2017 - 2018 LAS Plan	
District Name:	Humble 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 (%)
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	Elem – 40
	Culture & Climate	Elem – 30
	Extra / Co-Curricular	
	Future-Ready Learning	Elem – 30
	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 isnot required* for LAS Plan Submission. Within each domain, the total weight of all components should equal 100%.		
Domain Name	Component (A1, B2, etc.)	Weighting (%)
Academics	A1	50
	A2	50
Culture and Climate	B1	34
	B2	33
	B3	33
Extra / Co-Curricular	NONE	
Future Ready	D1	34
	D2	33
	D3	33

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*
(Example 1) Lone Star ES	Elementary	n/a
(Example 2) Mozart MS	MS	Magnet
Atascocita Springs Elementary	Elementary School	
Bear Branch Elementary	Elementary School	
Deerwood Elementary	Elementary School	
Eagle Springs Elementary	Elementary School	
Elm Grove Elementary	Elementary School	
Fall Creek Elementary	Elementary School	
Foster Elementary	Elementary School	
Greentree Elementary	Elementary School	
Groves Elementary	Elementary School	
Hidden Hollow Elementary	Elementary School	
Humble Elementary	Elementary School	
Jack Fields Elementary	Elementary School	
Lakeland Elementary	Elementary School	
Lakeshore Elementary	Elementary School	
Maplebrook Elementary	Elementary School	
North Belt Elementary	Elementary School	
Oak Forest Elementary	Elementary School	
Oaks Elementary	Elementary School	
Park Lakes Elementary	Elementary School	
Pine Forest Elementary	Elementary School	
Ridge Creek Elementary	Elementary School	
River Pines Elementary	Elementary School	
Shadow Forest Elementary	Elementary School	
Summerwood Elementary	Elementary School	
Timbers Elementary	Elementary School	
Whispering Pines Elementary	Elementary School	
Willow Creek Elementary	Elementary School	
Woodland Hills Elementary	Elementary School	

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	Paralleled Numbers of BE/ESL-Certified Teachers to Numbers of English Language Learners	Campus Attendance Rates
Elementary, Elementary-Magnet, HS, etc.	School Type / School Group	Elementary School	Elementary School
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	With the increase of English Learners in Humble ISD, the district has placed a focus on providing a comparable percentage of instructors who are certified in BE or ESL, especially on campuses with the highest number of EL students. This component was designed to emphasize the need for campuses to encourage and support the BE or ESL certification process for more of their teaching staff and to hire new teachers with the BE/ESL certifications, especially on those campuses with the largest EL populations.	Good student attendance is the foundational component that must be in place for effective instruction to impact ALL students. In order to emphasize continuous improvement in campus attendance rates, this component has been included. Future work may focus on the category of chronic absenteeism, which can be a hidden component contributing to a campus' overall low attendance rate, and also viewing attendance data by subpopulations.
Identify the source(s) of data for each component and the availability of baseline data.	Data Source / Baseline Data	Data for this component is compiled from multiple sources. The EL population of each campus is captured as of snapshot date from the Decision Ed data warehouse, then compared to total campus enrollment for the percent of EL students. Data on teachers with BE and/or ESL certifications is gathered each year by the Director of Bilingual and ESL Services and verified by Human Resources. The total number of teachers on each campus is pulled from OnDataSuite and verified with HR.	Data is collected directly from the student information system for the overall ADA attendance rate for each campus.
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	This data is collected following the snapshot date each year. Certifications are verified by HR and any new certifications which are recently acquired added in the spring semester.	Data is collected after the processes for day totals are run at the end of the school year and the final ADA attendance rate is calculated.

Domain: Academics		Component A1	Component A2
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	The data is pulled directly from the Decision Ed data warehouse using a (fixed) search subroutine, which allows for a consistent and reliable method of tabulating student counts. The data will be validated by two other district data sources (On Data Suite and PowerSchool SIS), and search results saved in pdf format for auditing purposes. These results will be kept electronically on a district network server, which is backed up daily. Overall student enrollment is calculated at the same time that the EL enrollment information is captured to ensure consistency in the comparison. Teacher certifications are verified by HR. Cut points were determined based on methodology from the CaSE process.	Attendance data is verified at a number of levels, from the teacher reviewing and signing off on attendance each 6 weeks, principal verification, and the district-level verification processes. The data is pulled directly a PowerSchool Cognos search subroutine, which allows for a consistent and reliable method of tabulating student counts. The data will be validated by two other district data sources (On Data Suite and Decision Ed), and search results saved in pdf format for auditing purposes. These results will be kept electronically on a district network server, which is backed up daily. Cut points were determined based on methodology from the CaSE process.
Describe the scaling process to be used for this component.	Scaling Process	SCALING	SCALING

SCALING (Component A1)

	D	C	B	A
-certified % or more of English learners	% of BE/ESL-certified teachers 10-20% below the % of English language learners	% of BE/ESL-certified teachers in the range of 9% less to 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
below - 50 ss - 51 ss - 52 ss - 53 ss - 54 ss - 55 ss - 56 ss - 57 ss - 58 ss - 59	20% less - 60 19% less - 61 18% less - 62 17% less - 63 16% less - 64 15% less - 65 14% less - 66 13% less - 67 12% less - 68 10-11% less - 69	8-9% less - 70 6-7% less - 71 4-5% less - 72 2-3% less - 73 0-1% less - 74 1-2% more - 75 3-4% more - 76 5-6% more - 77 7-8% more - 78 9-10% more - 79	11-12% more - 80 13-14% more - 81 15-16% more - 82 17-18% more - 83 19-20% more - 84 21-22% more - 85 23-24% more - 86 25-26% more - 87 27-28% more - 88 29-30% more - 89	31-32% more - 90 33-34% more - 91 35-36% more - 92 37-38% more - 93 39-40% more - 94 41-42% more - 95 42-43% more - 96 44-45% more - 97 46-47% more - 98 48-49% more - 99 50% or more - 100

SCALING (Component A2)

F	D	C	B	A
Average < 93.1% (all percentages rounded to the nearest 10th)	Average 93.1% - 94.0% (all percentages rounded to the nearest 10th)	Average = 94.1% 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)
Less than 93.1% - 0-59	93.1% - 60 93.2% - 61 93.3% - 62 93.4% - 63 93.5% - 64 93.6% - 65 93.7% - 66 93.8% - 67 93.9% - 68 94.0% - 69	94.1% - 70 94.2 % - 71 94.3% - 72 94.4% - 73 94.5% - 74 94.6% - 75 94.7% - 76 94.8% - 77 94.9% - 78 95.0% - 79	95.1-95.2% - 80 95.3-95.4% - 81 95.5-95.6% - 82 95.7-95.8% - 83 95.9-96.0% - 84 96.1-96.2% - 85 96.3-96.4% - 86 96.5-96.6% - 87 96.7-96.9% - 88 97.0-97.2% - 89	97.3% - 90 97.4% - 91 97.5% - 92 97.6% - 93 97.7% - 94 97.8% - 95 97.9% - 96 98.0% - 97 98.1% - 98 98.2% - 99 98.3% or more - 100

Domain: Culture & Climate		Component B1	Component B2	Component B3
Provide the name of the component and the metric that will be used to evaluate it.	Component Name / Metric	Parents and Community Members Involved in School Activities and School Culture	Staff and/or Students Involved in Community Activities On or Off Campus	Communication with Parents
Elementary, Elementary-Magnet, HS, etc	School Type / School Group	Elementary School Level	Elementary School Level	Elementary School Level
Provide the weight assigned to this component within the domain.	Component Weight (%)	34%	33%	33%
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	As stated in an article in neaToday entitled The Enduring Importance of Parental Involvement, "Ongoing research shows that family engagement in schools improves student achievement, reduces absenteeism, and restores parents' confidence in their children's education. Students with involved parents or other caregivers earn higher grades and test scores, have better social skills, and show improved behavior." (Eskelsen Garcia & Thornton, 2014). As part of our CaSE development in 2014, a subcommittee for Parent and Community Involvement developed three areas of importance to be measured for campus interactions with families and the community. The first area addressed in this category focused on measuring the active participation of parents and community members in the school through volunteering, mentoring, PSTA, parent informational events, etc.	As stated in the preceding component, in our CaSE development in 2014, a subcommittee for Parent and Community Involvement developed three areas of importance to be measured for campus interactions with families and the community. The second area addressed in this category focused on the staff and students themselves becoming involved in the community with an outward focus. This included community outreach and service, showcase events, charity drives, fundraising for causes, and community volunteering.	There are many new and creative ways to build campus communication with parents/guardians and schools should expand their methods to broaden their reach and to increase the effectiveness and convenience of communication. This third component of Parent and Community Involvement was incorporated in an effort to encourage campuses to utilize a multitude of methods in reaching out and communicating with their families.
Identify the source(s) of data for each component and the availability of baseline data.	Data Source / Baseline Data	This component is a campus self-reported item determined by a scoring rubric. The rubric awards points for each opportunity available for parents and the community. Fourteen areas of participation were listed and campuses were encouraged to provide ten or more of these areas to score the highest rating. SEE PARENT/COMMUNITY RUBRIC (PART 1) INCLUDED.	This component is a campus self-reported item determined by a scoring rubric. The rubric awards points for each opportunity available for outreach to parents and the community. Seven areas of participation were listed and campuses were encouraged to provide six or more of these areas to score the highest rating. SEE PARENT/COMMUNITY RUBRIC (PART 2) INCLUDED.	This is a campus self-reported item determined by a scoring rubric. The rubric awards a point value for each method of communication implemented with families, graduated for higher frequency of contact to award more points. Five overall methods of communication ranging from minimum to maximum frequency were listed, and campuses were encouraged to score 60 or higher on the rubric for the highest rating. SEE PARENT/COMMUNITY RUBRIC (PART 3) INCLUDED.

