

Local Accountability Systems Spring Revised Plans

Alief

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District	Current Indicator	Measures	New Domain	Data Source	Data Years	Standard	Standard	Standard	Standard	Standard
Notes	This represents our current system's categories.	This is the measure in our current system.	Use the drop down to determine where this indicator fits in the new LAS Domain system.	Describe the data source for this measure. Ex: ESP report, TEA Assessment report, Survey, Campus reported list, PD records etc.	How many years of data do you have access to for this measure? Ex: none, 1, 2, 3+	F	D	C	B	A
Allief	Fine Arts	students enrolled in fine art courses.	Academics	Cognos Report	4	Less than 35% of students are enrolled	35 to 39% of students are	40 to 49% of students are	50 to 59% of students are	60% or more of students are
Allief	Fine Arts	students continuing Fine Arts beyond the	Future Ready Learner	Cognos Report	4	Less than 15% of students are enrolled	15 to 19% of students are	20% - 29% of students are	30% - 40% of students are	Greater than 40% of students
Allief	Fine Arts	Fine Arts students competing in UIL	Extra/Co-Curricular	Campus Reported List	4	Less than 5% of participating FA	5 to 6% of participating FA	7 to 10% of participating FA	11 to 15% of participating FA	16 to 20% of participating FA
Allief	Fine Arts	opportunities for fine arts exhibitions and	Extra/Co-Curricular	Campus Reported List	4	Less than the recommended	Elementary: 6 Inter: 18	Elementary: 7 Inter: 19	Elementary: 8-9 Inter: 20-22	Elementary: 10+ Inter: 23+
Allief	Fine Arts	opportunities to participate in special	Extra/Co-Curricular	Campus Reported List	4	Less than the recommended	2 opportunities	3 opportunities	4 opportunities	5 opportunities
Allief	Wellness and Physical Education	the wellness policy guidelines	Culture and Climate	Wellness Policy Survey	This will be the first year	Fewer than 2 points scored on the	2 or 3 points scored on the	4-6 points scored on the	At least 7 points scored	8-9 points scored on the
Allief	Wellness and Physical Education	Evaluate adherence to nutrition guidelines	Culture and Climate	Wellness Policy Survey	This will be the first year	Fewer than 4 points scored on the	4-6 points scored on the	7-9 points scored on the	10-11 points scored on the	At least 12 points scored on
Allief	Wellness and Physical Education	nutrition and health education guidelines	Culture and Climate	Wellness Policy Survey	This will be the first year	Fewer than 5 points scored on the	5-7 points scored on the	8-11 points scored on the	12-13 points scored on the	At least 14 points scored on
Allief	Wellness and Physical Education	physical activity and education guidelines	Culture and Climate	Wellness Policy Survey	This will be the first year	Fewer than 7 points scored on the	7- 10 points scored on the	11-16 points scored on the	17 -20 points scored	At least 21 points scored
Allief	Wellness and Physical Education	other school activities and employee wellness	Culture and Climate	Wellness Policy Survey	This will be the first year	Fewer than 5 points scored on the	5-7 points scored on the	8-9 points scored on the	10-12 points scored on the	At least 13 points scored on
Allief	Wellness and Physical Education	health services guidelines	Culture and Climate	Wellness Policy Survey	This will be the first year	Fewer than 4 points scored	4-5 points scored on the	6-7 points scored on the	8-9 points scored on the	At least 10 points scored on
Allief	Community and Parental Involvement	parent/family and community volunteer	Culture and Climate	MIS Database report Local volunteer sign in sheets	5	Average of 0 parent/family and	Average of 1-3 parent/family and	Average of 4-6 parent/family and	Average of 7-9 parent/family and	Average of 10+ parent/family and
Allief	Community and Parental Involvement	students with at least one family member	Culture and Climate	ESP reports and local sign in sheets	5	<5% of student population with at	5% and < 10% of student	10% and < 30% of student	30% and <55% of student	55% or greater of student
Allief	Community and Parental Involvement	community service activities offered by the	Culture and Climate	correspondence with community organizations and sign in sheets and marketing	5	0 community service activities	1 community service activity	2-3 community service	4-5 community service	>5 community service activities
Allief	21st Century Workforce Development	student completing a coherent sequence of	Future Ready Learner	PEIMS report - Fall / Summer Snapshot	3+	0-12% of exiting 12th graders currently	13-28% of exiting 12th	29%-44% of exiting 12th	45%-59% of exiting 12th	60% or higher of exiting 12th
Allief	21st Century Workforce Development	dual credit or articulated workforce	Future Ready Learner	PEIMS report (ESP) - Course Type / Enrollment	3+	Less than 3 dual credit or articulated CTE	Less than 6 dual credit or	9 or more dual credit or	12 or more dual credit or	15 or more dual credit or
Allief	21st Century Workforce Development	industry certifications or licensures offered to	Future Ready Learner	ESP Report plus CTE Database	3+	Less than three industry certifications	Three or more industry	Five or more industry	Seven or more industry	Nine or more industry
Allief	21st Century Workforce Development	industry certifications or licensures earned by	Future Ready Learner	ESP Report plus CTE Database	3+	Less than 29% of the students taking a	30% or more of the students	45% or more of the students	60% or more of the students	75% or more of the students
Allief	21st Century Workforce Development	students participating in career assessments.	Future Ready Learner	Naviance report	3+	Zero to 44% of exiting 7th graders have	45%-59% of exiting 7th	60%-74% of exiting 7th	75%-89% of exiting 7th	90% or higher percent of
Allief	21st Century Workforce Development	student centered college and career	Future Ready Learner	Campus reported list based upon criteria	3+	4 or less opportunities provided annually	5-8 or less opportunities	9 opportunities	11 opportunities	12-15 opportunities
Allief	21st Century Workforce Development	student centered college and career	Future Ready Learner	Campus reported list based upon criteria	3+	2 or less opportunities provided annually	3 opportunities provided	4-5 opportunities	6-7 opportunities	8 or more opportunities
Allief	Second Language Acquisition	Language Development progress achievement of Monitor students	Academics	TEA Reports	3+	Below unacceptable at state average -16 and	Unacceptable at state average -	Acceptable at state average -	Recognized at state average.	Exemplary at state average.
Allief	Second Language Acquisition	Remove this Indicator	Remove this Indicator		3+	6 or more points below the state	5 or more points below the state	Within 4 points above the State	5-9 points above state	10 or more points above
Allief	Second Language Acquisition	teachers trained in Sheltered Instruction or	Culture and Climate	District data collected from State report submission to TEA	3+	59% or fewer trained	60-69% trained	70%-79% trained	80%-89% trained	90%-100% trained
Allief	Second Language Acquisition	students passing a foreign language AP	Academics	AP Reports	3+	39% or fewer of students scored a 3 or	40-54% of students scored	55% - 69% of students scored	70% - 84% of students scored	85% - 100% of students scored
Allief	Digital Learning Environment	technology PD by the percent of teachers	Future Ready Learner	Professional Development reports will be exported from Eduphoria	3+	<70% of teachers earned 3 hours of	70-84% of teachers earned	85-100% of teachers earned	100% of teachers	100% of teachers earned
Allief	Digital Learning Environment	student interactivity within the district	Future Ready Learner	Schooling with data regarding student login and access information.	3+	<60% of students access interactive	60-69% of students access	70-79% of students access	80-89% of students access	90-100% of
Allief	Digital Learning Environment	student successfully completing courses for	Future Ready Learner	district with a downloadable report. This report is only valid after every Provider of courses has	3+	<85%	85-88%	89-92%	93-96%	>97%
Allief	Dropout Prevention	8th grade students with high school credit.	Academics	ESP Report	4	<80%	84.9%-80%	89.9% - 85%	90% - 94.9%	>94.9%
Allief	Dropout Prevention	clubs and organizations offered at a campus.	Remove this Indicator	Campus Reported Number		2 or less	3-4	5-7	8-10	>10
Allief	Dropout Prevention	(ending the 3rd week in April)	Culture and Climate	ESP Report	4	E/< 94% M < 92.8%	E/ 94%-94.9% M = 93.9% -	E/=95% -96% M = 93.9% -	E/ 1 = 96.1% - 97.1%	E/ 1 > 97.1% M > 96%
Allief	Gifted and Talented	teachers meeting GT requirements	Academics	Professional Development logs/reports	3	< 100% of GT teachers meet state	100% of GT teachers meet	100% of GT teachers meet	100% of GT teachers meet	100% of GT teachers meet
Allief	Gifted and Talented	parental involvement opportunities to share	Academics	Parent event agendas; parent sign-in sheets; event email/flyer promotional tools	3	No parental involvement	Offered one parental	Offered two parental	Offered three parental	Offered four or more parental
Allief	Gifted and Talented	Evaluate the level of GT services provided.	Academics	GT pull-out service logs; teacher lesson plans; GT showcase events/student work	3	NOT ALL GT students are receiving required	ALL GT students receive	ALL GT students receive	ALL GT students receive	All GT students receive

Austin

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**Austin Independent School District
Local Accountability System (LAS) Pilot**

All components must be reliable, auditable, and able to provide for differentiation of letter grades

Component	Metric	Growth Target Methodology	Data Source	Alignment	Lvl	
LAS Domain 1: Academics	PBL/Capstone	% of students demonstrating proficiency on problem-based learning (PBL) activity (ES & MS) or Capstone Project (HS)	At or above district ave. of __% = 1 Improvement over prior year but below district average = .5	PBL Team and HS Office	1718 and 1819 SP Scorecards, 1819 CIPs	All
	Effective Teacher Retention*	% of teachers with ratings of 3 or higher on PPFT that are retained at the campus	At or above district ave. of __% = 1 Improvement over prior year but below district average = .5	PPFT and HR	2015-20 Strategic Plan	All
	Disproportionate GT	Disproportionality of African American and Hispanic students in Gifted/Talented (GT) programs	5% increase of AA and Hisp GT enrollment over prior year = 1 Increased AA and Hisp GT enrollment over prior year but below 5% = .5	Dept. Research and Eval	1718 and 1819 SP Scorecards, 1819 CIPs	All
	Student Satisfaction*	Student survey question: <i>I like coming to school.</i> Percent "Strongly Agree" or "Agree".	At or above district ave. of __% = 1 Improvement over prior year but below district average = .5	Student Climate Survey	Community input	All
	Customer Service	Parent survey question: <i>My involvement is welcomed by the teacher.</i> Percent "Strongly Agree" or "Agree".	At or above district ave. of 97% = 1 Improvement over prior year but below district average = .5	Parent Satisfaction Survey	1718 and 1819 SP Scorecards, 1718 CIPs	All
	Good Place to Work and Learn	Staff survey question: <i>Overall, my school is a good place to work and learn.</i> Percent "Strongly Agree" or "Agree".	At or above district ave. of 95% = 1 Improvement over prior year but below district average = .5	Staff Survey (TELL)	1718 CIPs, annual campus Summary Reports	All
	Language Proficiency	% of ELLs remaining at beginning/intermediate proficiency on TELPAS Reading after 5 or more years in US Schools	10% reduction over prior year = 1 Reduction over prior year but less than 10% = .5	TELPAS	2018 PBMAS, 1718 CIPs	All
	Dyslexia Performance*	% growth from prior year for students with Dyslexia (using STAAR Progress Measure)	At or above district ave. of __% = 1 Improvement over prior year but below district average = .5	STAAR/EOC	Community input	All
	GT-CAMP	Campus overall rating on the current year's GT Campus Accountability Monitoring Plan (GT-CAMP)	Exemplary or Recognized Rating = 1 Improvement over prior year = .5	GT Campus Accountability Monitoring Plan	1617 CaSE, 1718 CIPs	All
	Kindergarten Readiness	Texas Kindergarten Entry Assessment results for students who attended Pre-K in AISD	4 percentage point increase over prior year = 1 Improvement over prior year but below 4 percentage points = .5	TXKEA	1819 SP Scorecard, 1819 CIPs	PK
	Early Literacy	% of K-2 students reading on or above grade level (ISIP EOY)	5% reduction in non-proficient over prior year = 1 Reduction in non-proficient over prior year but below 5% = .5	iStation	1718 and 1819 SP Scorecards, 1718 CIPs	ES
	Art and Music Instruction*	All students at the campus are served by a certified art and music teacher.	Metric met = 1	HR/Fine Arts	CaSE	ES

