2017 - 2018 LAS Plan		
District Name:	Sunnyvale 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%	Local / State Total	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	70%
	Culture & Climate	30%
	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*		
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%.*		
Domain Name	Component (A1, B2, etc.)	Weighting (%)
Academics (A)		
A1	MAP Literacy	
A2	MAP Math	
A3	% of graduates earning at least 3 DC hours	
A4	% of graduates in a CTE coherent sequence	
Culture & Climate (B)		
B1	ES Student	
B2	MS/HS Student	
B3	Staff	
B4	Parent	

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*
Sunnyvale Elementary	Elementary School	ES
Sunnyvale Middle School	Middle School	MS
Sunnyvale High School	High School	HS

Domain: Academics		A1 MAP Literacy	A2 MAP Literacy Growth	A3 MAP Math	A4 MAP Math Growth	A5 % Graduates 3+ DC	A6 % 11th/12th Graders CTE Code of 2
Provide the name of the component and the metric that will be used to evaluate it.	Component Name / Metric	MAP Literacy	MAP Literacy Growth	MAP Math	MAP Math Growth	Avg DC hours per Graduate	% of 11th/12th Graders CTE Coherent Sequence
Elementary, Elementary-Magnet, HS, etc.	School Type / School Group	ES, MS, HS	ES, MS	ES, MS, HS	ES, MS	HS	HS
Provide the weight assigned to this component within the domain.	Component Weight (%)	25% (ES & MS), 25% (HS)	25% (ES & MS)	50% (ES & MS), 25% (HS)	25% (ES & MS)	25% (HS only)	25% (HS only)
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	The MAP assessment was chosen based upon instrument reliability, research behind the evaluation, and the consistency of the measure. MAP scores offer a continuum-based, grade-level independent assessment of student skill mastery. Both achievement and growth are measured consistently through a multiple assessment approach - BOY, MOY, EOY.	The MAP assessment was chosen based upon instrument reliability, research behind the evaluation, and the consistency of the measure. MAP scores offer a continuum-based, grade-level independent assessment of student skill mastery. Both achievement and growth are measured consistently through a multiple assessment approach - BOY, MOY, EOY.	The MAP assessment was chosen based upon instrument reliability, research behind the evaluation, and the consistency of the measure. MAP scores offer a continuum-based, grade-level independent assessment of student skill mastery. Both achievement and growth are measured consistently through a multiple assessment approach - BOY, MOY, EOY.	The MAP assessment was chosen based upon instrument reliability, research behind the evaluation, and the consistency of the measure. MAP scores offer a continuum-based, grade-level independent assessment of student skill mastery. Both achievement and growth are measured consistently through a multiple assessment approach - BOY, MOY, EOY.	The completion of dual-credit hours supports high school to college transition. Our community has identified future preparedness as a priority, as we seek to support the goals of 60x30 TX. All students have access to 36 hours of dual-credit courses, and HS teachers are credentialed to provide high-quality instruction for the dual-credit courses.	The completion of CTE courses supports high school to college/career transition. Our community has identified future preparedness as a priority, as we seek to support the goals of 60x30 TX. All students have access to 5 endorsement pathways, including engaging pathways related to education/training, health science, ag science, business, arts & a/v technology, journalism, and
Identify the source(s) of data for each component and the availability of baseline data.	Data Source / Baseline Data	NWEA MAP norms, EOY student scores	NWEA MAP norms, student Conditional Growth Index (Fall to Spring)	NWEA MAP norms, EOY student scores	NWEA MAP norms, student Conditional Growth Index (Fall to Spring)	PEIMS Data, baseline data from SISD	PEIMS data, baseline data from SISD
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	Aug/Sept - 1st administration Jan - 2nd administration May - 3rd administration	Aug/Sept - 1st administration Jan - 2nd administration May - 3rd administration	Aug/Sept - 1st administration Jan - 2nd administration May - 3rd administration	Aug/Sept - 1st administration Jan - 2nd administration May - 3rd administration	Based upon data collected during the June PEIMS submission, the average number of dual-credit hours earned per graduate will be measured.	Based upon data collected during the June PEIMS submission, the percentage of 11th and 12th grade students completing a coherent sequence (CTE indicator of 2) will be measured.
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	All students in grades K-10 participate, ensuring equitable access. Cut points for calculation based upon MAP national norms, and calculation modeled to demonstrate high expectations of achievement and growth for all students.	All students in grades K-10 participate, ensuring equitable access. Cut points for calculation based upon MAP national norms, and calculation modeled to demonstrate high expectations of achievement and growth for all students.	All students in grades K-10 participate, ensuring equitable access. Cut points for calculation based upon MAP national norms, and calculation modeled to demonstrate high expectations of achievement and growth for all students.	All students in grades K-10 participate, ensuring equitable access. Cut points for calculation based upon MAP national norms, and calculation modeled to demonstrate high expectations of achievement and growth for all students.	Based upon a local goal of students earning at least 12 hours, SISD cut points have been determined.	Based upon a local goal of students completing a coherent sequence, SISD cut points have been determined.
Describe the scaling process to be used for this component.	Scaling Process	The method of calculation results in a numeric average that can be converted to an A, B, C, D, or F. Points are assigned for percentages of students performing within a certain band (i.e. 41-60%, 61-80%, etc.), as normed and researched by NWEA.	The method of calculation results in a numeric average that can be converted to an A, B, C, D, or F. Points are assigned for percentages of students attaining a Conditional Growth Index score that is at -2 SD or below, -1 SD, 0, +1 SD, and +2 SD or above, as normed and researched by NWEA.	The method of calculation results in a numeric average that can be converted to an A, B, C, D, or F. Points are assigned for percentages of students performing within a certain band (i.e. 41-60%, 61-80%, etc.), as normed and researched by NWEA.	The method of calculation results in a numeric average that can be converted to an A, B, C, D, or F. Points are assigned for percentages of students attaining a Conditional Growth Index score that is at -2 SD or below, -1 SD, 0, +1 SD, and +2 SD or above, as normed and researched by NWEA.	The method of calculation involves an equation in which the numerator is the total number of dual-credit hours earned (by graduating students), and the denominator is the number of graduates. The calculation results in the average number of hours earned and aligns with the local goal of students earning 12 hours of dual-credit.	The method of calculation involves an equation in which the numerator is the total number of 11th and 12th grade students that have completed a coherent sequence, and the denominator is the total number of 11th and 12th grade students. The calculation results in the percentage of students completing a coherent sequence. The calculation results in the average number of hours earned and aligns with local goals.