Domain: Culture & Climate		Component B1	Component B2	Component B3
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	Throughout the school year, for each event or type of parental/community participation, campuses retain supporting documentation/evidence. Campuses are provided a reporting tool to submit to the district office to determine their ratings in this area, based on the scoring rubric and their supporting documentation. The campus rubric is submitted to the district in May and documentation is posted in an online folder and verified by the department of Evaluation.	Throughout the school year, for each event or type of student/staff community involvement activity, campuses retain supporting evidence. Campuses are provided a reporting tool to submit to the district office to defend their ratings in this area, based on the scoring rubric and their supporting documentation.	Throughout the school year, the campus retains supporting evidence of their family communications. Campuses are provided a reporting tool to submit to the district office to defend their ratings in this area, based on the scoring rubric and their supporting documentation.
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	Campuses maintain supporting documentation in an electronic folder throughout the school year to justify earning the points in each area. The completed rubrics are returned in late spring, at which time the online supporting documentation is reviewed for completion. Results will be saved in pdf format for auditing purposes and kept electronically on a district network server, which is backed up daily. Checks for validity and cut points were determined based on methodology from the CaSE process.	Campuses maintain supporting documentation in an electronic folder throughout the school year to justify earning the points in each area. The completed rubrics are returned in late spring and the online supporting documentation is reviewed for completion. Results will be saved in pdf format for auditing purposes and kept electronically on a district network server, which is backed up daily. Checks for validity and cut points were determined based on methodology from the CaSE process.	Campuses maintain supporting documentation in an electronic folder throughout the school year to justify earning the points in each area. The completed rubrics are returned in late spring, at which time the online supporting documentation is reviewed for completion. Results will be saved in pdf format for auditing purposes and kept electronically on a district network server, which is backed up daily. Checks for validity and cut points were determined based on methodology from the CaSE process.
Describe the scaling process to be used for this component.	Scaling Process	SCALING A – 9+ points 100 - (10*(12-RAW)/(12-9)) B – 6-8 points 89-(9*((9 - 1)-RAW)/((9-1) -6)) C – 3-5 points 79-(9*((6 - 1) - RAW)/((6-1)-3)) D – 1-2 points 69 - (9*((3 - 1) - RAW)/(3-1)-2)) F – 0 points 59	SCALING A – 6+ points 100 - (10*(7-RAW)/(7-6)) B – 4-5 points 89-(9*((6 - 1)-RAW)/((6-1) -4)) C – 2-3 points 79-(9*((4 - 1) - RAW)/((4-1)-2)) D – 1 point 69 - (9*((2 - 1) - RAW)/(2-1)) F – 0 points 59	SCALING - Points are awarded in 5 point increments. A – 75+ points 100 - (10*(85-RAW)/(85-75)) B – 40-70 points 89-(9*((75-1)-RAW)/((75-1) - 40)) C – 20-35 points 79-(9*((40 - 1) - RAW)/((40-1)-20)) D – 10-15 points 69 - (9*((20 - 1) - RAW)/((20-1)-10)) F – 0-5 points 59-(29*((10-1) - RAW)/(10 - 1))

Domain: Future-Ready Learning Domain		Component D1	Component D2	Component D3
Provide the name of the component and the metric that will be used to evaluate it.	Component Name / Metric	Portrait of a Graduate Initiation Phase	Number of College and Career Enrichment Events Provided on the Campus (i.e. Guest Speakers, College Days, Career Days, Junior Achievement, etc.)	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.)
Elementary, Elementary-Magnet, HS, etc.	School Type / School Group	Elementary School Level	Elementary School Level	Elementary School Level
Provide the weight assigned to this component within the domain.	Component Weight (%)	34%	33%	33%
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	To align with the district vision for our future graduates, Humble ISD brought together students, parents, educators, business representatives and community members into a group of about 80 people the district named "The Dream Team." The Dream Team discussed what schools should focus on -- above and beyond basic academic expectations -- to best support learners in the 21st century. After much discussion, and consideration of 2,271 thoughts submitted online, the Dream Team recommended six competencies to comprise a Portrait of an Humble ISD Graduate: communicator, global citizen, critical thinker, creative innovator, leader and collaborator, and personally responsible. Humble ISD is building implementation plans so that students have opportunities to develop these six competencies in addition to the academic proficiencies expected of all Texas students.	In order to create an environment where students and families are college and career ready, there needs to be a foundation built and a dream planted as early as our elementary grades. As the world around us continues to change, our students need to be exposed to new future opportunities and opportunities for acquiring a skillset to reach their desired goals. One areas that can contribute to the exposure is providing many opportunities for college and career enrichment, including drawing in guest speakers from various fields, college days where students become excited to set a dream for higher education, career days which give insight to a variety of career choices, and organizations like Junior Achievement to build skills for future work.

This component is still in the initial stage and is designed to increase the number of opportunities offered to our elementary students on every campus. As our LAS is developed for future years, the emphasis will be on the actual percent of students attending the College and Career Enrichment Events and/or on the percent of positive survey responses from participation. | Research shows that students who are hands-on, actively involved in challenging work are most engaged, more capable of retaining the knowledge, and tend to maintain interest in further growth in that area. This component is designed to give students these opportunities for active college and career exploration.

The initial step is to develop as many quality opportunities as possible on all of our campuses and then to broaden the scope and increase the participation rates. As our LAS is developed for future years, the emphasis will be on the actual percent of students attending the College and Career Exploration Activities and/or on the percent of positive survey responses from participation. |

Domain: Future-Ready Learning Domain		Component D1	Component D2	Component D3
Identify the source(s) of data for each component and the availability of baseline data.	Data Source / Baseline Data	This component represents the progress on the implementation of this Portrait of a Graduate (POG) vision. This is the initial stage of implementation, and the rubric used in this component represents a measure of campus fidelity in the training of their leadership team, campus staff, developing teacher-specialists, and evidence of individual classroom experimentation. (SEE POG RUBRIC INCLUDED)	Data collected for this component is self-reported by the campus principal. Campuses maintain supporting documentation in an electronic folder for the evidence of campus enrichment events and opportunities.	Data collected for this component is self-reported by the campus principal and verified by the district department organizing events. Campuses maintain supporting documentation in an electronic folder for the evidence of campus enrichment events and opportunities.
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	The rating of this component is based on a rubric which is comprised of faculty and leadership attendance records for Portrait of a Graduate trainings, campus immersion evidence, and evidence of classroom experimentation of techniques learned in the training.	Supporting documentation is maintained in an electronic folder throughout the school year and is submitted to the Director of Evaluation in the May LAS submission report.	Supporting documentation is maintained in an electronic folder throughout the school year and is submitted to the Director of Evaluation in the May LAS submission report.
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	Campuses maintain supporting documentation in an electronic folder for the evidence of campus experimentation of POG techniques. The district calculates the percent attendance for the staff and campus leadership in the training. The rubrics provide up to 12 possible points with 9 or more points earning the highest rating. The results will be saved in pdf format for auditing purposes and kept be kept electronically on a district network server, which is backed up daily.	The online supporting documentation is reviewed by the Department of Evaluation. Results will be saved in pdf format for auditing purposes and kept electronically on a district network server, which is backed up daily. Checks for validity and cut points were determined based on methodology from the CaSE process.	The online supporting documentation is reviewed by the Department of Evaluation. Results will be saved in pdf format for auditing purposes and kept electronically on a district network server, which is backed up daily. Checks for validity and cut points were determined based on methodology from the CaSE process.

Domain: Future-Ready Learning Domain		Component D1	Component D2	Component D3
Describe the scaling process to be used for this component.	Scaling Process	SCALING A – 9 or more on POG Rubric $100 - ((10*(12\text{-RAW})/(12\text{-}9))$ B – 7-8 on POG Rubric $89\text{-}(9*((9\text{-}1)\text{-RAW})/((9\text{-}1) \text{-}7))$ C – 5-6 on POG Rubric $79\text{-}(9*((7 - 1) - \text{RAW})/((7\text{-}1)\text{-}5))$ D – 3-4 on POG Rubric $69 - ((9*((5 - 1) - \text{RAW})/((5\text{-}1)\text{-}3))$ F – 0-2 on POG Rubric $59\text{-}(29*((3\text{-}1) - \text{RAW})/(3 - 1))$	SCALING A – A combination of 3 or more college and career enrichment events in one academic year 100 B – Two college and career enrichment events in one academic year 89 C – One college and career enrichment event college-wide in one academic year 79 D – Once college and career enrichment event for only a portion of the campus or a few grade levels 69 F – No college and career enrichment events offered 59	SCALING A – A combination of three or more college and career student-centered exploration activities in one academic year 100 B – Two college and career student-centered exploration activities in one academic year 89 C – One college and career student-centered exploration activities in one academic year 79 D – One general college and career awareness opportunity offered in one academic year 69 F – No college and career awareness opportunities offered 59

2017 - 2018 LAS Plan		
District Name:	Humble 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 (%)
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	MS – 20
	Culture & Climate	MS – 30
	Extra / Co-Curricular	MS – 20
	Future-Ready Learning	MS – 30
	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 not required for LAS Plan Submission. Within each domain, the total weight of all components should equal 100%.*