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Component	Metric	Growth Target Methodology	Data Source	Alignment	Lvl	
LAS Domain 1: Academics	Advanced Coursework	% of middle school students completing Algebra 1	3 percentage point increase over prior year = 1 Improvement over prior year but below 3 percentage points = .5	Middle Schools Office	1819 SP Scorecard, 1819 CIPs	MS
	Educational Technology*	% of students in grades 6-8 completing a district-created BLEND mathematics module	At or above district ave. of __% = 1 Improvement over prior year but below district average = .5	Technology Department	1819 SP Scorecard	MS
	Parent Technology*	% of parents utilizing BLEND	At or above district ave. of __% = 1 Improvement over prior year but below district average = .5	Technology Department	1819 SP Scorecard	All
	Extra and co-curricular	Student participation in extra- or co-curricular activities	At or above district target of 80% = 1 Improvement over prior year but below district target = .5	HS Exit Survey	1718 SP Scorecard	HS
	DTC	% of students enrolled directly in college (DTC) within one year of graduation or earning college credit prior to graduation	At or above district target of 70% = 1 Improvement over prior year but below district target = .5	High Schools Office	1718 SP Scorecard, 1718 CIPs	HS
	CTE	% of graduates who completed a coherent sequence of Career & Technical Education (CTE) courses or obtained a CTE certification	At or above district target of __% = 1 Improvement over prior year but below district target = .5	CTE Department	1718 SP Scorecard	HS
	Distinguished Level Graduates	% of graduates earning Distinguished level diploma	At or above district target of 90.0% = 1 Improvement over prior year but below district target = .5	High Schools Office	1718 SP Scorecard, 1718 CIPs	HS

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Component	Metric	Growth Target Methodology	Data Source	Alignment	Lvl
Student Attendance	Attendance rate (all students)	At or above district target of 95.0% = 1 Improvement over prior year but below district target = .5	PEIMS	1718 SP Scorecard, 1617 CaSE, 1718 CIPs	All
Teacher Attendance*	Attendance rate (all teachers)	At or above district ave. of __% = 1 Improvement over prior year but below district average = .5	BOLT/AESOP	Community input	All
Bullying	Student survey question: <i>Students at my school are bullied (teased, messed with, threatened by other students)</i> Percent "Strongly Agree" or "Agree".	At or above district ave. of __% = 1 Improvement over prior year but below district average = .5	Student Climate Survey	1819 SP Scorecard	All
School Safety*	Student survey question: <i>I feel safe at my school.</i> Parent survey question: <i>My child attends school in a safe learning environment.</i> Staff survey question: <i>All campus staff work in a school environment that is safe.</i> Percent "Strongly Agree" or "Agree" for each question is averaged.	At or above district ave. of __% = 1 Improvement over prior year but below district average = .5	Student Climate, Parent Satisfaction, and Teaching and Learning (TELL) Surveys	Community input	All
Courtesy and Respect*	Parent survey questions: <i>The Principal treats me with courtesy and respect. The assistant principal treats me with courtesy and respect. The teachers treat me with courtesy and respect. The counselors treat me with courtesy and respect. The office staff treat me with courtesy and respect.</i> Percent "Strongly Agree" or "Agree" for each question is averaged.	At or above district ave. of __% = 1 Improvement over prior year but below district average = .5	Parent Satisfaction Survey	Community input	All
Student Conduct	Staff survey question: <i>Students at this school follow rules of conduct.</i> Percent "Strongly Agree" or "Agree".	At or above district target of 82% = 1 Improvement over prior year but below district target = .5	Teaching and Learning (TELL) Survey	1718 SP Scorecard	All
Disproportionate SpEd referrals	Disproportionality of discipline referrals (SpEd vs non-SpEd)	Decrease from prior year = 1	DEEDS	2017 PBMAS, 1718 CIPs	All
Mental Health*	The campus provides intensive clinical services for students and adults through a School Mental Health Center (SMHC).	Metric met = 1	TBD	Community input	All
Coordinated School Health	Campus rating on the Coordinated School Health Survey	Exemplary or Recognized Rating = 1 Improvement over prior year = .5	Physical Ed./Health Ed. Department.	1718 SP Scorecard, 1617 CaSE, 1718 CIPs	All
Fine Arts and Creative Learning	# of campus-created arts experiences to engage families, faculty, and community	Increase of 2+ experiences over prior year = 1 Increase of 1 experience over prior year = .5	Fine Arts Department	1819 SP Scorecard, 1718 CIPs	All

LAS Domain 2: Culture and Climate

**Austin Independent School District
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Component	Metric	Growth Target Methodology	Data Source	Alignment	Lvl	
LAS Domain 2: Culture and Climate	CAC*	The school has an active Campus Advisory Council (CAC) that meets state and district requirements pertaining to membership.	CAC active and met requirements = 1 CAC active but did not meet requirements = .5	TBD	Community Input	All
	PTA*	The school has an active Parent Teacher Association (PTA) that meets state and district requirements pertaining to membership.	PTA active and met requirements = 1 PTA active but did not meet requirements = .5	ACPTA	1819 SP Scorecard, 1718 CIPs	All
	No Place for Hate®	The campus has met the requirements for No Place for Hate® designation.	Metric met = 1	CP&I Department		All
	Student Health Risk	Fitnessgram All Students: Body Mass Index, Cardio, Aerobic Capacity, Curl-Ups, Push-Ups, Sit and Reach, Trunk Lift	2 percentage point increase over prior year = 1 Improvement over prior year but below 2 percentage points = .5	FitnessGram data	1617 CaSE, 1718 CIPs	All
	SEL	% of student scoring an average of 3.5 or greater on Social and Emotional Learning (SEL) skills as reported on K-5 report card	At or above district target of 68% = 1 Improvement over prior year but below district target = .5	Elementary School report cards	1819 SP Scorecard, 1718 CIPs	ES
	At Risk Monitoring - ES	% of students that had more unexcused absences during the 4th 9 weeks than the AISD elementary average	Decrease from prior year = 1	eCST	eCST, 1718 CIPs	ES
	Home Suspensions	% of students receiving home suspensions	7.4% reduction over prior year = 1 Reduction over prior year but less than 7.4% = .5	DEEDS	1718 and 1819 SP Scorecards, 1718 CIPs	MS/HS
	At Risk Monitoring - MS/HS	% of students that have a 6th 6 weeks RITS score that is above the AISD level average	Decrease from prior year = 1	eCST	eCST, 1718 CIPs	MS/HS
	Community Service	% of students participating in community service	At or above district target of 70% = 1 Improvement over prior year but below district target = .5	HS Exit Survey	1718 SP Scorecard	HS

Bullard

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Bullard ISD
Local Accountability Pilot Plan
DOI Committee Spring 2018

Domain: Programs—BISD will *NOT* utilize this Domain

Domain: Extra-Curricular (25% of the total 50%)

Indicators: Participation Rates in the following programs/activities

- UIL Activities/Programs
- Club/Organization Sponsored Activities
- FFA programs

Measureable Goal: All students participate in two Activities/Programs

Data: Combination of all areas of data

- Participation data
- Program expectations (time, effort, impact)
- Class Rosters for UIL classes
- Competition Entries

Rubric for Middle School: Point system converted to a Percent score

-1 point for students participating in 0 programs/activities

0 points for students participating in 1 program/activity

1 point for students participating in 2 programs/activities

2 points for students participating in 3 or more programs/activities

By grade level: Total Points / Total # of students = Percentage

Grade levels are averaged

Typical grading scale:

A = 90-100, B = 80-89, C = 70-79, D = 60-69 and F = 59 below

Domain: Academics

Indicators:

Elementary Data

1- 4 Reading levels

Fountas & Pinnell Leveled Literacy Intervention Kits

Rigby Leveled Readers – "Reading Recovery" Reading Levels.

Secondary Data (starting at grade 5)

Early and/or On Time Graduation

Percent of Students completing Algebra I by the end of Grade 9

Four year or Less Graduation Rate

Percent of Students passing all Math courses Grades 5-8

Percent of Students passing all ELA course Grades 5-8

Percent of Students achieving required number of credits to be promoted to Grade 10

Percent of Students with more than one semester grade of an "F" (Grades 5-10)

Post-Secondary Readiness

Percent of Students Performing at/or above target

SAT, ACT, PSAT, TSI

Domain: Future Ready Students

Indicators:

Career and Technical Education

CTE participation rates

Percent of Successful CTE Course Completion

Number of CTE Certifications Earned

College Ready Graduates

Percent of Students Enrolled in a 2 or 4 year Institution of Higher Learning within 2 years of graduating High School

Advance Placement Exams

Participation Rate

College Credit

Average Number of Credits Earned Per Participating Students

Technology

*Percent of Students Successfully Completing Courses for Original Credit in a Digital Environment

Student & Staff Survey

**--specific courses will be confirmed annually pending course offerings*

Domain: Culture and Climate (25% of the total 50%)

Indicators:

Culture and Climate Survey

US Department of Education Survey—EDSCLS

- **Engagement**
- **Safety**
- **Environment**

Rubric is To Be Determined when data is received

Teacher Retention Rates

Excluding Retirement

Exit Survey Data

Student Safety

Rates of Out of School Suspensions and Out of School Suspensions

Social & Emotional Development

Number of Bullying incidents reported

Number of Students identified as at risk for Suicide

Middle School will be the Pilot Campus for TEA Pilot Program

Bold Print indicates the data to be included for the Middle School rating

Resources

National Center on Safe Supportive Learning Environments—United States Department of Education, American Institute for Research: <https://safesupportivelearning.ed.gov/edscls>

National Student Clearinghouse Data: <http://www.studentclearinghouse.org/>

Hein, V., and Smerdon, B. (2013). *Predictors of Post-Secondary Success*. Washington, DC: American Institute for Research

Hanover Research (2011). *Improving graduation rates: Effective identification practices and intervention programs*. Hanover Research, pp. 1-27

Clear Creek Independent School District—Community Report Card: <http://anyflip.com/ffyz/txql/>

LAS Submission Template

Domain:

Educational Quality

LEA Name

Bullard ISD

Contact Name

Todd Schneider

Email and Phone

Todd
Schneider@bullardisd.net
(903)894-6639

Identify indicators currently in use or to possibly be used with this domain:

Teacher Quality and Performance
Student Grade Level Success
Reading Level Advancement

Identify metrics that are in use or could be used to measure these indicators (RAVE):

TTESS
Professional Development (above required hours)
Student Promotion and Retention Rates
Running Records Data
Local Developed Checkpoints

Possible Outcomes

Using the local self-assessment tools, stakeholder input, or other information, what strengths might the LEA utilize from these areas and how does the LEA plan to maintain or build upon that success?

Strengths

Measuring quality and improvement of education with locally developed standards

Identify any concerns regarding this potential local performance indicator.

Concerns

Transferring data into an A-F grade

Additional Information:

This domain was developed by a stakeholder committee and has not been used or implemented at this time. It is still in the developmental stages.

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LAS Submission Template

Domain:

Engagement/Future
Readiness

LEA Name

Bullard ISD

Contact Name

Todd Schneider

Email and Phone

Todd
Schneider@bullardisd.net
(903)894-6639

Identify indicators currently in use or to possibly be used with this domain:

Student Engagement and Participation
Post-Secondary Readiness and Success
Innovative Educational Programs
STEM/STEAM Participation and Growth

Identify metrics that are in use or could be used to measure these indicators (RAVE):

CTE Enrollment and Certifications
SAT/ACT Participation and Performance
AP Enrollment, Completion, and Testing
Dual Credit Enrollment and Credits Earned
Graduation Rate
UIL Academic Participation
Extra-Curricular Program Participation and Success
 Fine Arts, Athletics, Clubs, etc.
STEM/STEAM Program Participation

Possible Outcomes

Using the local self-assessment tools, stakeholder input, or other information, what strengths might the LEA utilize from these areas and how does the LEA plan to maintain or build upon that success?