Domain: Culture & Climate		B1 Student Engagement in Learning	B2 Student Engagement in Learning	B3 Staff Engagement	B4 Parent Engagement
Provide the name of the component and the metric that will be used to evaluate it.	Component Name / Metric	Student Engagement in Learning	Student Engagement in Learning	Staff Survey	Parent Survey
Elementary, Elementary-Magnet, HS, etc.	School Type / School Group	ES	MS, HS	ES, MS, HS	ES, MS, HS
Provide the weight assigned to this component within the domain.	Component Weight (%)	33.4%	33.4%	33.3%	33.3%
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	Based upon a local goal of increasing student engagement and relevancy of learning, student surveys were developed and are administered to students in grades 1-4.	Based upon a local goal of increasing student engagement and relevancy of learning, student surveys were developed and are administered to students in grades 5-11.	Based upon a local goal of providing a supportive work environment, staff surveys were developed and are complete by staff members.	Based upon a local goal of supporting active parental involvement and seeking to grow based upon stakeholder feedback, a parent survey was developed and is administered on an annual basis.
Identify the source(s) of data for each component and the availability of baseline data.	Data Source / Baseline Data	Prior Year Survey Data	Prior Year Survey Data	Prior Year Survey Data	Prior Year Survey 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	Student surveys are administered during the school day, administered by a neutral party, and are completed on district technology. Students are provided access through use of a secure link.	Student surveys are administered during the school day, administered by a neutral party, and are completed on district technology. Students are provided access through a secure link.	Staff surveys are administered on an annual basis and are shared with employees using a secure link. Staff members receive a certificate of completion, which may be turned in for a chosen incentive.	Parent surveys are administered on an annual basis and are shared with parent/guardian through distribution of a single-use, secure link. Links are shared with parents through text messages, emails, and notifications through the district app.
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	Through applying locally-determined thresholds, student responses are analyzed. Review of weighted averages, by content area, reveals information regarding student perceptions of engagement in learning.	Through applying locally-determined thresholds, student responses are analyzed. Review of weighted averages, by content area, reveals information regarding student perceptions of engagement in learning.	Through applying locally-determined thresholds, staff responses are analyzed. Review of weighted averages reveals information related to employee perceptions of school culture and climate.	Through applying locally-determined thresholds, parent responses are analyzed. Review of weighted averages reveals information related to parent perceptions of school culture and climate.
Describe the scaling process to be used for this component.	Scaling Process	Based upon a local goal of a weighted average 2.0 or higher, cut scores have been developed and applied to the review of data.	Based upon a local goal of a weighted average 2.0 or higher, cut scores have been developed and applied to the review of data.	Based upon a local goal of a weighted average 2.0 or higher, cut scores have been developed and applied to the review of data.	Based upon a local goal of a weighted average 2.0 or higher, cut scores have been developed and applied to the review of data.