Domain Name	Component (A1, B2, etc.)	Weighting (%)
Academics	A1	50
	A2	50
Culture and Climate	B1	34
	B2	33
	B3	33
Extra / Co-Curricular	C1	50
	C2	50
Future Ready	D1	34
	D2	33
	D3	33

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*
(Example 1) Lone Star ES	Elementary	n/a
(Example 2) Mozart MS	MS	Magnet
Atascocita Middle School	Middle School	
Creekwood Middle School	Middle School	
Humble Middle School	Middle School	
Kingwood Middle School	Middle School	
Riverwood Middle School	Middle School	
Ross Sterling Middle School	Middle School	
Timberwood Middle School	Middle School	
Westlake Middle School	Middle School	Opening Fall 2018
Woodcreek Middle School	Middle School	

Domain: Academics		Component A1
Provide the name of the component and the metric that will be used to evaluate it.	Component Name / Metric	Percentage of Students Completing One or More Advanced Course (PreAP, Advanced Math, LOTE)
Elementary, Elementary-Magnet, HS, etc.	School Type / School Group	Middle School Level
Provide the weight assigned to this component within the domain.	Component Weight (%)	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	Continuing research confirms that a student's path to college actually begins in middle school, with a strong correlation between advanced courses taken in middle school and college admission. Middle school courses build the foundation for advanced courses in high school. This has been an area of emphasis for Humble ISD, especially encouraging students in advanced math courses and languages, along with other PreAP courses. Often students who could be successful in an advanced course are overlooked, so the emphasis is to encourage as many students as possible to try, with multiple supports, at least one advanced course in their middle school years. In future years, this component can be further broken down to compare the enrollments and completions by typically under-represented subpopulations.
Identify the source(s) of data for each component and the availability of baseline data.	Data Source / Baseline Data	Course enrollments and completion records for PreAP, Advanced Math or LOTE courses are gathered from the data warehouse and filtered for unique student counts at each middle school. Total campus enrollment information from the spring semester is used for the calculation.
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	Course enrollment data is gathered in the spring semester and merged with course completions at the end of the school year. Student course failures are removed, so only completions are included, and the data is filtered for unique students.

Domain: Academics		Component A1
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	Data is collected centrally by the Department of Evaluation to ensure all data is gathered consistently. Search results are saved in pdf format for auditing purposes. These results are kept electronically on a district network server, which is backed up daily. Cut points were determined based on methodology from the CaSE process.
Describe the scaling process to be used for this component.	Scaling Process	SCALING A - 60% or more of unique students completing one or more PreAP, Advanced Math, LOTE $100 - ((10*(70\text{-RAW})/(70\text{-}60))$ B – 50-59% of unique students completing one $89 - (9*((60 - 1)\text{-RAW})/((60\text{-}1) \text{ -}50))$ C – 40-49% of unique students completing one $79\text{-}(9*((50 - 1) - \text{RAW})/((50\text{-}1)\text{-}40))$ D – 30-39% of students completing one or more $69 - (9*((40 - 1)\text{-RAW})/((40\text{-}1)\text{-}30))$ F - 30% or less of students completing one or more $59\text{-}(29*((30\text{-}1) - \text{RAW})/(30 - 1))$

Component A2
Campus Attendance Rates
Middle School Level
50%
Good student attendance is the foundational component that must be in place for effective instruction to impact ALL students. In order to emphasize continuous improvement in campus attendance rates, this component has been included. Future work may focus on the category of chronic absenteeism, which can be a hidden component contributing to a campus' overall low attendance rate, and also viewing attendance data by subpopulations.
Data is collected directly from the student information system for the overall ADA attendance rate for each campus.
Data is collected after the processes for day totals are run at the end of the school year and the final ADA attendance rate is calculated.

Component A2
Attendance data is verified at a number of levels, from the teacher reviewing and signing off on attendance each 6 weeks, principal verification, and the district-level verification processes. The cut points set for the middle school campuses are based on the middle school mean, comparable schools in other districts, and the district target for increasing attendance at each level.
SCALING

Component A2

F	D	C	B	A
	93.0-93.1% - 60	95.0% - 70	96.1% - 80	97.2% - 90
	93.2-93.3% - 61	95.1% - 71	96.2% - 81	97.3% - 91
Less than 93% -	93.4-93.5% - 62	95.2% - 72	96.3% - 82	97.4% - 92
0-59	93.6-93.7% - 63	95.3% - 73	96.4% - 83	97.5% - 93
59-(29*((93.1-1-	93.8-93.9% - 64	95.4% - 74	96.5% - 84	97.6% - 94
RAW)/(93.1-1)	94.0-94.1% - 65	95.5% - 75	96.6% - 85	97.7% - 95
	94.2-94.3% - 66	95.6% - 76	96.7% - 86	97.8% - 96
	94.4-94.5% - 67	95.7% - 77	96.8% - 87	97.9% - 97
	94.6-94.7% - 68	95.8% - 78	96.9% - 88	98.0% - 98
	94.8-95.9% - 69	95.9-96.0% - 79	97.0-97.1% - 89	98.1% - 99
				98.2% or more - 100

Domain: Culture & Climate		Component B1	Component B2	Component B3
Provide the name of the component and the metric that will be used to evaluate it.	Component Name / Metric	Parents and Community Members Involved in School Activities and School Culture	Staff and/or Students Involved in Community Activities On or Off Campus	Communication with Parents
Elementary, Elementary-Magnet, HS, etc.	School Type / School Group	Middle School Level	Middle School Level	Middle School Level
Provide the weight assigned to this component within the domain.	Component Weight (%)	34%	33%	33%
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	As stated in an article in neaToday entitled The Enduring Importance of Parental Involvement, "Ongoing research shows that family engagement in schools improves student achievement, reduces absenteeism, and restores parents' confidence in their children's education. Students with involved parents or other caregivers earn higher grades and test scores, have better social skills, and show improved behavior." (Eskelsen Garcia & Thornton, 2014). As part of our CaSE development in 2014, a subcommittee for Parent and Community Involvement developed three areas of importance to be measured for campus interactions with families and the community. The first area addressed in this category focused on measuring the active participation of parents and community members in the school through volunteering, mentoring, PSTA, parent informational events, etc.	As stated in the preceding component, in our CaSE development in 2014, a subcommittee for Parent and Community Involvement developed three areas of importance to be measured for campus interactions with families and the community. The second area addressed in this category focused on the staff and students themselves becoming involved in the community with an outward focus. This included community outreach and service, showcase events, charity drives, fundraising for causes, and community volunteering.	There are many new and creative ways to build campus communication with parents/guardians and schools should expand their methods to broaden their reach and to increase the effectiveness and convenience of communication. This third component of Parent and Community Involvement was incorporated in an effort to encourage campuses to utilize a multitude of methods in reaching out and communicating with their families.

Domain: Culture & Climate		Component B1	Component B2	Component B3
Identify the source(s) of data for each component and the availability of baseline data.	Data Source / Baseline Data	This component is a campus self-reported item determined by a scoring rubric. The rubric awards points for each opportunity available for parents and the community. Fourteen areas of participation were listed and campuses were encouraged to provide ten or more of these areas to score the highest rating. SEE PARENT/COMMUNITY RUBRIC (PART 1) INCLUDED.	This component is a campus self-reported item determined by a scoring rubric. The rubric awards points for each opportunity available for outreach to parents and the community. Seven areas of participation were listed and campuses were encouraged to provide six or more of these areas to score the highest rating. SEE PARENT/COMMUNITY RUBRIC (PART 2) INCLUDED.	This is a campus self-reported item determined by a scoring rubric. The rubric awards a point value for each method of communication implemented with families, graduated for higher frequency of contact to award more points. Five overall methods of communication ranging from minimum to maximum frequency were listed, and campuses were encouraged to score 60 or higher on the rubric for the highest rating. SEE PARENT/COMMUNITY RUBRIC (PART 3) INCLUDED.
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	Throughout the school year, for each event or type of parental/community participation, campuses retain supporting documentation/evidence. Campuses are provided a reporting tool to submit to the district office to determine their ratings in this area, based on the scoring rubric and their supporting documentation. The campus rubric is submitted to the district in May and documentation is posted in an online folder and verified by the department of Evaluation.	Throughout the school year, for each event or type of student/staff community involvement activity, campuses retain supporting evidence. Campuses are provided a reporting tool to submit to the district office to defend their ratings in this area, based on the scoring rubric and their supporting documentation.	Throughout the school year, the campus retains supporting evidence of their family communications. Campuses are provided a reporting tool to submit to the district office to defend their ratings in this area, based on the scoring rubric and their supporting documentation.
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	Campuses maintain supporting documentation in an electronic folder throughout the school year to justify earning the points in each area. The completed rubrics are returned in late spring, at which time the online supporting documentation is reviewed for completion. Results will be saved in pdf format for auditing purposes and kept electronically on a district network server, which is backed up daily. Checks for validity and cut points were determined based on methodology from the CaSE process.	Campuses maintain supporting documentation in an electronic folder throughout the school year to justify earning the points in each area. The completed rubrics are returned in late spring and the online supporting documentation is reviewed for completion. Results will be saved in pdf format for auditing purposes and kept electronically on a district network server, which is backed up daily. Checks for validity and cut points were determined based on methodology from the CaSE process.	Campuses maintain supporting documentation in an electronic folder throughout the school year to justify earning the points in each area. The completed rubrics are returned in late spring, at which time the online supporting documentation is reviewed for completion. Results will be saved in pdf format for auditing purposes and kept electronically on a district network server, which is backed up daily. Checks for validity and cut points were determined based on methodology from the CaSE process.