LAS Submission Template

Strengths

Real data of student's engagement in their education and their owning of their education. Measurement of student's future citizenship and leadership skills.

Identify any concerns regarding this potential local performance indicator.

Concerns

Transferring data into an A-F grade

DRAFT

Additional Information:

This domain was developed by a stakeholder committee and has not been used or implemented at this time. It is still in the developmental stages.

DRAFT

LAS Submission Template

Domain:

Climate and Culture

LEA Name

Bullard ISD

Contact Name

Todd Schneider

Email and Phone

Todd
Schneider@bullardisd.net
(903)894-6639

Identify indicators currently in use or to possibly be used with this domain:

Safety
Student Social and Emotional Support
Student and Community Engagement
21st Century Facilities

Identify metrics that are in use or could be used to measure these indicators (RAVE):

Locally Approved and TEA Accepted Survey Instrument (ED School Climate Surveys by USDE)

Possible Outcomes

Using the local self-assessment tools, stakeholder input, or other information, what strengths might the LEA utilize from these areas and how does the LEA plan to maintain or build upon that success?

Strengths

Measureable data from all stakeholders

Identify any concerns regarding this potential local performance indicator.

Concerns

Assuring that enough responses are attained to provide reliable information

Additional Information:

This domain was developed by a stakeholder committee and has not been used or implemented at this time. It is still in the developmental stages.

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Dallas

LAS Submission Template

Domain:

Academics

LEA Name

Dallas ISD

Contact Name

Cecilia Oakeley, Ph. D.

Email and Phone

oakeley@dallasisd.org
(972) 925-6407

Identify indicators currently in use or to possibly be used with this domain:

Value-added measure of school effectiveness in academic achievement

Weighted at 30 percent of overall state accountability score (60 percent of LAS contribution)

Identify metrics that are in use or could be used to measure these indicators (RAVE):

Dallas ISD's value-added model, the School Effectiveness Index, or SEI. The SEI aggregates a numeric representation of a student's assessment performance as compared to similar students in the district, where similar students are those with the same prior-year scores and demographic and program variables. The SEI model currently uses student scores from STAAR, the district's Assessments of Course Performance (ACP), norm-referenced assessments at K-2 (TerraNova/SUPERA), PSAT, ACT, and SAT.

Possible Outcomes

Strengths

Using the local self-assessment tools, stakeholder input, or other information, what strengths might the LEA utilize from these areas and how does the LEA plan to maintain or build upon that success?

- Validated by external research organizations (VARC at UW-Madison, Dr. Erik Hanushek of UTD).
- Dallas ISD has used SEIs for over two decades as a key component of local accountability, and its stakeholders are familiar with the output and historical trends.
- Allows attribution of improvement for students currently performing below the state's standard

Concerns

Identify any concerns regarding this potential local performance indicator.

The SEI model is not complete until late August. It may have to be used as a lag or modified-lag indicator.

LAS Submission Template

Domain:

Culture & Climate

LEA Name

Dallas ISD

Contact Name

Cecilia Oakeley, Ph. D.

Email and Phone

oakeley@dallasisd.org
(972) 925-6407

Identify indicators currently in use or to possibly be used with this domain:

Student perception of teaching and learning

Weighted at 5 percent of overall state accountability score (10 percent of LAS contribution)

Identify metrics that are in use or could be used to measure these indicators (RAVE):

Statistic is "percentage of favorable responses" from all students surveyed at the campus. The instrument from Panorama Education includes questions that examine teachers' impact in five areas: Expectations and Rigor, Student Engagement, Classroom Environment, Supportive Relationships, and Pedagogical Effectiveness.

Possible Outcomes

Using the local self-assessment tools, stakeholder input, or other information, what strengths might the LEA utilize from these areas and how does the LEA plan to maintain or build upon that success?

Strengths

Nearly all grades 3-12 teachers have students who are surveyed about them. Student selection per teacher is randomly done by a third party and student responses remain anonymous.

Identify any concerns regarding this potential local performance indicator.

Concerns

Survey questions are specific to classroom experience; none are related to overall campus experience. Students in grades K-2 are not surveyed.

Additional Information:

Dallas Independent School District (Dallas ISD) conducted a student experience survey in grades 3-12. The survey asked questions about students' experiences in the classroom with specific teachers. The district conducted this survey to better understand the experiences and instructional needs of its students and to evaluate and improve teacher effectiveness in the District.

Background and Goals

The student perception survey was developed by Panorama Education under the leadership of Dr. Hunter Gehlbach, Harvard Graduate School of Education. Dallas ISD has administered the survey since 2014-15. The survey includes questions related to five topics: Expectations and Rigor, Student Engagement, Classroom Environment, Supportive Relationships, Pedagogical Effectiveness.

To assist teachers in improving their survey results, teachers had access to a peer-to-peer learning platform called Playbook. Playbook was designed by Panorama and works in conjunction with the survey.

Sampling

The sampling process randomly assigned surveys to students to maximize the number of surveys each teacher received until all eligible students on each campus were assigned two surveys. Surveys were first maximized for teachers with low enrollments, and then for remaining teachers. If a student had only one eligible teacher, the student received one survey. On average, 27 elementary students and 32 secondary students survey were assigned to take surveys per teacher.

DRAFT

LAS Submission Template

Domain:

Culture & Climate

LEA Name

Dallas ISD

Contact Name

Cecilia Oakeley, Ph. D.

Email and Phone

oakeley@dallasisd.org
(972) 925-6407

Identify indicators currently in use or to possibly be used with this domain:

Teacher/staff engagement and support

Weighted at 5 percent of overall state accountability score (10 percent of LAS contribution)

Identify metrics that are in use or could be used to measure these indicators (RAVE):

Statistic is average of "percentage of positive responses" from the spring administration of a teacher/staff climate survey with over 30 questions that inquire about staff members' agreement with the school leadership's climate and direction in four areas: beliefs and priorities, positive culture and environment, culture of feedback and support, and college-going culture.

Possible Outcomes

Using the local self-assessment tools, stakeholder input, or other information, what strengths might the LEA utilize from these areas and how does the LEA plan to maintain or build upon that success?

Strengths

Survey questions were developed using extensive research conducted by the Chicago Consortium on School Research. The metric is used in existing local accountability efforts and is familiar to all stakeholders. All campus staff are surveyed. It is administered by a third party and the results are anonymous.

Identify any concerns regarding this potential local performance indicator.

Concerns

Research has yet to be done specific to Dallas ISD to determine if positive results are correlated to student achievement.

The Dallas ISD Districtwide Climate Survey was administered to all campus-based professional and support staff during December 2016 and May 2017. The Climate Survey had three purposes:

- To contribute to consistent organizational improvement;
- To gain integral feedback from school based employees;
- To align systems to student outcomes.

While overall results provide a broad picture of district change, the Climate Survey is primarily intended to provide individual campuses with feedback that can identify areas of success as well as opportunities for improvement. After each administration, campus-level results have been distributed to building principals, feeder pattern Executive Directors, and School Leadership management, and used to initiate and guide discussion and planning for improvement among central and campus administrators and staff.

The Climate Survey contributed to the campus principals’ Mid-Year Review by providing staff feedback that related directly to principal effectiveness, as well as more complex information that helped to identify underlying issues that may contribute to or hinder success at the campus level.

Scales

The initial version of the survey, given in the fall of 2012, contained items grouped into three scales, each describing conditions deemed necessary or desirable for an effective school: School’s Beliefs and Priorities, Positive Culture and Environment, and Culture of Feedback and Support. An additional scale, College-Going Culture, was added in 2012-13. Survey scale groupings were initially determined through principal components analysis (PCA) of staff responses to individual items. Each year, items have been added to and removed from the survey; the PCA analysis has been repeated following the subsequent administrations, and has consistently indicated the same overall structure. New items are added to scale score calculations after their initial use and validation.

Item responses ranged from 1 (“Strongly disagree”) to 5 (“Strongly agree”). Scale scores were computed at the individual level and aggregated to the school level. Scale scores at the individual level consisted of the mean of the item scores on each scale. Percentages of positive (“Agree”/“Strongly agree”) responses were calculated for each item and scale at the campus, feeder pattern, and District levels.

Participation Rate

Participation rates by administration for teachers and for all campus-based staff are shown in Figure 1. Participation was greater in 2016-17 than in the four prior years. By campus, participation rates varied from 39 to 100 percent, with 65 of 230 campuses attaining participation rates of 90 percent or more.

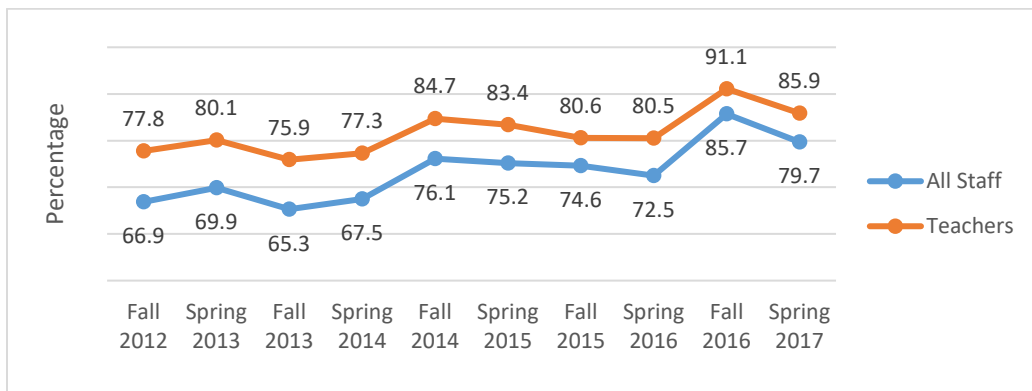


Figure 1: Survey Participation Rates, 2012-13 to 2016-17

LAS Submission Template

Domain:

Culture & Climate

LEA Name

Dallas ISD

Contact Name

Cecilia Oakeley, Ph. D.

Email and Phone

oakeley@dallasisd.org
(972) 925-6407

Identify indicators currently in use or to possibly be used with this domain:

Parent/guardian satisfaction

Weighted at 5 percent of overall state accountability score (10 percent of LAS contribution)

Identify metrics that are in use or could be used to measure these indicators (RAVE):

Statistic is average "percentage of positive responses" from a ten-question survey that gauges parent/guardian satisfaction with their schools' academic orientation, communication with parents/guardians, and environment.

Possible Outcomes

Using the local self-assessment tools, stakeholder input, or other information, what strengths might the LEA utilize from these areas and how does the LEA plan to maintain or build upon that success?

Strengths

The survey is administered to a random sample of parents who are called by a third party. Sample size is determined *a priori* to ensure a consistent, minimal margin of error.

Identify any concerns regarding this potential local performance indicator.

Concerns

Phone numbers need to be updated as many are not current and therefore the sample size sometimes cannot be met for a campus. (In 2016-17, the sample size was too small for results to be used for approximately 10 percent of campuses.)

Additional Information:

A ten-item survey was developed to measure three components of the parents' experience with the Dallas ISD schools – Academic Orientation, School Communication and School Environment. Each item was presented with the option to Strongly Disagree, Disagree, Agree or Strongly Agree. Parents' were also allowed to indicate that they could not answer by choosing I Do Not Know. The surveys were available in both English and Spanish.

DRAFT

LAS Submission Template

Domain:

Extra/Co-Curricular

LEA Name

Dallas ISD

Contact Name

Cecilia Oakeley, Ph. D.

Email and Phone

oakeley@dallasisd.org
(972) 925-6407

Identify indicators currently in use or to possibly be used with this domain:

Participation in co- or extra-curricular activities

Weighted at 5 percent of overall state accountability score (10 percent of LAS contribution)

Identify metrics that are in use or could be used to measure these indicators (RAVE):

Percentage of a school's students who have participated in at least one co- or extra-curricular activity. "Participation" is defined by the district based on the type of campus (elementary, middle, high) and requires a minimum number of participation hours in pre-determined activities.

