td>1</td> </tr> <tr> <td>Projected growth</td> <td>2</td> </tr> <tr> <td>Exceeds growth</td> <td>3</td> </tr> </tbody> </table> <p>Calculation</p> <p>The sum of: the number of students making growth (x 1 point) plus the number of students making the projected growth (x 2 points) plus the number of students exceeding the projected growth (x 3 points) divided by the maximum number of points possible (number of students in subset x 3) will equal a point value score.</p>	Performance	Points	No growth	0	Growth	1	Projected growth	2	Exceeds growth	3	<p>The measure of growth for students in the subset with valid scores will be calculated in the following manner:</p> <p>Definitions</p> <p>No growth - No change or a decline in the student's score from BOY to EOY.</p> <p>Growth - Increase of 1 point or more in the student's score from BOY to EOY.</p> <p>Projected growth - Student meets individualized projected growth from BOY to EOY.</p> <p>Exceeded growth - Student exceeds individualized projected growth from BOY to EOY.</p> <p>Point system for individual student performance</p> <table border="1"> <thead> <tr> <th>Performance</th> <th>Points</th> </tr> </thead> <tbody> <tr> <td>No growth</td> <td>0</td> </tr> <tr> <td>Growth</td> <td>1</td> </tr> <tr> <td>Projected growth</td> <td>2</td> </tr> <tr> <td>Exceeds growth</td> <td>3</td> </tr> </tbody> </table> <p>Calculation</p> <p>The sum of: the number of students making growth (x 1 point) plus the number of students making the projected growth (x 2 points) plus the number of students exceeding the projected growth (x 3 points) divided by the maximum number of points possible (number of students in subset x 3) will equal a point value score.</p>	Performance	Points	No growth	0	Growth	1	Projected growth	2	Exceeds growth	3	<p>The measure of growth for students in the subset with valid scores will be calculated in the following manner:</p> <p>Definitions</p> <p>No growth - No change or a decline in the student's score from BOY to EOY.</p> <p>Growth - Increase of 1 point or more in the student's score from BOY to EOY.</p> <p>Projected growth - Student meets individualized projected growth from BOY to EOY.</p> <p>Exceeded growth - Student exceeds individualized projected growth from BOY to EOY.</p> <p>Point system for individual student performance</p> <table border="1"> <thead> <tr> <th>Performance</th> <th>Points</th> </tr> </thead> <tbody> <tr> <td>No growth</td> <td>0</td> </tr> <tr> <td>Growth</td> <td>1</td> </tr> <tr> <td>Projected growth</td> <td>2</td> </tr> <tr> <td>Exceeds growth</td> <td>3</td> </tr> </tbody> </table> <p>Calculation</p> <p>The sum of: the number of students making growth (x 1 point) plus the number of students making the projected growth (x 2 points) plus the number of students exceeding the projected growth (x 3 points) divided by the maximum number of points possible (number of students in subset x 3) will equal a point value score.</p>	Performance	Points	No growth	0	Growth	1	Projected growth	2	Exceeds growth	3	<p>The measure of growth for students in the subset with valid scores will be calculated in the following manner:</p> <p>Definitions</p> <p>No growth - No change or a decline in the student's score from BOY to EOY.</p> <p>Growth - Increase of 1 point or more in the student's score from BOY to EOY.</p> <p>Projected growth - Student meets individualized projected growth from BOY to EOY.</p> <p>Exceeded growth - Student exceeds individualized projected growth from BOY to EOY.</p> <p>Point system for individual student performance</p> <table border="1"> <thead> <tr> <th>Performance</th> <th>Points</th> </tr> </thead> <tbody> <tr> <td>No growth</td> <td>0</td> </tr> <tr> <td>Growth</td> <td>1</td> </tr> <tr> <td>Projected growth</td> <td>2</td> </tr> <tr> <td>Exceeds growth</td> <td>3</td> </tr> </tbody> </table> <p>Calculation</p> <p>The sum of: the number of students making growth (x 1 point) plus the number of students making the projected growth (x 2 points) plus the number of students exceeding the projected growth (x 3 points) divided by the maximum number of points possible (number of students in subset x 3) will equal a point value score.</p>	Performance	Points	No growth	0	Growth	1	Projected growth	2	Exceeds growth	3
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Describe the scaling process to be used for this component.	Scaling Process	<p>Rating labels (A-F) will be assigned based on the following point scale:</p> <p>Year One: 2017-2018</p> <p>≥65 A 60-64 B 55-59 C 50-54 D <50 F</p> <p>Distribution for Ratings Sample distribution for ratings is based on bell curve. The sample distribution for A - D are illustrated below.</p> <p>Anticipated Calculations for subsequent years: In year two and year three standards for the rating scale point system will increase for year two and year three to represent a phase-in of increased levels of performance.</p> <p>2018 - 2019 Point system for individual student performance</p> <table border="1"> <thead> <tr> <th>Performance</th> <th>Points</th> </tr> </thead> <tbody> <tr> <td>No growth</td> <td>-.5</td> </tr> <tr> <td>Growth</td> <td>.5</td> </tr> <tr> <td>Projected growth</td> <td>2.5</td> </tr> <tr> <td>Exceeds growth</td> <td>3.5</td> </tr> </tbody> </table> <p>2019 - 2020 Point system for individual student performance</p> <table border="1"> <thead> <tr> <th>Performance</th> <th>Points</th> </tr> </thead> <tbody> <tr> <td>No growth</td> <td>-1</td> </tr> <tr> <td>Growth</td> <td>0</td> </tr> <tr> <td>Projected growth</td> <td>3</td> </tr> <tr> <td>Exceeds growth</td> <td>4</td> </tr> </tbody> </table>	Performance	Points	No growth	-.5	Growth	.5	Projected growth	2.5	Exceeds growth	3.5	Performance	Points	No growth	-1	Growth	0	Projected growth	3	Exceeds growth	4	<p>Rating labels (A-F) will be assigned based on the following point scale:</p> <p>Year One: 2017-2018</p> <p>≥65 A 60-64 B 55-59 C 50-54 D <50 F</p> <p>Distribution for Ratings Sample distribution for ratings is based on bell curve. 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