Domain: Culture & Climate		Component B1	Component B2	Component B3
Describe the scaling process to be used for this component.	Scaling Process	SCALING A – 10+ points 100 - (10*(12-RAW)/(12-10)) B – 7-9 points 89-(9*((10-1)-RAW)/((10-1) -7)) C – 4-6 points 79-(9*((7 - 1) - RAW)/((7-1)-4)) D – 2-3 points 69 - (9*((4 - 1) - RAW)/((4-1)-2)) F – 0-1 points 59-(29*((2-1) - RAW)/(2 - 1))	SCALING A – 6+ points 100 - (10*(7-RAW)/(7-6)) B – 4-5 points 89-(9*((6 - 1)-RAW)/((6-1) -4)) C – 2-3 points 79-(9*((4 - 1) - RAW)/((4-1)-2)) D – 1 point 69 - (9*((2 - 1) - RAW)/(2-1)) F – 0 points 59	SCALING - Points are awarded in 5 point increments. A – 60+ points 100 - (10*(85-RAW)/(85-60)) B – 30-55 points 89-(9*((60-1)-RAW)/((60-1) -30)) C – 15-25 points 79-(9*((30 - 1) - RAW)/((30-1)-15)) D – 5-10 points 69 - (9*((15 - 1) - RAW)/((15-1)-5)) F – 0 points 59-(29*((10-1) - RAW)/(10 - 1))

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 Fine Arts Participation: Percentage of 8th Grade Students Completing One or More Fine Arts or Athletics Course	Participation in State Assessments (UIL, VASE, OAP, DEAL) and Participation in Community Public Events (Contests / Exhibitions / Non UIL Performances) for Each Fine Arts Discipline
Elementary, Elementary-Magnet, HS, etc.	School Type / School Group	Middle School Level	Middle School Level
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	A quality fine arts education program provides students with opportunities to develop a variety of skills in kinesthetic, musical, spatial, and visual intelligence which are applicable to advanced learning in all other subject areas. In addition, students who participate in team sports develop cooperative skills, determination, and perseverance. With the characteristic emphasis on core courses, these other areas can sometimes be set aside, especially for the academically struggling student. Humble ISD acknowledges that the fine arts and athletics are critically important to a student's growth and has set goals to encourage all students to participate in one or more. Since 6th and 7th grade students have a fine arts requirement, this item looked at students participation in 8th grade only to measure student continued participation in these areas.	Humble ISD believes that the cornerstone of a successful fine arts program is its rigorous expectations and direct involvement with the outside community. By setting expectations for all disciplines to participate in state assessments, Humble ISD ensures a level of quality and rigor that we believe all schools should maintain. In addition, incorporating the further expectation of public performances, exhibitions and competitions reinforces this belief at each of our campuses. The main state assessments are defined below: UIL - UIL Concert and Sight Reading and One Act Play (OAP) VASE - Visual Arts Scholastic Event, which is the state assessment for art through the Texas Art Educators Association (TAEA) OAP - UIL One Act Play DEAL - State Dance assessment run through Texas Dance Educators Association (TDEA)
Identify the source(s) of data for each component and the availability of baseline data.	Data Source / Baseline Data	Eighth grade student enrollment data in the fine arts and athletic courses will be used for calculating the percent of unique students in one or more fine arts or athletic courses.	The state assessment participation for each middle school campus is maintained by the district director of Fine Arts. Campuses report and maintain documentation supporting performances and exhibitions.

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.	Timeline for Data Collection and Analysis	This is a simple calculation of unique 8th grade students enrolled in fine arts or athletics in either the fall or spring semester of the school year divided by total 8th grade enrollment of the middle school. The data can be collected in the spring semester.	Campuses are required to keep supporting documentation for all performances, exhibitions, etc., in an electronic folder throughout the school year as evidence of number of performances and exhibitions. Data and evidence is reviewed by the district in May for final verification of score.
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	The data is pulled directly from the data warehouse, which is continually verified for accuracy. Eighth grade student enrollment is calculated at the same time that the fine arts and athletics enrollment information is captured to ensure consistency in the comparison.	The district director of Fine Arts provides the state assessment data, verified by UIL and arts organizations. The data will be validated by Humble ISD department of public communication, and reports will be saved in pdf format for auditing purposes. These results will be kept electronically on a district network server, which is backed up daily. Cut points were determined based on methodology from the CaSE process.
Describe the scaling process to be used for this component.	Scaling Process	SCALING A – 60% or more 100 - (10*(90-RAW)/(90-70)) B – 50–59% 89 - (9*((70 - 1)-RAW)/((70-1) -60)) C – 40-49% 79-(9*((60 - 1) - RAW)/((60-1)-50)) D – 30-39% 69 - (9*((50 - 1)-RAW)/((50-1)-30)) F – 0-30% 59-(29*((30-1) - RAW)/(30 - 1))	SCALING

Component C2

F	D	C	B	A
Less than 50% of Programs Participate in State Assessments (UIL, VASE, OAP, DEAL)	100% of Fine Arts Programs Participate in State Assessments (UIL, VASE, OAP, DEAL)	100% of Fine Arts Programs Participate in State Assessments (UIL, VASE, OAP, DEAL) and at least 50% of programs conduct an outside performance / exhibition or non-UIL competition	All Fine Arts Programs participate in State Assessments (UIL, VASE, OAP, DEAL) and all conduct an outside performance / exhibition or non-UIL competition	All Fine Arts Programs participate in State Assessments (UIL, VASE, OAP, DEAL) and all conduct an outside performance / exhibition or non-UIL competition, and some do multiple performances / exhibitions / non-UIL competitions
59%	69%	79%	89%	100%

Domain: Future-Ready Learning Domain		Component D1	Component D2	Component D3
Provide the name of the component and the metric that will be used to evaluate it.	Component Name / Metric	Portrait of a Graduate Initiation Phase	Career Planning: Percent of Enrolled Students Utilizing XAP (Bridges)	Availability of CTE Courses which Provide High School Credit
Elementary, Elementary-Magnet, HS, etc.	School Type / School Group	Middle School Level	Middle School Level	Middle School Level
Provide the weight assigned to this component within the domain.	Component Weight (%)	34%	33%	33%
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	To align with the district vision for our future graduates, Humble ISD brought together students, parents, educators, business representatives and community members into a group of about 80 people the district named "The Dream Team." The Dream Team discussed what schools should focus on -- above and beyond basic academic expectations -- to best support learners in the 21st century. After much discussion, and consideration of 2,271 thoughts submitted online, the Dream Team recommended six competencies to comprise a Portrait of an Humble ISD Graduate: communicator, global citizen, critical thinker, creative innovator, leader and collaborator, and personally responsible. Humble ISD is building implementation plans so that students have opportunities to develop these six competencies in addition to the academic proficiencies expected of all Texas students.	As a future-ready focus, students in middle school work with their parents and counselor to build a comprehensive plan for their high school coursework that incorporates their future aspirations in advanced education and career. While all 8th grade students are required to have completed plans, the goal is for counselors to work with students in 6th and 7th grade to begin planning for their future path. This component measures the student usage of the XAP program which is the tool for this career planning.	Humble ISD has determined that a critical component to a student's future career success is their technological capability. In order for our students to not only succeed, but even survive in post-secondary education and the business world, they have to be technologically savvy. Students in Humble ISD are strongly encouraged and challenged to take advantage of the many technological course opportunities available to them. In the middle school years, this includes many CTE courses which provide high school credit and equip students to progress onto higher level CTE courses and industry certifications when they reach high school.

Domain: Future-Ready Learning Domain		Component D1	Component D2	Component D3
Identify the source(s) of data for each component and the availability of baseline data.	Data Source / Baseline Data	This component represents the progress on the implementation of this Portrait of a Graduate (POG) vision. This is the initial stage of implementation, and the rubric used in this component represents a measure of campus fidelity in the training of their leadership team, campus staff, developing teacher-specialists, and evidence of individual classroom experimentation. (SEE POG RUBRIC INCLUDED)	XAP usage is gathered directly from the software usage report by the district program administrator at the end of May for each middle school campus. The cut points were determined by the subcommittee in the development of the previous CaSE scorecard, based on year-over-year comparison data.	Data is pulled from the data warehouse showing all CTE course enrollments with high school credit and filtered for unique course offerings at each campus.
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	The rating of this component is based on a rubric which is comprised of training attendance data, campus immersion evidence, campus self-report and evidence of classroom experimentation of techniques learned in the training.	Student usage of the XAP program is monitored through the software's student usage report. This report shows the percent of students with active XAP accounts. This data is monitored by the district staff that oversee the counseling division.	Data is pulled in the spring semester and included all courses offered in the fall and spring semesters.
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	Campuses maintain supporting documentation in an electronic folder for the evidence of campus experimentation of POG techniques. The district calculates the percent attendance for the staff and campus leadership in the training. The rubrics provide up to 12 possible points with 9 or more points earning the highest rating. The results will be saved in pdf format for auditing purposes and kept be kept electronically on a district network server, which is backed up daily.	The data will be validated by Humble ISD department of evaluation and reports will be saved in pdf format for auditing purposes. These results will be kept in pdf format electronically on a district network server,	Course offerings included are verified to have student enrollment. The data is pulled directly from the Decision Ed data warehouse using a (fixed) search subroutine, which allows for a consistent and reliable method of tabulating course counts. These results are kept electronically on a district network server, which is backed up daily. Course offerings for cut points were determined based on methodology from the CaSE process.