Possible Outcomes

Using the local self-assessment tools, stakeholder input, or other information, what strengths might the LEA utilize from these areas and how does the LEA plan to maintain or build upon that success?

Strengths

Standards for "participation" have already been defined by the district. The district has defined "appropriate activities/courses" that are equitably accessible to students.

Identify any concerns regarding this potential local performance indicator.

Concerns

Work must be done to ensure schools are accurately reporting participation data and ensure that students have equitable access as intended.

Additional Information:

The Dallas ISD Board of Trustees believes that involved students are more likely to be engaged students and that engaged students are key to college, career, and military ready graduates. As such, the Trustees have made it a specific goal to increase participation in co- and extra-curricular activities. The district's definitions (see below) for minimum participation and appropriate activities were created as Key Performance Indicators for this goal. Thus, the metric for each campus is currently being calculated and tracked for other purposes.

Goal: All students will participate in at least one extracurricular or co-curricular activity each year.

KPI 1: Number and percentage of elementary students participating in at least one co-curricular activity

The counts were pulled from two sources, enrollment in designated courses and from a Chancery pull by Student Activities. Co-curricular courses were determined by T&L staff. An unduplicated count was determined to be the numerator. The denominator was determined by pulling a Chancery extract as of the 5th six weeks.

KPI 2: Number and percentage of middle school students participating in at least one co-curricular activity

The counts were pulled from three sources, enrollment in designated courses, athletic participants exported from RankOneSport website, and from a Chancery pull by Student Activities. Co-curricular courses were determined by T&L staff. An unduplicated count was determined to be the numerator. The denominator was determined by pulling a Chancery extract as of the 5th six weeks.

KPI 3: Number and percentage of High school students participating in at least one co-curricular activity

The counts were pulled from three sources, enrollment in designated courses, athletic participants exported from RankOneSport website, and from a Chancery pull by Student Activities. Co-curricular courses were determined by T&L staff. An unduplicated count was determined to be the numerator. The denominator was determined by pulling a Chancery extract as of the 5th six weeks.

El Paso

DRAFT

El Paso Independent School District
Board Goals/Goal Progress Measures (GPM)

LAS/SPF Variables	EPISD STUDENT OUTCOME GOAL/GOAL PROGRESS MEASURES (GPM) Trade, Military, 2-Year & 4 Year College/University (TM24)	School Performance Measure	Notes
BOARD GOAL 1	INCREASE PRE-COLLEGE COMPLETION RATE AND ENROLLMENT IN TRADE, MILITARY, 2-YEAR AND 4-YEAR COLLEGE FROM 76% TO 86% BY 2022	High School: A = 86%, B = Above the District Average, C = District Average, D = Below District Average, F = Regression illustrating not enough progress to meet the goal.	
GPM 1	* Increase the percentage of students meeting the 2nd grade reading benchmark by X% by 2022	Elementary Schools	Diagnostic for MOY and EOY will be available at the end of the school year.
GPM 2	Increase the percentage of students meeting the Masters Level on the End of Course Exam on Algebra I by 15% by 2022.	Middle Schools: Standard ranges - Average MS Scores = C High Schools: Standard ranges (different from MS) - Average MS Scores = C	TEA uses Approaches, Meets, and Masters for Accountability, not just Masters. The Middle School standard should be different because the MS campuses decide which students will take the Algebra EOC, which are typically very high scores. We will include participation rates (average district rate of participation) as part of the calculation.
GPM 3	Increase the percentage of 11th and 12th grade students meeting the college ready standard on SAT by 10% by 2022.	High Schools: Options: District Average (23%) = "C", anything above is an A or B, anything below is D or F (Participation rates will also be included in the formula)	EPISD uses the College Board Standard, not TEA's (TEA did not have a standard when the GPM was passed)
GOAL	EPISD STUDENT OUTCOME GOAL/GOAL PROGRESS MEASURES (GPM) Graduation Rate	School Performance Measure	Notes
BOARD GOAL 2	ALL 10 COMPREHENSIVE HIGH SCHOOLS WILL ACHIEVE A GRADUATION RATE OF 90% OR GREATER, INCREASED FROM 3 HIGH SCHOOLS BY 2022	High Schools: A = 90%, B = Above District Average, C= District Average, D = Below District Average, F = Regression illustrating not enough progress to meet the goal.	TEA includes Graduation Rate as part of the Accountability calculation, but not with a specific target of 90%.
GPM 1	Increase the percentage of students completing 9th Grade Courses within their first year of high school from 86.9% to 89% by 2022.	High Schools: A = 89%, B = Above District Average, C= District Average, D = Below District Average, F = Regression illustrating not enough progress to meet the goal.	
GPM 2	Increase the high school attendance rate from 92.9% to 93.5% by 2022.	High Schools: A = 93.5%, B = Above District Average, C= District Average, D = Below District Average, F = Regression illustrating not enough progress to meet the goal.	Removed from the State Accountability calculation, and not specific only to HS.
GPM 3	Increase the average high school GPA from 3.12 to 3.18 by 2022.	High Schools: A = 3.18, B = Above District Average, C= District Average, D = Below District Average, F = Regression illustrating not enough progress to meet the goal.	
GOAL	EPISD STUDENT OUTCOME GOAL/GOAL PROGRESS MEASURES (GPM) Student Engagement	School Performance Measure	Notes
BOARD GOAL 3	INCREASE STUDENT ENGAGEMENT IN THE CLASSROOM FROM 48% TO 60% BY 2022	Elementary Schools: Participation plus engagement rate Middle Schools: Participation plus engagement rate High Schools: Participation plus engagement rate	Participation (90% or greater makes a campus eligible for a B or A) will be the first measure, then Engagement Rates that are different for each level.
GPM 1	Increase participation in sports and other extracurricular activities from X% to Y% by 2022.	Elementary Schools: Middle Schools: High Schools:	Not Coded as a course
GPM 2	Increase participation in co-curricular activities such as fine arts and clubs from X% to Y% by 2022.	Elementary Schools: Middle Schools: High Schools:	Coded as a course
GPM 3	Increased EPISD Attendance Rate from 95.1% to 95.7% by 2022.	Elementary Schools: A= 95.7%B = Above Level Average, C= Level Average, D = Below Level Average, F = Regression illustrating not enough progress to meet the goal. Middle Schools: A= 95.7%B = Above Level Average, C= Level Average, D = Below Level Average, F = Regression illustrating not enough progress to meet the goal. High Schools: A= 95.7%B = Above Level Average, C= Level Average, D = Below Level Average, F = Regression illustrating not enough progress to meet the goal.	Removed from the State Accountability calculation

* To be reconsidered with End of Year data from DRA/EDL

Additional Variables Options
Employee or Teacher Attendance Rates
Discipline Referrals
Participation in Effective Schools Survey (we are already capturing the Gallup Survey participation) - Anonymous/data validity concern
Participation in Staff Survey - Anonymous/data validity concern

Do we want to measure a set standard or growth?

LAS Submission Template

Domain:

Academics

LEA Name

El Paso ISD

Contact Name

Steve Clay

Email and Phone

jsclay@episd.org
(915) 230-2219

Identify indicators currently in use or to possibly be used with this domain:

Goal 1: Students earning an Associate's degree or Industry Trade Certification while enrolled in EPISD, students who enlist in the military, students who enroll and complete at least 1 semester of a 2 or 4-year College as reported in National Student Clearing House

Identify metrics that are in use or could be used to measure these indicators (RAVE):

Associates degree identified by El Paso Community College, Industry Trade Certification submitted for E-grants, students enlisted in military verified via senior exit interview with counselors, enrollment data in 2 or 4 year universities and colleges via National Student Clearing House.

Possible Outcomes

Using the local self-assessment tools, stakeholder input, or other information, what strengths might the LEA utilize from these areas and how does the LEA plan to maintain or build upon that success?

Strengths

Track all students who graduate from EPISD and what they do post-high school.

Identify any concerns regarding this potential local performance indicator.

Concerns

Military is based on student reporting versus all other areas verified through certification, degrees, etc. Also not all trade schools report to National Student Clearing House

LAS Academics Domain

Indicators with objective metrics:

- Associates Degree
- Industry Trade Certification
- Enrollment with a 2 or 4 year college or university

Indicators without objective metrics:

- Student reporting a plan to join the military

DRAFT

LAS Submission Template

Domain:

Academics

LEA Name

El Paso ISD

Contact Name

Steve Clay

Email and Phone

jsclay@episd.org
(915) 230-2219

Identify indicators currently in use or to possibly be used with this domain:

Students scoring on grade level via the DRA/EDL reading assessment in 2nd grade.

Identify metrics that are in use or could be used to measure these indicators (RAVE):

We previously were using Renaissance 360 for this indicator but due to a large LEP and Dual Language population, Ren 360 was only measuring reading levels in English. Since this is a new indicator, we have not received the data file yet for the middle of the year assessment. It is expected to be received this week.

Possible Outcomes

Using the local self-assessment tools, stakeholder input, or other information, what strengths might the LEA utilize from these areas and how does the LEA plan to maintain or build upon that success?

Strengths

Will allow us to look at students growth throughout 2nd grade via a beginning of year, middle of year and end of year assessment in both in English and Spanish.

Identify any concerns regarding this potential local performance indicator.

Concerns

Since this is a new indicator we are gathering baseline information this year.

LAS Academics Domain

Indicators with objective metrics:

- Unsure at this time until we get a data file

Indicators without objective metrics:

- Unsure at this time until we get a data file

DRAFT

LAS Submission Template

Domain:

Academics

LEA Name

El Paso ISD

Contact Name

Steve Clay

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jsclay@episd.org
(915) 230-2219

Identify indicators currently in use or to possibly be used with this domain:

Percentage of 8th and 9th grade students (and any retesters in grades 10-12) who will be scoring at the Masters Level on the Algebra I End of Course Exam.

Identify metrics that are in use or could be used to measure these indicators (RAVE):

Students who meet the Masters criteria as identified in the EOC data file

Possible Outcomes

Using the local self-assessment tools, stakeholder input, or other information, what strengths might the LEA utilize from these areas and how does the LEA plan to maintain or build upon that success?

Strengths

Shifts the district focus from Meeting to Masters.

Identify any concerns regarding this potential local performance indicator.

Concerns

This is a new focus for us and so currently our baseline is at 22%

LAS Academics Domain

Indicators with objective metrics:

- Masters as identified from the EOC data file.

Indicators without objective metrics:

- None

DRAFT

LAS Submission Template

Domain:

Academics

LEA Name

El Paso ISD

Contact Name

Steve Clay

Email and Phone

jsclay@episd.org
(915) 230-2219

Identify indicators currently in use or to possibly be used with this domain:

Students in 11th and 12th grade meeting the College Ready Standard as defined by the College Board for SAT results in both Math and EBRW.

Identify metrics that are in use or could be used to measure these indicators (RAVE):

SAT Math Score meeting College Ready Standard for 11th and 12th Grade.
SAT EBRW Score meeting College Ready Standard for 11th and 12th Grade.

Possible Outcomes

Using the local self-assessment tools, stakeholder input, or other information, what strengths might the LEA utilize from these areas and how does the LEA plan to maintain or build upon that success?

Strengths

SAT scores are objectively evaluated on the standards set by College Board.

Identify any concerns regarding this potential local performance indicator.

Concerns

Standards were changed in 2016 so only two years of data at the new standard.

LAS Academics Domain

Indicators with objective metrics:

- SAT Math Scores
- SAT EBRW Scores

Indicators without objective metrics:

- None

DRAFT

LAS Submission Template

Domain:

Future Ready Learning

LEA Name

El Paso ISD

Contact Name

Steve Clay

Email and Phone

jsclay@episd.org
(915) 230-2219

Identify indicators currently in use or to possibly be used with this domain:

Campuses meeting a graduation rate of 90%

Identify metrics that are in use or could be used to measure these indicators (RAVE):

Graduates and GED

Possible Outcomes

Using the local self-assessment tools, stakeholder input, or other information, what strengths might the LEA utilize from these areas and how does the LEA plan to maintain or build upon that success?

Strengths

Metrics are validated and reported to TEA.

Identify any concerns regarding this potential local performance indicator.

Concerns

Attempting to locally track this data has been complicated and therefore we are dependent on TEA's analysis.

LAS Future Ready Learning Domain

Indicators with objective metrics:

- Campus Graduation Rate

Indicators without objective metrics:

- None

DRAFT

LAS Submission Template

Domain:

Academics

LEA Name

El Paso ISD

Contact Name

Steve Clay

Email and Phone

jsclay@episd.org
(915) 230-2219

Identify indicators currently in use or to possibly be used with this domain:

Grade-level retention for 9th graders.

Identify metrics that are in use or could be used to measure these indicators (RAVE):

Comparing a student's grade level in the spring of one school year to the student's grade level in the fall of the next school year determines grade-level retention. The grade-level retention rate for 2015-16 is the percentage of students who attended in 2015-16 and were retained in grade in the fall of 2016.

Possible Outcomes

Using the local self-assessment tools, stakeholder input, or other information, what strengths might the LEA utilize from these areas and how does the LEA plan to maintain or build upon that success?

Strengths

TEA defined with multiple years of data.

Identify any concerns regarding this potential local performance indicator.

Concerns

District is unable to match data results independently and therefore relies on TEA to calculate

LAS Academics Domain

Indicators with objective metrics:

- 9th grade retention rates

Indicators without objective metrics:

- None

DRAFT

LAS Submission Template

Domain:

Academics

LEA Name

El Paso ISD

Contact Name

Steve Clay

Email and Phone

jsclay@episd.org
(915) 230-2219

Identify indicators currently in use or to possibly be used with this domain:

High School Attendance Rate

Identify metrics that are in use or could be used to measure these indicators (RAVE):

ADA rate for each high school

Possible Outcomes

Using the local self-assessment tools, stakeholder input, or other information, what strengths might the LEA utilize from these areas and how does the LEA plan to maintain or build upon that success?

Strengths

Longitudinal data, consistent definition

Identify any concerns regarding this potential local performance indicator.

Concerns

None at this time

LAS Extracurricular Domain

Indicators with objective metrics:

- High School Campus ADA rate

Indicators without objective metrics:

- None

DRAFT

LAS Submission Template

Domain:

Academics

LEA Name

El Paso ISD

Contact Name

Steve Clay

Email and Phone

jsclay@episd.org
(915) 230-2219

Identify indicators currently in use or to possibly be used with this domain:

Average High School GPA

Identify metrics that are in use or could be used to measure these indicators (RAVE):

Weighted GPA based on student transcript.

Possible Outcomes

Using the local self-assessment tools, stakeholder input, or other information, what strengths might the LEA utilize from these areas and how does the LEA plan to maintain or build upon that success?

Strengths

Impacts all high school students.

Identify any concerns regarding this potential local performance indicator.

Concerns

EPISD changed from a numeric value to a traditional 1-4 scale 4 years ago so only 1 year of cohort data currently available.

LAS Academics Domain

Indicators with objective metrics:

- Individual student GPA

Indicators without objective metrics:

- None

DRAFT

LAS Submission Template

Domain:

Culture and
Climate

LEA Name

El Paso ISD

Contact Name

Steve Clay

Email and Phone

jsclay@episd.org
(915) 230-2219

Identify indicators currently in use or to possibly be used with this domain:

Gallup student survey for grades 5-12

Identify metrics that are in use or could be used to measure these indicators (RAVE):

Students surveyed on Engagement as defined by Gallup. The involvement in and enthusiasm for school. Engaged students are excited about what's happening at their school and what they're learning. Engaged students contribute to the learning environment, and they are psychologically committed to their school.

Possible Outcomes

Using the local self-assessment tools, stakeholder input, or other information, what strengths might the LEA utilize from these areas and how does the LEA plan to maintain or build upon that success?

Strengths

Two years worth of survey data. Survey in existence since 2009.

Identify any concerns regarding this potential local performance indicator.

Concerns

Only covers grades 5-12
Survey is anonymous so potential to over survey school population.

LAS Culture and Climate Domain

Indicators with objective metrics:

- Student Engagement as measured by Gallup

Indicators without objective metrics:

- None

DRAFT

LAS Submission Template

Domain:

Extra/Co-Curricular

LEA Name

El Paso ISD

Contact Name

Steve Clay

Email and Phone

jsclay@episd.org
(915) 230-2219

Identify indicators currently in use or to possibly be used with this domain:

Participation in extra-curricular activities.

Identify metrics that are in use or could be used to measure these indicators (RAVE):

This area is pretty difficult to conceptualize and we are still working to define as this is a new indicator for us. Considering how to collect data, what is defined as extra-curricular and how we track it. After that we will need to determine if there is a weight for participating in multiple activities.

Possible Outcomes

Using the local self-assessment tools, stakeholder input, or other information, what strengths might the LEA utilize from these areas and how does the LEA plan to maintain or build upon that success?

Strengths

Any extracurricular that keeps records of participation has the ability to be tracked.

Identify any concerns regarding this potential local performance indicator.

Concerns

Participation requirements, definition, data collection methods would need to be defined.

LAS Extracurricular Domain

Indicators with objective metrics:

- Unknown at this time

Indicators without objective metrics:

- Unknown at this time

DRAFT

LAS Submission Template

Domain:

Extra/Co-Curricular

LEA Name

El Paso ISD

Contact Name

Steve Clay

Email and Phone

jsclay@episd.org
(915) 230-2219

Identify indicators currently in use or to possibly be used with this domain:

Participation in co-curricular activities.

Identify metrics that are in use or could be used to measure these indicators (RAVE):

This area is pretty difficult to conceptualize and we are still working to define as this is a new indicator for us. Considering how to collect data, what is defined as co-curricular and how we track it. After that we will need to determine if there is a weight for participating in multiple activities.

Possible Outcomes

Using the local self-assessment tools, stakeholder input, or other information, what strengths might the LEA utilize from these areas and how does the LEA plan to maintain or build upon that success?

Strengths

Any co-curricular that keeps records of participation has the ability to be tracked.

Identify any concerns regarding this potential local performance indicator.

Concerns

Participation requirements, definition, data collection methods would need to be defined.

LAS Extracurricular Domain

Indicators with objective metrics:

- Unknown at this time

Indicators without objective metrics:

- Unknown at this time

DRAFT

LAS Submission Template

Domain:

Academics

LEA Name

El Paso ISD

Contact Name

Steve Clay

Email and Phone

jsclay@episd.org
(915) 230-2219

Identify indicators currently in use or to possibly be used with this domain:

ADA rate for each campus.

Identify metrics that are in use or could be used to measure these indicators (RAVE):

ADA rate for each campus

Possible Outcomes

Using the local self-assessment tools, stakeholder input, or other information, what strengths might the LEA utilize from these areas and how does the LEA plan to maintain or build upon that success?

Strengths

Longitudinal data, consistent definition

Identify any concerns regarding this potential local performance indicator.

Concerns

May need different rates for elem, middle and high school related to letter grades.

LAS Academic Domain

Indicators with objective metrics:

- Campus ADA rate

Indicators without objective metrics:

- None

DRAFT

Humble

DRAFT

2017-2018 ELEMENTARY

LAS	Performance Measures	Unacceptable	Acceptable	Recognized	Exemplary	Data Source	Historical (#years of documentation)	Who will collect the data? (District or Campus?)
Academics	Quality Fine Arts Instruction is the standard at the campus	Students are NOT provided Fine Arts TEKS-based instruction through implementation of the District Curriculum	Students are provided Fine Arts TEKS-based instruction through implementation of the District Curriculum	Students are provided Fine Arts TEKS-based instruction through implementation of the District Curriculum and lessons are planned with an interdisciplinary approach, and there is demonstration of work/skill through participation in five Fine Arts Performance/Competitions	Students are provided Fine Arts TEKS-based instruction through implementation of the District Curriculum, lessons are planned with an interdisciplinary approach, and there is demonstration of work/skill through participation in over five Fine Arts Performance/Competitions	Student work, Lesson Plans, Curriculum Guides (includes examples of interdisciplinary lessons and methods), Performance Calendar, Brochures/Flyers made by the department	4 years	Principal Report
Academics	Fine Arts Teachers on Campus are Fine Arts Certified and Engage in Fine Arts Professional Development	Not All Fine Arts Teachers are Fine Arts Certified.	All Fine Arts Teachers are Fine Arts Certified	All Fine Arts Teachers are Fine Arts Certified, and each Fine Arts teacher on the campus attends two content-specific professional development trainings provided by the Fine Arts office. At least one fine arts teacher attends one out-of-district professional development.	All Fine Arts Teachers are Fine Arts Certified, each Fine Arts teacher on the campus attends two content-specific professional development trainings provided by the Fine Arts office, and each Fine Arts teacher attends an out-of-district professional development such as TMEA or TAEA.	Human Resources/ Fine Arts Office and Eduphoria	4 years	District
Academics	Standardized Fine Arts Instruction for Grades K-5	Campus provides less than 25 Fine Arts lessons per grade level each semester	Campus provides at least 25-27 uninterrupted Fine Arts lessons per grade level each semester per HB5.	Campus provides at least 27-30 uninterrupted Fine Arts lessons per grade level each semester per HB5.	Campus provides more than 30 uninterrupted Fine Arts lessons per grade level each semester per HB5.	Campus Schedule information	4 years	Campus-provided schedule
Culture Climate	Employee and Student Wellness Policy Completion	Does not submit	Completed and submitted by due date	Completed, submitted by due date and scores 6 Recognized categories or above with supporting evidence	Completed, submitted by due date, scores 6 Recognized categories or above with supporting evidence, and scores 8 Exemplary categories or above with supporting evidence	Wellness Policy	4 years	Campus-Building Principal & Wellness Designee
Culture Climate	Mental Health and Counseling	No Bully Prevention and Intervention Training Provided	Staff trained on Bully Prevention and Intervention, and campus has a process in place for investigating allegations	Staff AND students trained on Bully Prevention and Intervention, and campus has a process in place for investigating allegations	Staff and Students trained on Bully Preventions and Interventions, campus process in place, and additional anti-bullying activities provided	Bully Prevention and Intervention Checklist	4 years	Principal/ Counselor