Domain: Future-Ready Learning Domain	Component D1	Component D2	Component D3
Describe the scaling process to be used for this component.	Scaling Process	SCALING A – 9 or more on POG Rubric 100 - ((10*(12-RAW)/(12-9)) B – 7-8 on POG Rubric 89-(9*((9-1)-RAW)/((9-1) -7)) C – 5-6 on POG Rubric 79-(9*((7 - 1) - RAW)/((7-1)-5)) D – 3-4 on POG Rubric 69 - ((9*((5 - 1) - RAW)/((5-1)-3)) F – 0-2 on POG Rubric 59-(29*((3-1) - RAW)/(3 - 1))	SCALING A – 95% or more of the student body with an active XAP (Bridges) account 100 - (10*(100-RAW)/(100-95)) B – 80-94% of the student body with an active XAP (Bridges) account 89 - (9*((95 - 1)-RAW)/((95-1) -80)) C – 70-79% of the student body with an active XAP (Bridges) account 79-(9*((80 - 1) - RAW)/((80-1)-70)) D – 30-69% of the student body with an active XAP (Bridges) account 69 - (9*((70 - 1)-RAW)/((70-1)-30)) F – 29% or less of the student body with an active XAP (Bridges) account 59-(29*((30-1) - RAW)/(30 - 1))	SCALING A – Four or more CTE courses providing high school credit offered 100 B - Three CTE courses providing high school credit offered 89 C - Two CTE courses providing high school credit offered 79 D – One CTE course providing high school credit offered 69 F – No CTE courses providing high school credit offered 59

2017 - 2018 LAS Plan		
District Name:	Humble 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 (%)
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	HS – 40
	Culture & Climate	HS – 20
	Extra / Co-Curricular	HS – 20
	Future-Ready Learning	HS – 20
	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 not required* for LAS Plan Submission. Within each domain, the total weight of all components should equal 100%.		
Domain Name	Component (A1, B2, etc.)	Weighting (%)
Academics	A1	17
	A2	17
	A3	17
	A4	17
	A5	16
	A6	16
Culture and Climate	B1	34
	B2	33
	B3	33
Extra / Co-Curricular	C1	34
	C2	33
	C3	33
Future Ready	D1	34
	D2	33
	D3	33

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*
Atascocita High School	High School	
Humble High School	High School	
Kingwood High School	High School	
Kingwood Park High School	High School	
Quest Early College High School*	High School	*Early College - QECHS will have N/A for three components based on their early college status. Weighting will be adjusted accordingly.
Summer Creek High School	High School	

Domain: Academics		Component A1	Component A2	Component A3	Component A4	Component A5	Component A6
Provide the name of the component and the metric that will be used to evaluate it.	Component Name / Metric	Percentage of Students Completing One or More AP, IB, Dual Credit Course	Percent of Current 9th Grade Cohort Students with Required Credits to Promote to 10th Grade (6 or more credits)	Accelerated Learning in LOTE for High School: Percent of Foreign Language Students in Advanced Language Courses	Student Technology Competency – Percent of campus enrollment completing one or more technology courses in the current school year	Student Fine Arts Participation: Percentage of Students Enrolled in One or More Fine Arts Classes	Campus Attendance Rates
Elementary, Elementary-Magnet, HS, etc.	School Type / School Group	High School	High School	High School	High School	High School	High School
Provide the weight assigned to this	Component	17%	17%	17%	17%	16%	16%
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	Humble ISD is committed to offering students a wide range of methods for acquiring college credit through their high school experience through AP, IB and dual credit courses. There are a wide range of benefits for students to earn college credits while in high school. Some of these benefits are cited by the College Board on their website (https://bigfuture.collegeboard.org/pay-for-college/college-costs/getting-college-credit-before-college#). The benefits show students that they can: • Learn the time-management skills, study skills and discipline they'll need in college. • Improve their chances of getting into the college of their choice. • Improve their chances of qualifying for scholarships. • Free up enough time in college to take part in programs like study abroad or to double major. • Graduate from college on time or early, which will save money. Humble ISD has focused for a number of years on having at ALL our high schools a wide range of credit-earning courses, even including an IB program and one early college program. The next challenge is to encourage a broader range of students participating in at least one advanced course. Course enrollments alone can be deceiving, since students in advanced courses could be enrolled in sometimes as many as 8 advanced courses a year. This component encourages a wider range of the population to enroll in advanced courses, especially in the minority and economically disadvantaged populations.	Research shows the critical importance of 9th grade success to student graduation rates. Students who complete the number of credits for promotion to 10th grade are shown to be on track for a timely graduation with their cohort group. The goal of this component is to have at least 95% of all first-year freshmen earn the required number of credits in the normal school year to advance to 10th grade.	In today's increasingly interconnected and interdependent world, the benefits of mastering a second language cannot be underestimated. Students who progress to advanced levels in a foreign language have a broader range of job opportunities and a greater understanding of cultural differences. In spring of 2014 as part of the CaSE development, the district created a subcommittee for the purpose of exploring measures for second language acquisition. This subcommittee was comprised of district staff, campus administrators and teachers, parents and community members. One area identified by this subcommittee that was critical to measuring progress in this area was to track the percent of advanced-level language enrollments.	Humble ISD has determined that a critical component to a student's future career success is their technological capability. In order for our students to not only succeed, but even survive in post-secondary education and the business world, they have to be technologically savvy. Students in Humble ISD are strongly encouraged and challenged to take advantage of the many technological course opportunities available to them. Campus supports are in place to help all students to be successful in these courses. This component measures the percent of students successfully completing a technology course in the current school year.	A quality fine arts education program provides students with opportunities to develop a variety of skills in kinesthetic, musical, spatial, and visual intelligence which are applicable to advanced learning in all other subject areas. With the characteristic emphasis on core courses, these other areas can sometimes be set aside, especially for the academically struggling student. Humble ISD acknowledges that the fine arts are critically important to a student's growth and has set goals to encourage all students to participate in the fine arts program. At the high school level, every student has a minimum fine arts requirement, but in order for students to build a very strong foundation in fine arts, multiple years of enrollment and extra-curricular participation are most advantageous. This component encourages the school to strive to increase the percent of student participation each year in the fine arts program. Future progress in the local accountability scorecard will measure the representation of all the subpopulations in advanced areas of Fine Arts.	Good student attendance is the foundational component that must be in place for effective instruction to impact ALL students. In order to emphasize continuous improvement in campus attendance rates, this component has been included. Future work may focus on the category of chronic absenteeism, which can be a hidden component contributing to a campus' overall low attendance rate, and also viewing attendance data by subpopulations.
Identify the source(s) of data for each component and the availability of baseline data.	Data Source / Baseline Data	Course enrollments and completion records for courses with an AP, IB, or dual credit designation from both the fall and spring semesters are gathered from the data warehouse and filtered for unique student counts at each high school. Total campus enrollment information from the spring semester is used for the calculation.	Student's credits are recorded in the student information system and are tracked in the data warehouse by cohort year for easy access.	Student enrollment data in LOTE courses is gathered from the SIS and data warehouse. Advanced courses are identified to calculate the percent of LOTE students in advanced courses compared to all LOTE enrollments. Advanced languages were defined as level 3, 4, and 5 of any foreign language or advanced level AP or IB LOTE courses.	Enrollment and completion data for technology courses are available from the data warehouse. Enrollments are pulled by the technology subject code and matched with course completion grades. Course failures are removed and the file is then filtered for unique students. Campus enrollment numbers are determined as of May to use for the denominator of the calculation. This calculation is the percent of students enrolled in one or more technology courses.	Student enrollment data in the fine arts courses will be used for calculating the percent of unique students in one or more fine arts courses. Because the sample set includes all students at the high school and is across four grade levels, and since students may not be able to include fine arts every year of high school, the 60% minimum threshold has been set for the top level of performance in this category.	Data is collected directly from the student information system for the overall ADA attendance rate for each campus.