Culture Climate		0 PBIS checklist components	1 or 2 PBIS checklist components	3 PBIS checklist components	3 PBIS checklist components and SET assessment conducted	PBIS Activity Checklist	4 years	Principal/Counselor
Culture Climate		Less than 1 Guidance Lesson completed per grade level	1 or 2 Guidance Lessons completed per grade level	3 Guidance Lessons completed per grade level	4 Guidance Lessons completed per grade level	Guidance Lesson Scope & Sequence Checklist	4 years	Principal/Counselor
Culture Climate	Medical Health Services	Less than 95% of students enrolled through April 1, 2018, will have completed immunization records (or as complete as medically feasible) as of May 1, 2018.	95-96% of students enrolled through April 1, 2018, will have completed immunization records (or as complete as medically feasible) as of May 1, 2018	97-99% of students enrolled through April 1, 2018, will have completed immunization records (or as complete as medically feasible) as of May 1, 2018	100% of students enrolled through April 1, 2018, will have completed immunization records (or as complete as medically feasible) as of May 1, 2018	eSchool and Campus Immunization Report	4 years	District Office
Culture Climate		Less than 90% of designated students are screened for vision and hearing by the end of 1st semester	90-94% of designated students are screened for vision and hearing by the end of the 1st semester	95-97% of designated students are screened for vision and hearing by the end of the 1st semester	98-100% of designated students are screened for vision and hearing by the end of the 1st semester	eSchool; Vision and Hearing Assessments (Required for grades PreK, K, 1, 3, 5 and new-to-district students ALL grades)	4 years	District Office
Culture Climate		Less than 90% of designated students are screened for Diabetes Risk and Scoliosis by Spring Break	90-94% of designated students are screened for Diabetes Risk and Scoliosis by Spring Break	95-97% of designated students are screened for Diabetes and Scoliosis by Spring Break	98-100% of designated students are screened for Diabetes Risk and Scoliosis by Spring Break	eSchool: Diabetes Risk and Scoliosis Assessments (Diabetes Risk required for grades 1,3, 5, and new-to-district students ALL grades; Scoliosis required for 5th grade girls)	4 years	District Office
Culture Climate		Failed to meet minimum Acceptable rating requirements	Campus nurse(s) MUST ATTEND 4 of 6 Team Meetings AND 2 Professional Development Offerings (January 2, 2018, and February 19, 2018)	Campus nurse(s) MUST ATTEND 5 of 6 Team Meetings AND AND 2 Professional Development Offerings (January 2, 2018, and February 19, 2018) AND any of the following: August Staff Development (August 7, 2017), Galveston Conference for School Nurses, Galveston Conference for Advances in Pediatric Care, Texas School Nurse Organization Conference, Belle Blackwell Conference for School Nurses, Scott and White Conference for School Nurses, or 4-hour minimum credit with either Cook Children's Hospital Web	Campus nurse(s) MUST ATTEND 6 of 6 Team Meetings AND AND 2 Professional Development Offerings (January 2, 2018, and February 19, 2018) AND any of the following: August Staff Development (August 7, 2017), Galveston Conference for School Nurses, Galveston Conference for Advances in Pediatric Care, Texas School Nurse Organization Conference, Belle Blackwell Conference for School Nurses, Scott and White Conference for School Nurses, or 4-hour minimum credit with either Cook Children's Hospital Web	District Report and Nurse Self-Report	4 years	School Nurse, Principal

				Conference or NASN Online Continuing Education	Conference or NASN Online Continuing Education			
Culture Climate	Parents & Community Members Involved in School Activities & School Culture	0-2 points	3-5 points	6-8 points	9+ points	Parent and Community Involvement Survey - Category 1	4 years	Principal Report / Survey Responses
Culture Climate	Staff and/or Students Involved in Community Activities On or Off Campus	0-1 point	2-3 points	4-5 points	6+ points	Parent and Community Involvement Survey - Category 2	4 years	Principal Report / Survey Responses
Culture Climate	Communication with parents	0-20 points	20-39 points	40-74 points	75+ points	Parent and Community Involvement Survey - Category 3	4 years	Principal Report / Survey Responses
Future Ready	Number of College and Career Enrichment Events Provided on the Campus (i.e. Guest Speakers, College Days, Career Days, Junior Achievement, etc.)	Zero events college and career enrichment events offered in one academic year	One college and career enrichment event in one academic year	Two college and career enrichment events in one academic year	A combination of three or more college and career enrichment events in one academic year	School Response Survey; Campus Calendar; Email Blasts to Parents	4 years	Principal Attestation

Future Ready	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.)	Zero student-centered college and career exploration activities offered in one academic year	One student-centered college and career exploration activity in one academic year	Two student-centered college and career exploration activities in one academic year	A combination of three or more student-centered college and career exploration activities in one academic year	School Response Survey; Campus Calendar; Email Blasts to Parents NOTE: Cannot include same activities counted in G/T section.	4 years	Principal Attestation
Academics	Campus Staff Technology Professional Development	Instructional staff does not attend instructional technology professional development as documented in Eduphoria	Instructional staff attends an average of 1-3 hours of instructional technology professional development as documented in Eduphoria	Instructional staff attends an average of more than 3 and less than 7 hours of instructional technology professional development as documented in Eduphoria	Instructional staff attends an average of 7 or more hours of instructional technology professional development as documented in Eduphoria	Eduphoria NOTE: All applicable training must be entered into Eduphoria and identified as Instructional Technology.	4 years	Campus Eduphorian/IT with support from District Eduphorian
Academics	Technology Integration	Less than 40% of all Math and ELAR teachers taught at least one Technology TEKS based integration lesson per year	Between 40% and 50% of all Math and ELAR teachers taught at least one Technology TEKS based integration lesson per year	More than 50% but up to 75% of all Math and ELAR teachers taught at least one Technology TEKS based integration lesson per year	Over 75% of all Math and ELAR teachers taught at least one Technology TEKS based integration lesson per year	Campus Self-Report with supporting documentation	4 years	Principal
Academics	Digital Citizenship	Below 80% of students received three digital citizenship lessons	Between 80% and 84% of students received three digital citizenship lessons	More than 84% but up to 89% of students received three digital citizenship lessons	Over 89% of students received three digital citizenship lessons	Campus Self-Report with supporting documentation	4 years	Principal

Academics	Annual Professional Development (Teachers of ELLs, BE and LOTE Teachers)	Teachers of ELLs, BE and LOTE Teachers attend an average of less than 6 hours second language acquisition professional development as documented in Eduphoria	Teachers of ELLs, BE and LOTE Teachers attend an average of 6-8 hours second language acquisition professional development as documented in Eduphoria	Teachers of ELLs, BE and LOTE Teachers attend an average of 9-10 hours second language acquisition professional development as documented in Eduphoria	Teachers of ELLs, BE and LOTE Teachers attend an average of 11 or more hours second language acquisition professional development as documented in Eduphoria	Data Source: Eduphoria Number of LOTE Teacher and hours of second language acquisition professional development taken from June 1, 2017, to May 31, 2018. This may include vertical team meetings/planning and book studies documented in Eduphoria. NOTE: Must be documented as ESL, BE or LOTE in Eduphoria.	4 years	District
Academics	Paralleled Numbers of BE/ESL-Certified Teachers to Numbers of English Language Learners	% of BE/ESL-certified teachers less than the % of English language learners	% of BE/ESL-certified teachers equal to or 1%-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	Numerator: Number of BE/ESL-certified teachers Denominator: Number of total teaching staff COMPARED TO Numerator : Number of English language learners Denominator: Total student enrollment	4 years	ESL lead teacher (campus) & Director of BE/ESL/LOTE (district)
Academics	Accelerated Learning in LOTE for Elementary	Campus offers less than 2 cultural awareness/language acquisition opportunities per grade level (K-5) including but not limited to: research projects, guest speakers, virtual field trips, cultural celebrations...	Campus offers 2 cultural awareness/language acquisition opportunities per grade level (K-5) including but not limited to: research projects, guest speakers, virtual field trips, cultural celebrations...	Campus offers 3 cultural awareness/language acquisition opportunities per grade (K-5) level including but not limited to: research projects, guest speakers, virtual field trips, cultural celebrations...	Campus offers 4 or more cultural awareness/language acquisition opportunities per grade level (K-5) including but not limited to: research projects, guest speakers, virtual field trips, cultural celebrations.....	Data Source: Campus Administrator Report Number of opportunities for cultural awareness/appreciation and second language learning per grade level (Kindergarten through 5th grade).	4 years	Campus Principal attestation w/ description of activities/programs

Academics	Accelerated Learning in LOTE for Elementary Second Language Oral Proficiency * NOTE: Only for campuses with a Spanish Immersion Program or Two-way Dual Language Program	0-15% of English speaking SIP/TWDL students scored at least 4-6 on Woodcock Muñoz Spanish Language Survey or progressed at least 0.5 from previous year.	15.1-50 % of English speaking SIP/TWDL students scored at least 4-6 on Woodcock Muñoz Spanish Language Survey or progressed at least 0.5 from previous year.	50.1-61% of English speaking SIP/TWDL students scored at least 4-6 on Woodcock Muñoz Spanish Language Survey or progressed at least 0.5 from previous year.	61.1-100% of English speaking SIP/TWDL students scored at least 4-6 on Woodcock Muñoz Spanish Language Survey or progressed at least 0.5 from previous year.	Data Source: Woodcock Muñoz Spanish Language Survey	4 years	Campus contacts for SIP and Two-way DL reporting to Director of BE/ESL/LOTE
Academics	Oral Language Proficiency	less than 50% of LEP students progressing at least one proficiency level or maintaining AH on the Listening and Speaking portions of TELPAS	50% to 59.5% of LEP students progressing at least one proficiency level or maintaining AH on the Listening and Speaking portions of TELPAS	60% to 69.5% of LEP students progressing at least one proficiency level or maintaining AH on the Listening and Speaking portions of TELPAS	70% or more of LEP students progressing at least one proficiency level or maintaining AH on the Listening and Speaking portions of TELPAS	Data Source: TELPAS Numerator: number of eligible students progressing at least one proficiency level on Listening and Speaking portions of TELPAS Denominator: number of eligible students taking TELPAS NOTE: Based on the data available for the comparison, this criteria would only include students who were in the district the previous school year. * A minimum of 5 LEP students required to be evaluated under this criteria otherwise N/A.	4 years	District

Academics	Assessment of Accelerated Acquisition of English	less than 50% of eligible students progressing at least one proficiency level on TELPAS	50% to 59.5% of eligible students progressing at least one proficiency level on TELPAS	60% to 69.5% of eligible students progressing at least one proficiency level on TELPAS	70% or more of eligible students progressing at least one proficiency level on TELPAS	Data Source: TELPAS Numerator: number of eligible students progressing at least one proficiency level on TELPAS COMPOSITE Denominator: number of eligible students taking TELPAS * A minimum of 5 LEP students required to be evaluated under this criteria otherwise N/A.	4 years	District
Programs	Use of Qualitative and Quantitative Data for G/T Identification Purposes	Not using district prescribed testing instruments (CogAT, ITBS), Parent and Teacher survey (used as referral for testing)	Use of district prescribed instruments (CogAT, ITBS) and Parent and Teacher Survey (used as nomination for testing).	Use of district prescribed instruments (CogAT, ITBS), Parent and Teacher Survey (used as nomination for testing), and Administrator over G/T (Secondary) presents G/T overview at faculty meeting	All of the previous criteria PLUS opportunities exist for non-identified students to participate in academic enrichment activities (Academic UIL, DI, Math and Science Olympiads, Independent Study Projects, Word Masters, Science Fair, Robotics, Spelling Bee, and Fine Arts, etc.), and campuses specifically advertise enrichment activities to parents of G/T identified students (Remind 101, School Messenger, flyers, etc.) Campuses will review results for possible nomination for the G/T program.	G/T test inventory documents, profile sheets, and academic competition records	4 years	District and Campus

<p>Extracurricular</p>	<p>G/T Service Opportunities</p>	<p>Not all G/T students receiving required G/T service</p>	<p>All G/T identified students are receiving required G/T service as indicated by the Humble ISD G/T Service Design Plan</p>	<p>All G/T identified students receiving required G/T service have the opportunity to participate in one G/T Expo (Elementary) / have the opportunity to participate in one academic enrichment activity (Secondary), and campuses specifically advertise enrichment activities (Academic UIL, DI, Math and Science Olympiad, Independent Study Projects, Word Masters, etc.) to parents of G/T identified students (Remind 101, School Messenger, flyers, etc.)</p>	<p>All G/T identified students receiving required G/T service will have the opportunity to participate in one G/T Expo (Elementary) / have the opportunity to participate in two or more academic enrichment activities (Academic UIL, DI, Math and Science Olympiad, Independent Study Projects, Word Masters, etc.) (Secondary), and campuses specifically advertise enrichment activities to parents of G/T identified students (Remind 101, School Messenger, flyers, etc.)</p>	<p>PEIMS coding, student work samples, Department of Advanced Academic Documentation (GT Expo, Math/Science Olympiad, and Destination Imagination Participation), Campus Academic UIL Documentation, etc. NOTE: Cannot count the same activities in G/T and in the 21st Century Workforce criteria.</p>	<p>4 years</p>	<p>District and Campus</p>
<p>Extracurricular</p>	<p>Array of Learning Opportunities Provided to Accelerate and/or Enrich G/T Students</p>	<p>A continuum of differentiated academic enrichment opportunities to lead to the development of advanced level products and/or performances does NOT exist</p>	<p>Beyond the district's expectation of offering a rigorous and differentiated curriculum, a continuum of differentiated academic enrichment opportunities to lead to the development of advanced level products and/or performances does exist as evidenced by student work samples (collected by cluster)</p>	<p>A continuum of differentiated academic enrichment opportunities to lead to the development of advanced level products and/or performances does exist plus participation in one extended academic enrichment activity (Academic UIL, DI, Math and Science Olympiad, Independent Study Projects, Word Masters, etc.) (Secondary), and campuses specifically advertise enrichment activities to parents of G/T identified students (Remind 101, School Messenger, flyers, etc.)</p>	<p>A continuum of differentiated academic enrichment opportunities to lead to the development of advanced level products and/or performances does exist, participation in two or more extended academic enrichment activities (Academic UIL, DI, Math and Science Olympiads, Independent Study Projects, Word Masters, Science Fair, District Spelling Bee, Fine Arts, etc.) (Secondary), and campuses specifically advertise enrichment activities to parents of G/T identified students (Remind 101, School Messenger, flyers, etc.)</p>	<p>PEIMS coding, supplemental lessons, Department of Advanced Academic Documentation (GT Expo, Math/Science Olympiad, and Destination Imagination Participation), Campus Academic UIL Documentation, etc. For PLANNING, documentation of plan, including personnel allocated or responsible. NOTE: Cannot count the same activities in G/T and in the 21st Century Workforce criteria.</p>	<p>4 years</p>	<p>District and Campus</p>