Domain: Academics		Component A1	Component A2	Component A3	Component A4	Component A5	Component A6
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	Course enrollment data is gathered during the fall and spring semesters and merged with course completions at the end of the school year. Student course failures are removed, so only completions are included.	After final credits are awarded at the end of the school year, the total credits for students in the 9th grade cohort are gathered from the data warehouse. Students with 6 or more credits are identified as on track. Using the EOY campus enrollment, the percent of students on track is then calculated for each campus.	A breakdown of student enrollments in LOTE is gathered from the data warehouse and then filtered for unique student enrollments. This is broken down by campus and course. The number of students from each campus enrolled in the advanced LOTE courses divided by the total number of students in LOTE courses is calculated.	This initial measure looks at all student enrollments and course completions and determines unique students completing one or more technology courses. Future work would look at these percentages by subpopulations to ensure all student populations are taking advantage of these opportunities.	This is a simple calculation of unique students enrolled in fine arts in either the fall or spring semester of the school year divided by total enrollment of the high school. The data can be collected in the spring semester.	Data is collected after the processes for day totals are run at the end of the school year and the final ADA attendance rate is calculated.
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	Data is collected centrally by the Department of Evaluation is ensure all data is gathered consistently. The data is pulled directly from the Decision Ed data warehouse using a (fixed) search subroutine, which allows for a consistent and reliable method of tabulating student counts. The data will be validated by two other district data sources (On Data Suite and PowerSchool SIS), and search results saved in pdf format for auditing purposes. These results will be kept electronically on a district network server, which is backed up daily. Cut points were determined based on methodology from the CaSE process.	There is a (fixed) search subroutine to determine credits, which a consistent and reliable method of tabulating data. The student earned credit report is run from the data warehouse for all current 9th grade cohort students, exported in Excel, and a calculation is made of the number of students whose credit total reaches the 6-credit threshold. This is gathered by school and divided by the EOY 9th grade cohort campus enrollment to determine the percent of 9th grade cohort students who have earned 6 or more credits. The search results will be saved in pdf format for auditing purposes and kept electronically on a district network server, which is backed up daily. Cut points were determined based on methodology from the CaSE process.	The enrollment data is pulled directly from the Decision Ed data warehouse using a (fixed) search subroutine, which allows for a consistent and reliable method of tabulating student counts. The data will be validated by two other district data sources (On Data Suite and PowerSchool SIS), and search results saved in pdf format for auditing purposes. These results will be kept electronically on a district network server, which is backed up daily. Cut points were determined based on methodology from the CaSE process.	The enrollment and completion data is pulled directly from the Decision Ed data warehouse using a (fixed) search subroutine, which allows for a consistent and reliable method of tabulating student counts. The data will be validated by two other district data sources (On Data Suite and PowerSchool SIS), and search results saved in pdf format for auditing purposes. These results will be kept electronically on a district network server, which is backed up daily. Cut points were determined based on methodology from the CaSE process.	The data is pulled directly from the Decision Ed data warehouse using a (fixed) search subroutine, which allows for a consistent and reliable method of tabulating student counts. The data will be validated by two other district data sources (On Data Suite and PowerSchool SIS), and search results saved in pdf format for auditing purposes. These results will be kept electronically on a district network server, which is backed up daily. Overall student enrollment is calculated at the same time that the fine arts enrollment information is captured to ensure consistency in the comparison. Cut points were determined based on methodology from the CaSE process.	Attendance data is verified at a number of levels, from the teacher reviewing and signing off on attendance each 6 weeks, principal verification, and the district-level verification processes. The data is pulled directly a PowerSchool Cognos search subroutine, which allows for a consistent and reliable method of tabulating student counts. The data will be validated by two other district data sources (On Data Suite and Decision Ed), and search results saved in pdf format for auditing purposes. These results will be kept electronically on a district network server, which is backed up daily. Cut points were determined based on methodology from the CaSE process.
Describe the scaling process to be used for this component.	Scaling Process	SCALING A - 41% or more of unique students completing one or more AP, IB, Dual course – 100 - (10*(50-RAW)/(50-41)) B - 31-40% of unique students completing one 89-(9*((41 - 1)-RAW)/((41 - 1) -31)) C - 21-30% of unique students completing one 79-(9*((31 - 1) - RAW)/((31-1)-21) D - 11-20% of students completing one or more 69-(9*((21 - 1)-RAW)/((21-1)-11) F - 10% or less of students completing one or more 59-(29*((11-1) - RAW)/(11 - 1)	SCALING	SCALING A – 15% or more 100 - (10*(20-RAW)/(20-15)) B – 11-14% 89 - (9*((15 - 1)-RAW)/((15-1)-11)) C – 6-10% 79-(9*((11 - 1) - RAW)/((11-1)-6)) D – 4-5% 69 - (9*((6 - 1)-RAW)/((6-1)-4)) F – Less than 4% 59-(29*((4-1) - RAW)/(4 - 1))	SCALING A – 90-100% or more 100 - (10*(100-RAW)/(100-90)) B – 85-89% 89-(9*((90 - 1)-RAW)/((90-1) -85)) C – 80-84% 79-(9*((85 - 1) - RAW)/((85-1)-80)) D – 70-79% 69 - (9*((80 - 1) - RAW)/((80-1)-70)) F – Less than 70% 59-(29*((70-1) - RAW)/(70 - 1))	SCALING A – 60% or more 100 - (10*(70-RAW)/(70-60)) B – 50–59% 89 - (9*((60 - 1)-RAW)/((60-1) -50)) C – 40-49% 79-(9*((50 - 1) - RAW)/((50-1)-40)) D – 30-39% 69 - (9*((40 - 1)-RAW)/((40-1)-30)) F – 0-29% 59-(29*((30-1) - RAW)/(30 - 1))	SCALING

Domain: Academics	Component A1	Component A2	Component A3	Component A4	Component A5	Component A6

Component A2

F	D	C	B	A
Less than 70% - 0-59 59-(29*((70-1) - RAW)/(70 - 1))	70% - 60	80% - 70	85% - 80	95% - 90
	71% - 61	81% - 72	86% - 81	96% - 92
	72% - 62	82% - 74	87% - 82	97% - 94
	73% - 63	83% - 76	88% - 83	98% - 96
	74% - 64	84% - 78	89% - 84	99% - 98
	75% - 65		90% - 85	100% - 100
	76% - 66		91% - 86	
	77% - 67		92% - 87	
	78% - 68		93% - 88	
	79% - 69		94% - 89	

Component A6

F	D	C	B	A
Less than 90% - 0-59 59-(29*((90.1-1) - RAW)/(90.1 - 1)	90.1-90.2% - 60	92.1-92.2% - 70	94.1-94.2% - 80	96.1-96.2% - 90
	90.3-90.4% - 61	92.3-92.4% - 71	94.3-94.4% - 81	96.3-96.4% - 91
	90.5-90.6% - 62	92.5-92.6% - 72	94.5-94.6% - 82	96.5-96.6% - 92
	90.7-90.8% - 63	92.7-92.8% - 73	94.7-94.8% - 83	96.7-96.8% - 93
	90.9-91.0% - 64	92.9-93.0% - 74	94.9-95.0% - 84	96.9-97.0% - 94
	91.1-91.2% - 65	93.1-93.2% - 75	95.1-95.2% - 85	97.1-97.2% - 95
	91.3-91.4% - 66	93.3-93.4% - 76	95.3-95.4% - 86	97.3-97.4% - 96
	91.5-91.6% - 67	93.5-93.6% - 77	95.5-95.6% - 87	97.5-97.6% - 97
	91.7-91.8% - 68	93.7-93.8% - 78	95.7-95.8% - 88	97.7-97.8% - 98
	91.9-92.0% - 69	93.9-94.0% - 79	95.9-92.0% - 89	97.9-98.0% - 99
				98.1% or more - 100

Domain: Culture & Climate		Component B1	Component B2	Component B3
Provide the name of the component and the metric that will be used to evaluate it.	Component Name / Metric	Parents and Community Members Involved in School Activities and School Culture	Staff and/or Students Involved in Community Activities On or Off Campus	Communication with Parents
Elementary, Elementary-Magnet, HS, etc.	School Type / School Group	High School Level	High School Level	High School Level
Provide the weight assigned to this component within the domain.	Component Weight (%)	34%	33%	33%
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	As stated in an article in neaToday entitled The Enduring Importance of Parental Involvement, "Ongoing research shows that family engagement in schools improves student achievement, reduces absenteeism, and restores parents' confidence in their children's education. Students with involved parents or other caregivers earn higher grades and test scores, have better social skills, and show improved behavior." (Eskelsen Garcia & Thornton, 2014). As part of our CaSE development in 2014, a subcommittee for Parent and Community Involvement developed three areas of importance to be measured for campus interactions with families and the community. The first area addressed in this category focused on measuring the active participation of parents and community members in the school through volunteering, mentoring, PSTA, parent informational events, etc.	As stated in the preceding component, in our CaSE development in 2014, a subcommittee for Parent and Community Involvement developed three areas of importance to be measured for campus interactions with families and the community. The second area addressed in this category focused on the staff and students themselves becoming involved in the community with an outward focus. This included community outreach and service, showcase events, charity drives, fundraising for causes, and community volunteering.	There are many new and creative ways to build campus communication with parents/guardians and schools should expand their methods to broaden their reach and to increase the effectiveness and convenience of communication. This third component of Parent and Community Involvement was incorporated in an effort to encourage campuses to utilize a multitude of methods in reaching out and communicating with their families.
Identify the source(s) of data for each component and the availability of baseline data.	Data Source / Baseline Data	This component is a campus self-reported item determined by a scoring rubric. The rubric awards points for each opportunity available for parents and the community. Fourteen areas of participation were listed and campuses were encouraged to provide ten or more of these areas to score the highest rating. SEE PARENT/COMMUNITY RUBRIC (PART 1) INCLUDED.	This component is a campus self-reported item determined by a scoring rubric. The rubric awards points for each opportunity available for outreach to parents and the community. Seven areas of participation were listed and campuses were encouraged to provide six or more of these areas to score the highest rating. SEE PARENT/COMMUNITY RUBRIC (PART 2) INCLUDED.	This is a campus self-reported item determined by a scoring rubric. The rubric awards a point value for each method of communication implemented with families, graduated for higher frequency of contact to award more points. Five overall methods of communication ranging from minimum to maximum frequency were listed, and campuses were encouraged to score 60 or higher on the rubric for the highest rating. SEE PARENT/COMMUNITY RUBRIC (PART 3) INCLUDED.