Academics	G/T Teachers in Core Content Areas Providing Services Earn State Required G/T Hours	All teachers in core content areas providing services to G/T identified students as part of the district's defined G/T service plan have not completed the state required G/T training (30 initial hours and 6-hour annual update)	All teachers in core content areas providing services to G/T identified students as part of the district's defined G/T service plan have completed the state required G/T training (30 initial hours and 6-hour annual update)	All teachers in core content areas providing services to G/T identified students as part of the district's defined G/T service plan have completed the state required G/T training (30 initial hours and 6-hour annual update) and 90% have completed one additional hour of G/T training at the campus or district level in the current year	All teachers in core content areas providing services to G/T identified students as part of the district's defined G/T service plan have completed the state required G/T training (30 initial hours and 6-hour annual update) and 90% have completed two additional hours of G/T training at the campus or district level in the current year	Eduphoria Professional Development Offerings and Records	4 years	District
Culture Climate	Parental Awareness Opportunities for G/T Program Options and G/T Resources	Parental awareness opportunities do NOT exist	One awareness opportunity (beyond event reminders/logistical information) does exist within the academic school year (i.e. parent night(s), campus webpage, School Messenger emails, newsletters containing G/T information)	One meeting for parents of G/T identified students and one awareness opportunity (beyond event reminders/logistical information) does exist within the academic school year (i.e. parent night(s), campus webpage, School Messenger emails, newsletters containing G/T information)	Two meetings for parents of G/T identified students and one awareness opportunity (beyond event reminders/logistical information) does exist within the academic school year (i.e. parent night(s), campus webpage, School Messenger emails, newsletters containing G/T information)	Campus and/or School Messenger emails, parent nights, Newsletter	4 years	Campus
Academics	Campus Attendance Rates	Average < 94.0% (all percentages rounded to the nearest 10th)	Average = 94.0% - 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)	ADA/ADM Statistics Report	4 years	District

Academics	Percent of 5th Grade Students Requiring a Grade Placement Meeting	More than 40% of students require a GPC meeting	13% to 40% of students require a GPC meeting	5% to 12.9% of students require a GPC meeting	Less than 5% of students require a GPC meeting	Numerator: Number of students at the 5th grade level students that require a GPC (SSI) meeting in order to be promoted to the next grade Denominator: Total number of students in 5th grade NOTE: Based on 2nd administration cumulative STAAR results	4 years	District
Extracurricular	Number of Clubs/Organizations Offered	0 clubs/organizations	1-2 clubs/organizations	3-4 clubs/organizations	5 or more clubs/organizations	Definition of a club/organization: Must have at least 2 students signed up Must have an adult employee sponsor Must have at least 4 meetings per year	4 years	Campus Report
NA	CAMPUS/DISTRICT: Compliance with posting the School Report Card, Federal Report Card, and CaSE Evaluation results on the campus website for public viewing		Y			Website	4 year	Director of State & Federal Programs will monitor
NA	CAMPUS: Campus Improvement Plan (CIP) Includes All Statutorily Required Components DISTRICT: District Improvement Plan (DIP) includes all statutorily required components		Y			Chart of required elements cross-checked with the CIP template.	4 years	Director of State & Federal Programs will monitor
NA	CAMPUS: All Staff Members with Test-Related Responsibilities and Duties Complete Annual Test Security and Annual General Testing Procedures training for State Assessments DISTRICT: The district monitors the annual test security and annual general testing procedures training for state assessments		100%			Training Documentation	4 years	Coordinator of Student Assessment

NA	<p>CAMPUS: The campus has conducted all safety drills in accordance with the HISD Drill and Exercise Schedule</p> <p>DISTRICT: The district system for monitoring the completion of safety drills monthly is developed and implemented</p>	Y			HISD Drill and Exercise Schedule confirmed	4 years	Emergency Management Safety Manager
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2017-2018 MIDDLE SCHOOL

	Performance Measures	Unacceptable	Acceptable	Recognized	Exemplary	Data Source	Historical (#years of documentation)	Who will collect the data? (District or Campus?)
LAS								
Academics	Percentage of Students Enrolled in One or More Fine Arts Classes	Less than 40% of students enrolled in one or more Fine Arts classes	40-49% of students enrolled in one or more Fine Arts classes	50-59% of students enrolled in one or more Fine Arts classes	60% or more students enrolled in one or more Fine Arts classes	TEA/CEDFA/TMEA, # of students, List of Courses	4 years	District
ExtraCurricular/Co Curricular	Participation in State Assessments (UIL, VASE, OAP, DEAL) for each Program	Less than 60% of programs participate	60% or more programs participate	80% or more programs participate	100% of programs participate	District and UIL info	4 years	District
ExtraCurricular/Co Curricular	Community Participation (Contest/Exhibition)	Less than 60% of programs conduct an outside performance/exhibition per semester	60% or more of programs conduct at least one outside performance/exhibition per semester	80% or more of programs conduct at least one outside performance/exhibition per semester	100% of programs conduct at least one outside performance/exhibition per semester	Campus/ District information	4 years	Campus/ District
Academics	Course Offerings	Less than the following are offered: Choir, Theatre, Art, Band, Orchestra	The Following areas of study are offered: Choir, Theatre, Art, Band, Orchestra	Some of the following areas of study offer multiple sections: Choir, Theatre, Art, Band, Orchestra	Multiple Sections of <u>all</u> of the following areas of study are offered: Choir, Theatre, Art, Band, Orchestra	eSchool	4 years	District
Culture Climate	Employee and Student Wellness Policy Completion	Does not submit	Completed and submitted by due date	Completed, submitted by due date and scores 6 Recognized categories or above with supporting evidence	Completed, submitted by due date, scores 6 Recognized categories or above with supporting evidence, and scores 8 Exemplary categories or above with supporting evidence	Wellness Policy	4 years	Campus-Building Principal & Wellness Designee
Culture Climate	Mental Health and Counseling	No Bully Prevention and Intervention Training Provided	Staff trained on Bully Prevention and Intervention, and campus has a process in place for investigating allegations	Staff AND students trained on Bully Prevention and Intervention, and campus has a process in place for investigating allegations	Staff and Students trained on Bully Preventions and Interventions, campus process in place, and additional anti-bullying activities provided	Bully Prevention and Intervention Checklist	4 years	Principal/ Counselor

Culture Climate		0 PBIS checklist components	1 or 2 PBIS checklist components	3 PBIS checklist components	3 PBIS checklist components and SET assessment conducted	PBIS Activity Checklist	4 years	Principal/ Counselor
Culture Climate		Less than 1 Guidance Lesson completed per grade level	1 or 2 Guidance Lessons completed per grade level	3 Guidance Lessons completed per grade level	4 Guidance Lessons completed per grade level	Guidance Lesson Scope & Sequence Checklist	4 years	Principal/ Counselor
Culture Climate	Medical Health Services	Less than 95% of students enrolled through April 1, 2018, will have completed immunization records (or as complete as medically feasible) as of May 1, 2018.	95-96% of students enrolled through April 1, 2018, will have completed immunization records (or as complete as medically feasible) as of May 1, 2018	97-99% of students enrolled through April 1, 2018, will have completed immunization records (or as complete as medically feasible) as of May 1, 2018	100% of students enrolled through April 1, 2018, will have completed immunization records (or as complete as medically feasible) as of May 1, 2018	eSchool and Campus Immunization Report	4 years	District Office
Culture Climate		Less than 90% of designated students are screened for vision and hearing by the end of 1st semester	90-94% of designated students are screened for vision and hearing by the end of the 1st semester	95-97% of designated students are screened for vision and hearing by the end of the 1st semester	98-100% of designated students are screened for vision and hearing by the end of the 1st semester	eSchool; Vision and Hearing Assessments (Required for all 7th grade students and new-to-district students ALL grades)	4 years	District Office
Culture Climate		Less than 90% of designated students are screened for Diabetes Risk and Scoliosis by Spring Break	90-94% of designated students are screened for Diabetes Risk and Scoliosis by Spring Break	95-97% of designated students are screened for Diabetes and Scoliosis by Spring Break	98-100% of designated students are screened for Diabetes Risk and Scoliosis by Spring Break	eSchool: Diabetes Risk and Scoliosis Assessments (Diabetes Risk required for all 7th grade students and new-to-district students ALL grades; Scoliosis required for 8th grade girls and 6th grade boys and new-to-district students ALL grades)	4 years	District Office

Culture Climate	Medical Health Services (Cont.)	Failed to meet minimum Acceptable rating requirements	Campus nurse(s) MUST ATTEND 4 of 6 Team Meetings AND 2 Professional Development Offerings (January 2, 2018, and February 19, 2018)	Campus nurse(s) MUST ATTEND 5 of 6 Team Meetings AND 2 Professional Development Offerings (January 2, 2018, and February 19, 2018) AND any of the following: August Staff Development (August 7, 2017), Galveston Conference for School Nurses, Galveston Conference for Advances in Pediatric Care, Texas School Nurse Organization Conference, Belle Blackwell Conference for School Nurses, Scott and White Conference for School Nurses, or 4-hour minimum credit with either Cook Children's Hospital Web Conference or NASN Online Continuing Education	Campus nurse(s) MUST ATTEND 6 of 6 Team Meetings AND 2 Professional Development Offerings (January 2, 2018, and February 19, 2018) AND any of the following: August Staff Development (August 7, 2017), Galveston Conference for School Nurses, Galveston Conference for Advances in Pediatric Care, Texas School Nurse Organization Conference, Belle Blackwell Conference for School Nurses, Scott and White Conference for School Nurses, or 4-hour minimum credit with either Cook Children's Hospital Web Conference or NASN Online Continuing Education	District Report and Nurse Self-Report	4 years	School Nurse, Principal
Culture Climate	Parents & Community Members Involved in School Activities & School Culture	0-3 points	4-6 points	7-9 points	10+ points	Parent and Community Involvement Survey - Category 1	4 years	Principal Report / Survey Responses

Culture Climate	Staff and/or Students Involved in Community Activities On or Off Campus	0-1 point	2-3 points	4-5 points	6+ points	Parent and Community Involvement Survey - Category 2	4 years	Principal Report / Survey Responses
Culture Climate	Communication with parents	0-14 points	15-29 points	30-59 points	60+ points	Parent and Community Involvement Survey - Category 3	4 years	Principal Report / Survey Responses
Future Ready	Percent of Enrolled Students Utilizing XAP (Bridges)	Less than 70% of the student body with an active XAP (Bridges) account	70-79% of the student body with an active XAP (Bridges) account	80-94% of the student body with an active XAP (Bridges) account	95% or more of the student body with an active XAP (Bridges) account	Active Bridges User Utilization Report	4 years	District
Future Ready	Availability of CTE Courses which Provide High School Credit	Less than two CTE courses providing high school credit offered	Two CTE courses providing high school credit offered	Three CTE courses providing high school credit offered	Four or more CTE courses providing high school credit offered	Master Schedule	4 years	District