Domain: Culture & Climate		Component B1	Component B2	Component B3
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	Throughout the school year, for each event or type of parental/community participation, campuses retain supporting documentation/evidence. Campuses are provided a reporting tool to submit to the district office to determine their ratings in this area, based on the scoring rubric and their supporting documentation. The campus rubric is submitted to the district in May and documentation is posted in an online folder and verified by the department of Evaluation.	Throughout the school year, for each event or type of student/staff community involvement activity, campuses retain supporting evidence. Campuses are provided a reporting tool to submit to the district office to defend their ratings in this area, based on the scoring rubric and their supporting documentation.	Throughout the school year, the campus retains supporting evidence of their family communications. Campuses are provided a reporting tool to submit to the district office to defend their ratings in this area, based on the scoring rubric and their supporting documentation.
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	Campuses maintain supporting documentation in an electronic folder throughout the school year to justify earning the points in each area. The completed rubrics are returned in late spring, at which time the online supporting documentation is reviewed for completion. Results will be saved in pdf format for auditing purposes and kept electronically on a district network server, which is backed up daily. Checks for validity and cut points were determined based on methodology from the CaSE process.	Campuses maintain supporting documentation in an electronic folder throughout the school year to justify earning the points in each area. The completed rubrics are returned in late spring and the online supporting documentation is reviewed for completion. Results will be saved in pdf format for auditing purposes and kept electronically on a district network server, which is backed up daily. Checks for validity and cut points were determined based on methodology from the CaSE process.	Campuses maintain supporting documentation in an electronic folder throughout the school year to justify earning the points in each area. The completed rubrics are returned in late spring, at which time the online supporting documentation is reviewed for completion. Results will be saved in pdf format for auditing purposes and kept electronically on a district network server, which is backed up daily. Checks for validity and cut points were determined based on methodology from the CaSE process.
Describe the scaling process to be used for this component.	Scaling Process	SCALING A – 10+ points 100 - (10*(12-RAW)/(12-10)) B – 7-9 points 89-(9*((10-1)-RAW)/((10-1) -7)) C – 4-6 points 79-(9*((7 - 1) - RAW)/((7-1)-4)) D – 2-3 points 69 - (9*((4 - 1) - RAW)/((4-1)-2)) F – 0-1 points 59-(29*((2-1) - RAW)/(2 - 1))	SCALING A – 6+ points 100 - (10*(7-RAW)/(7-6)) B – 4-5 points 89-(9*((6 - 1)-RAW)/((6-1) -4)) C – 2-3 points 79-(9*((4 - 1) - RAW)/((4-1)-2)) D – 1 point 69 - (9*((2 - 1) - RAW)/(2-1)) F – 0 points 59	SCALING - Points are awarded in 5 point increments. A – 60+ points 100 - (10*(85-RAW)/(85-60)) B – 30-55 points 89-(9*((60-1)-RAW)/((60-1) -30)) C – 15-25 points 79-(9*((30 - 1) - RAW)/((30-1)-15)) D – 5-10 points 69 - (9*((15 - 1) - RAW)/((15-1)-5)) F – 0 points 59-(29*((10-1) - RAW)/(10 - 1))

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	Extra-Curricular Participation - Percentage of Students in Courses with Extracurricular Component	Fine Arts Course Offerings
Elementary, Elementary-Magnet, HS, etc.	School Type / School Group	High School Level	High School Level
Provide the weight assigned to this component within the domain.	Component Weight (%)	34%	33%
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 strongly suggest that participating in extracurricular activities has a positive impact on students' academic performance. Humble ISD has worked diligently to provide a wide range of extra-curricular opportunities so that all students can be involved. Encouraging a broader range of students to participate in extra-curricular courses is the motivation of this component. For the initial stages, this includes activities that are tied to a course enrollment. The goal is to expand this to include clubs and activities not tied to course enrollments.	Humble ISD is committed to providing a robust Fine Arts program which includes offering a wide variety of course options for our students. Through the work of a fine arts subcommittee comprised of community members, parents, campus and district administration and teachers, this was selected as an area of emphasis for our CaSE scorecard. The intention of this component is to build all high school offerings in order to give students a broad range of opportunities, which is the foundational step to increasing student involvement.
Identify the source(s) of data for each component and the availability of baseline data.	Data Source / Baseline Data	A list of courses that have an extra-curricular participation component were identified by the subcommittee and are used to pull student enrollment information from the data warehouse.	This data can be collected in the data warehouse of course enrollments to determine that campuses had course offerings and student enrollment in each of the disciplines.
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	Timeline for Data Collection and Analysis	This is a simple calculation of unique students enrolled in either fall or spring semester of the school year in courses with an extra-curricular participation component divided by total enrollment of the high school. The data will be collected in the spring semester.	This is a simple measurement as to whether the campus offers all disciplines, multiple sections of courses, and the full sequence of course levels ranging from beginning to advanced.

Domain: Extra & Co-Curricular		Component C1	Component C2
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	The data is pulled directly from the Decision Ed data warehouse using a (fixed) search subroutine, which allows for a consistent and reliable method of tabulating student counts. The data will be validated by two other district data sources (On Data Suite and PowerSchool SIS), and search results saved in pdf format for auditing purposes. These results will be kept electronically on a district network server, which is backed up daily. Cut points were determined based on methodology from the CaSE process.	Courses offerings are included only if there are students enrolled in the course. The data is pulled directly from the Decision Ed data warehouse using a (fixed) search subroutine, which allows for a consistent and reliable method of tabulating student counts. The data will be validated by two other district data sources (On Data Suite and PowerSchool SIS), and search results saved in pdf format for auditing purposes. These results will be kept electronically on a district network server, which is backed up daily. Cut points were determined based on methodology from the CaSE process.
Describe the scaling process to be used for this component.	Scaling Process	SCALING A – 65% or more $100 - ((10*(75-RAW))/(75-65))$ B – 55-64% $89-(9*((65-1)-RAW)/((65-1)-55))$ C – 45-54% $79-(9*((55-1)-RAW)/((55-1)-45))$ D – 35-44% $69-(9*((45-1)-RAW)/((45-1)-35))$ F - Less than 35% $59-(29*((35-1) - RAW)/(35 - 1))$	SCALING: Campuses who provide not only all the courses types (Choir, Dance, Theatre, Art, Band, Orchestra) but also a full sequence (beginner through advanced) will be scaled at the top "A" score of 100. Campuses with multiple sections of these courses, but not full sequences will be scaled at the "B" level (89). Campuses with the basic offerings will be scored a "C" (79). Campuses offering only 4 or 5 of the fine arts areas are scored at a "D" (69), and less than four, "F" (59).

Component C3
Participation in State Assessments (UIL, TAEA Visual Arts Scholastic Event-VASE, OAP, DEAL) and Participation in Community Public Events (Contests / Exhibitions / Non UIL Performances) for Each Fine Arts Discipline
High School Level
33%
Humble ISD believes that the cornerstone of a successful fine arts program is its rigorous expectations and direct involvement with the outside community. By setting expectations for all disciplines to participate in state assessments, Humble ISD ensures a level of quality and rigor that we believe all schools should maintain. In addition, incorporating the further expectation of public performances, exhibitions and competitions reinforces this belief at each of our campuses.   The main state assessments are defined below: UIL - UIL Concert and Sight Reading and One Act Play (OAP)   VASE - Visual Arts Scholastic Event, which is the state assessment for art through the Texas Art Educators Association (TAEA)   OAP - UIL One Act Play   DEAL - State Dance assessment run through Texas Dance Educators Association (TDEA)
The state assessment participation for each high school campus is maintained by the district director of Fine Arts. Campuses report and maintain documentation supporting performances and exhibitions.
Campuses are required to keep supporting documentation for all performances, exhibitions, etc., in an electronic folder throughout the school year as evidence of number of performances and exhibitions. Data and evidence is reviewed by the district in May for final verification of score.

Component C3

The district director of Fine Arts provides the state assessment data, verified by UIL and arts organizations. The data will be validated by Humble ISD department of public communication, and reports will be saved in pdf format for auditing purposes. These results will be kept electronically on a district network server, which is backed up daily. Cut points were determined based on methodology from the CaSE process.

SCALING

F	D	C		B	A
Less than 50% of Programs Participate in State Assessments (UIL, VASE, OAP, DEAL)	100% of Fine Arts Programs Participate in State Assessments (UIL, VASE, OAP, DEAL)	100% of Fine Arts Programs Participate in State Assessments (UIL, VASE, OAP, DEAL) and at least 50% of programs conduct an outside performance / exhibition or non-UIL competition		All Fine Arts Programs participate in State Assessments (UIL, VASE, OAP, DEAL) and conduct an outside performance / exhibition or non-UIL competition	All Fine Arts Programs participate in State Assessments (UIL, VASE, OAP, DEAL) and conduct an outside performance / exhibition or non-UIL competition, and some do multiple performances / exhibitions / non-UIL competitions
59%	69%	79%		89%	100%

Domain: Future-Ready Learning Domain		Component D1	Component D2	Component D3
Provide the name of the component and the metric that will be used to evaluate it.	Component Name / Metric	Portrait of a Graduate Initiation Phase	Number of Dual Credit, AP, IB, or Articulated Workforce Credit Available to Students	Advanced Technology Courses: Percent of Students Enrolled in Advanced Technology Courses
Elementary, Elementary-Magnet, HS, etc.	School Type / School Group	High School Level	High School Level	High School Level
Provide the weight assigned to this component within the domain.	Component Weight (%)	34%	33%	33%
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	To align with the district vision for our future graduates, Humble ISD brought together students, parents, educators, business representatives and community members into a group of about 80 people the district named "The Dream Team." The Dream Team discussed what schools should focus on -- above and beyond basic academic expectations -- to best support learners in the 21st century. After much discussion, and consideration of 2,271 thoughts submitted online, the Dream Team recommended six competencies to comprise a Portrait of an Humble ISD Graduate: communicator, global citizen, critical thinker, creative innovator, leader and collaborator, and personally responsible. Humble ISD is building implementation plans so that students have opportunities to develop these six competencies in addition to the academic proficiencies expected of all Texas students.	Along the continuum of increasing the number of students who graduate with college credits, the first stage includes providing an array of advanced course offerings, as well as stability in advanced course programs. Humble ISD began to focus on this several years back with the aim that ALL campuses and all demographics were provided equitable opportunities in this area. This included a focus on hiring and retaining qualified, well-trained teachers at all of the campuses and developing creative methods for providing courses remotely when the appropriate staff was not available.	Humble ISD presents many opportunities for students to advance in a field of technological study which can lead to certifications and careers. With a focus on encouraging more students to take advantage of these opportunities, this component looks at the percent of students in these advanced level courses.
Identify the source(s) of data for each component and the availability of baseline data.	Data Source / Baseline Data	This component represents the progress on the implementation of this Portrait of a Graduate (POG) vision. This is the initial stage of implementation, and the rubric used in this component represents a measure of campus fidelity in the training of their leadership team, campus staff, developing teacher-specialists, and evidence of individual classroom experimentation. (SEE POG RUBRIC INCLUDED)	Data is pulled from the data warehouse showing all course enrollments and filtered for unique course offerings at each campus.	Enrollment and completion data for technology courses are available from the data warehouse.

Domain: Future-Ready Learning Domain		Component D1	Component D2	Component D3
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	The rating of this component is based on a rubric which is comprised of faculty and leadership attendance records for Portrait of a Graduate trainings, campus immersion evidence, and evidence of classroom experimentation of techniques learned in the training.	Data is pulled in the spring semester and included all courses offered in the fall and spring semesters.	Data enrollments are pulled by the technology subject code, filtered for only the advanced technology courses, and then matched with course completion grades. Course failures are removed and the file is then filtered for unique students. Campus enrollment numbers are determined as of May to use for the denominator of the calculation.
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	Campuses maintain supporting documentation in an electronic folder for the evidence of campus experimentation of POG techniques. The district calculates the percent attendance for the staff and campus leadership in the training. The rubrics provide up to 12 possible points with 9 or more points earning the highest rating. The results will be saved in pdf format for auditing purposes and kept be kept electronically on a district network server, which is backed up daily.	Course offerings included are verified to have student enrollment. Courses that are both AP and Dual credit designations were only counted once. The data is pulled directly from the Decision Ed data warehouse using a (fixed) search subroutine, which allows for a consistent and reliable method of tabulating student counts. The data will be validated by two other district data sources (On Data Suite and PowerSchool SIS), and search results saved in pdf format for auditing purposes. These results are kept electronically on a district network server, which is backed up daily. Cut points were determined based on methodology from the CaSE process.	The enrollment data is pulled directly from the Decision Ed data warehouse using a (fixed) search subroutine, which allows for a consistent and reliable method of tabulating student counts. The data will be validated by two other district data sources (On Data Suite and PowerSchool SIS), and search results saved in pdf format for auditing purposes. These results will be kept electronically on a district network server, which is backed up daily. Cut points were determined based on methodology from the CaSE process.
Describe the scaling process to be used for this component.	Scaling Process	SCALING A – 9 or more on POG Rubric $100 - ((10*(12-RAW)/(12-9))$ B – 7-8 on POG Rubric $89-(9*((9-1)-RAW)/((9-1)-7))$ C – 5-6 on POG Rubric $79-(9*((7 - 1) - RAW)/((7-1)-5))$ D – 3-4 on POG Rubric $69 - ((9*((5 - 1) - RAW)/((5-1)-3))$ F – 0-2 on POG Rubric $59-(29*((3-1) - RAW)/(3 - 1))$	SCALING More than 30 AP,IB, Dual course offerings - 100 A - 25-30 AP, IB, Dual course offerings $100 - (10*(30-RAW)/(30-25))$ B - 20-24 AP, IB Dual course offerings $89 - (9*((25 - 1) - RAW)/((25 - 1) -20))$ C - 15-19 AP, IB, Dual course offerings $79-(9*((20 - 1) - RAW)/((20-1)-15))$ D - 10-14 AP, IB, Dual course offerings $69 - (9*((15 - 1) - RAW)/((15-1)-10))$ F - Less than 10 AP, IB, Dual course offerings $59-(29*((10-1) - RAW)/(10 - 1))$	SCALING A – 11% or more $100-((10*(12-RAW)/(12-11))$ B – 8-10% $89-(9*((11-1)-RAW)/((11-1)-8))$ C – 5-7% $79-(9*((8-1)-RAW)/((8-1)-5))$ D – 2-4% $69-(9*((5-1)-RAW)/((5-1)-2))$ F – Less than 2% $59-(29*((2-1)-RAW)/(2-1))$

2017-2018 Parent and Community Involvement Rubric (Part 1)

1. Parent and Community Members Involved in School Activities and School Culture

☐ Campus has an organized PTA, PTO, or PTSA

☐ Parent/community members participate in student mentoring program

☐ Campus has one or more booster organization

☐ Campus representative participates in one or more Community Development Advisory Council (CDAC) meetings

☐ Campus offers college and/or career awareness events (college/career fair, etc.)

☐ Campus offers <u>informational</u> events for parents (STAAR nights, open house, back-to-school nights, etc.)

☐ Parents attend <u>educational</u> events such as Math or Science Nights, Science Fair, Academic Fair, or Parent Academy

☐ Campus has special event days in which family and community members can participate, such as Veteran's event, Grandparent's Day, Thanksgiving Feasts, etc.

☐ Campus utilizes parent and community volunteers

☐ Campus has either an annual fund through the Education Foundation or a campus fundraiser that requires parent/community participation

☐ Community members participate in campus service learning

☐ Campus offers after-school clubs that are organized /taught by parent/community volunteers

☐ Campus invites community guest speakers to come in to present/talk with students

☐ Campus maintains or increases percent of parent survey participation from previous year

1 point awarded for each item checked above   **Part 1 Campus Score:**

Elementary: F (0 items)   D (1-2 items)   C (3-5 items)   B (6-8 items)   A (9+ items)

MS & HS: F (0-1 items)   D (2-3 items)   C (4-6 items)   B (7-9 items)   A (10+ items)

2017-2018 Parent and Community Involvement Rubric (Part 2)

2. Staff and/or Students Involved in Community Activity Activities On or Off Campus

☐ Campus participates in Heart Walk or other, similar community event

☐ Campus students perform at Humble ISD Fine Arts Festival

☐ Campus has students participate in community-based, service-learning projects

☐ Campus has students perform and/or showcase at community events off-site (nursing homes, Santa's Farm, Rotary Spaghetti Supper, etc.

☐ Campus participates in drive for local charity (food, coat, toys, recycling, etc.

☐ Campus participates in community fundraising event (UNICEF, Susan G., March of Dimes, Pennies for Patients, Education Foundation, etc.)

☐ Campus provides students with campus-organized opportunities for community service/volunteering (animal shelter, Mission NorthEast, assisted living care, Trash Bash, etc.

1 point awarded for each item checked above   **Part 2 Campus Score:**

Elementary, MS, HS: **F (0 items)   D (1 items)   C (2-3 items)   B (4-5 items)   A (6+ items)**

2017-2018 Parent and Community Involvement Rubric (Part 3)

3. Campus Communication with Parents

Item	0 points each box	5 points each box	10 points each box	20 points each box	Campus Score
School-wide communication to all parents (newsletters, emails, text messages, etc.)	Less than once per month	At least once per month	At least 2X per month	At least once per week	
Teacher websites updated regularly	Less than once per 9 weeks	At least once per 9 weeks	At least 2 times per 9 weeks	At least 3 or more times per 9 weeks	
Marquee (elementary only)	Less than once a month	Updated at least once per month	Updated at least 2 times per month	Updated at least once per week	
Submission of press release to local media	Less than once per year	At least once per year	At least 2 times per year	At least 3 or more times per year	
Positive communication between teachers and parents	Less than once per semester	At least once per semester	At least 2 times per semester	At least once per month	

Point Total for Each Row

Part 3 Campus Score:

Elementary: F (0 pts)   D (5-20 pts)   C (20-35 pts)   B (40-70 pts)   A (75+ pts)

MS & HS: F (0 pts)   D (5-10 pts)   C (15-25 pts)   B (30-55 pts)   A (60+ pts)

Portrait of a Graduate - Initiation Phase

Points Awarded per Category	Building Leader Capacity	Campus Immersion	Building Teacher Capacity	Evidence of Individual Classroom Experimentation
0	Less than 10% of leadership team participated in POG training	No POG campus exposure implemented by principal	Less than 10% of teachers attended POG and no embedded POG learning activities during year	Less than 5% of teachers experimented with quality innovative instruction
1	10%-40% of leadership team participated in POG training	At least one Principal-led discussion of POG	Less than 40% of teachers attended POG and no embedded POG learning activities during year	5%-10% of teachers experimented with quality innovative instruction
2	41% - 80% of leadership team participated in POG training	Multiple Principal-led discussions of POG or at least one POG discussion led by other campus staff	Less than 40% of teachers attended POG and some embedded POG learning activities during year	11%-15% of teachers experimented with quality innovative instruction
3	More than 80% of leadership team participated in POG training	Multiple POG discussions led by a variety of campus staff	40% or more of teachers attended POG and some embedded POG learning activities during year	More than 15% of teachers experimented with quality innovative instruction

Scoring:

Undeveloped	0-2
Minimally Developed	3-4
Emerging	5-6
Moderately Developed	7-8
Substantially Developed	9 or more