Culture Climate	Attendance of PLC Affinity Meeting by all team members	Attended 1 of 4 meetings	Attended 2 of 4 meetings	Attended 3 of 4 meetings	Attended all meetings	Eduphoria roll sheet Calculation: Total number of meetings attended by campus teachers divided by total possible meetings.	4 years	District
Academics	Annual Professional Development (Teacher of ELLs, BE and LOTE Teachers)	Teachers of ELLs, BE and LOTE Teachers attend an average of less than 6 hours second language acquisition professional development as documented in Eduphoria	Teachers of ELLs, BE and LOTE Teachers attend an average of 6-8 hours second language acquisition professional development as documented in Eduphoria	Teachers of ELLs, BE and LOTE Teachers attend an average of 9-10 hours second language acquisition professional development as documented in Eduphoria	Teachers of ELLs, BE and LOTE Teachers attend an average of 11 or more hours second language acquisition professional development as documented in Eduphoria	Data Source: Eduphoria Number of LOTE Teacher and hours of second language acquisition professional development taken from June 1, 2017 to May 31, 2018. This may include vertical team meetings/planning and book studies documented in Eduphoria. NOTE: Must be documented as ESL, BE or LOTE in Eduphoria.	4 years	District
Academics	Percentage of ELL Core Courses Taught by SIOP-Trained Teachers	Less than 25% of ELL core courses instructed by SIOP-trained teachers.	25%-49% of ELL core courses instructed by SIOP-trained teachers.	50%-74% of ELL core courses instructed by SIOP-trained teachers.	75% or higher of ELL core courses instructed by SIOP-trained teachers.	Data Source: Teacher SIOP-training history and student schedules for each core course (Decision Ed LR000044).	4 years	District

Academics	Paralleled Numbers of ESL-Certified Teachers to Numbers of English Language Learners	% of English language learners is greater than 5 percentage points more than the % of ESL-certified teachers	% of ESL-certified teachers to % of English language learners is a discrepancy of -5 to 5 percentage points	% of ESL-certified teachers is 6-10 percentage points greater than % of English language learners	% of ESL-certified is 11 or more percentage points greater than % of English language learners	Numerator: Number of ESL-certified teachers Denominator: Numbers of total staff COMPARED TO Numerator: Number of English language learners Denominator: Total student enrollment	4 years	ESL lead teacher (campus) & Director of BE/ESL/LOTE (district)
Academics	Accelerated Learning in LOTE for Middle School	5% or fewer students enrolled in a MS LOTE course	6%-10% of students enrolled in a MS LOTE course	11%-14% of students enrolled in a MS LOTE course	15% or more students enrolled in a MS LOTE course	Data Source: Course Enrollments Numerator: Number of students enrolled in a MS LOTE course Denominator: Total MS student population	4 years	Data Quality (district)
Academics	Oral Language Proficiency	Less than 50% of LEP students progressing at least one proficiency level or maintaining AH on the Listening and Speaking portions of TELPAS	50% - 59.5% of LEP students progressing at least one proficiency level or maintaining AH on the Listening and Speaking portions of TELPAS	60% - 69.5% of LEP students progressing at least one proficiency level or maintaining AH on the Listening and Speaking portions of TELPAS	70% or more of LEP students progressing at least one proficiency level or maintaining AH on the Listening and Speaking portions of TELPAS	Data Source: TELPAS Numerator: number of eligible students progressing at least one proficiency level on Listening and Speaking portions of TELPAS Denominator: number of eligible students taking TELPAS NOTE: Based on the data available for the comparison, this criteria would only include students who were in the district the previous school year. * A minimum of 5 LEP students required to be evaluated under	4 years	District

						this criteria otherwise N/A.		
Academics	Assessment of Accelerated Acquisition of English	less than 50% of eligible students progressing at least one proficiency level on TELPAS	50% - 59.5% of eligible students progressing at least one proficiency level on TELPAS	60% - 69.5% of eligible students progressing at least one proficiency level on TELPAS	70% or more of eligible students progressing at least one proficiency level on TELPAS	Data Source: TELPAS Numerator: number of eligible students progressing at least one proficiency level on TELPAS COMPOSITE Denominator: number of eligible students taking TELPAS * A minimum of 5 LEP students required to be evaluated under this criteria otherwise N/A.	4 years	District

Academics	Campus Staff Technology Professional Development	Instructional staff does not attend instructional technology professional development as documented in Eduphoria	Instructional staff attends an average of 1-3 hours of instructional technology professional development as documented in Eduphoria	Instructional staff attends and average of more than 3 and less than 7 hours of instructional technology professional developments documented in Eduphoria	Instructional staff attends an average of 7 or more hours of instructional technology professional development as documented in Eduphoria	Eduphoria NOTE: All applicable training must be entered into Eduphoria and identified as Instructional Technology.	4 years	Campus Eduphorian/IT with support from District Eduphorian
Academics	Student Technology Competency	Campus scores less than 290 on 8th Grade Tech Literacy Assessment	Campus scores 290-320 on 8th Grade Tech Literacy Assessment	Campus scores 321-349 on 8th Grade Tech Literacy Assessment	Campus scores 350 or above on 8th Grade Tech Literacy Assessment	8th Grade Tech Literacy Assessment	4 years	District Digital Learning Specialists
Academics	Digital Citizenship	Below 80% of students received three digital citizenship lessons	Between 80% and 84% of students received three digital citizenship lessons	More than 84% but up to 89% of students received three digital citizenship lessons	Over 89% of students received three digital citizenship lessons	Campus Self-Report with supporting documentation	4 years	Principal

Academics	Campus Attendance Rates	Average < 95.0% (all percentages rounded to the nearest 10th)	Average = 95.0% - 96.0% (all percentages rounded to the nearest 10th)	Average = 96.1% - 97.1% (all percentages rounded to the nearest 10th)	Average > 97.1% (all percentages rounded to the nearest 10th)	ADA/ADM Statistics Report	4 years	District
Academics	Percent of 8th Grade Students Requiring a Grade Placement Meeting	More than 30% of students require a GPC meeting	11% to 30% of students require a GPC meeting	7% to 10.9% of students require a GPC meeting	Less than 7% of students require a GPC meeting	Numerator: Number of students at the 8th grade level that require a GPC (SSI) meeting in order to be promoted to the next grade Denominator: Total number of students in 8th grade NOTE: Based on 2nd administration cumulative STAAR results	4 years	District
ExtraCurricular/Co Curricular	Number of clubs/organizations offered	0 - 3 clubs/organizations	4 - 5 clubs/organizations	6 - 7 clubs/organizations	8 or more clubs/organizations	Definition of a club/organization: Must have at least 2 students signed up Must have an adult employee sponsor Must have at least 4 meetings per year	4 years	Campus Report

Academics	Use of Qualitative and Quantitative Data for G/T Identification Purposes	Not using district prescribed testing instruments (CogAT, ITBS), Parent and Teacher survey (used as referral for testing)	Use of district prescribed instruments (CogAT, ITBS) and Parent and Teacher Survey (used as nomination for testing).	Use of district prescribed instruments (CogAT, ITBS), Parent and Teacher Survey (used as nomination for testing), and Administrator over G/T (Secondary) presents G/T overview at faculty meeting	All of the previous criteria PLUS opportunities exist for non-identified students to participate in academic enrichment activities (Academic UIL, DI, Math and Science Olympiads, Independent Study Projects, Word Masters, Science Fair, Robotics, Spelling Bee, and Fine Arts, etc.), and campuses specifically advertise enrichment activities to parents of G/T identified students (Remind 101, School Messenger, flyers, etc.) Campuses will review results for possible nomination for the G/T program.	G/T test inventory documents, profile sheets, and academic competition records	4 years	District and Campus
Academics	G/T Service Opportunities	Not all G/T students receiving required G/T service	All G/T identified students are receiving required G/T service as indicated by the Humble ISD G/T Service Design Plan	All G/T identified students receiving required G/T service have the opportunity to participate in one G/T Expo (Elementary) / have the opportunity to participate in one academic enrichment activity (Secondary), and campuses specifically advertise enrichment activities (Academic UIL, DI, Math and Science Olympiad, Independent Study Projects, Word Masters, etc.) to parents of G/T identified students (Remind 101, School Messenger, flyers, etc.)	All G/T identified students receiving required G/T service will have the opportunity to participate in two or more academic enrichment activities (Academic UIL, DI, Math and Science Olympiad, Independent Study Projects, Word Masters, etc.) (Secondary), and campuses specifically advertise enrichment activities to parents of G/T identified students (Remind 101, School Messenger, flyers, etc.)	PEIMS coding, student work samples, Department of Advanced Academic Documentation (GT Expo, Math/Science Olympiad, and Destination Imagination Participation), Campus Academic UIL Documentation, etc. NOTE: Cannot count the same activities in the G/T and the 21st Century Workforce criteria.	4 years	District and Campus

Academics	Array of Learning Opportunities Provided to Accelerate and/or Enrich G/T Students	A continuum of differentiated academic enrichment opportunities to lead to the development of advanced level products and/or performances does NOT exist	Beyond the district's expectation of offering a rigorous and differentiated curriculum, a continuum of differentiated academic enrichment opportunities to lead to the development of advanced level products and/or performances does exist as evidenced by student work samples (collected by cluster)	A continuum of differentiated academic enrichment opportunities to lead to the development of advanced level products and/or performances does exist plus participation in one extended academic enrichment activity (Academic UIL, DI, Math and Science Olympiad, Independent Study Projects, Word Masters, etc.) (Secondary), and campuses specifically advertise enrichment activities to parents of G/T identified students (Remind 101, School Messenger, flyers, etc.)	A continuum of differentiated academic enrichment opportunities to lead to the development of advanced level products and/or performances does exist, participation in two or more extended academic enrichment activities (Academic UIL, DI, Math and Science Olympiads, Independent Study Projects, Word Masters, Science Fair, District Spelling Bee, Fine Arts, etc.) (Secondary), and campuses specifically advertise enrichment activities to parents of G/T identified students (Remind 101, School Messenger, flyers, etc.)	PEIMS coding, supplemental lessons, Department of Advanced Academic Documentation (GT Expo, Math/Science Olympiad, and Destination Imagination Participation), Campus Academic UIL Documentation, etc. For PLANNING, documentation of plan, including personnel allocated or responsible. NOTE: Cannot count the same activities in the G/T and in the 21st Century Workforce criteria.	4 years	District and Campus
Academics	G/T Teachers in Core Content Areas Providing Services Earn State Required G/T Hours	All teachers in core content areas providing services to G/T identified students as part of the district's defined G/T service plan have not completed the state required G/T training (30 initial hours and 6-hour annual update)	All teachers in core content areas providing services to G/T identified students as part of the district's defined G/T service plan have completed the state required G/T training (30 initial hours and 6-hour annual update)	All teachers in core content areas providing services to G/T identified students as part of the district's defined G/T service plan have completed the state required G/T training (30 initial hours and 6-hour annual update) and 90% have completed one additional hour of G/T training at the campus or district level in the current year	All teachers in core content areas providing services to G/T identified students as part of the district's defined G/T service plan have completed the state required G/T training (30 initial hours and 6-hour annual update) and 90% have completed two additional hours of G/T training at the campus or district level in the current year	Eduphoria Professional Development Offerings and Records	4 years	District

Culture Climate	Parental Awareness Opportunities for G/T Program Options and G/T Resources	Parental awareness opportunities do NOT exist	One awareness opportunity (beyond event reminders/logistical information) does exist within the academic school year (i.e. parent night(s), campus webpage, School Messenger emails, newsletters containing G/T information)	One meeting for parents of G/T identified students and one awareness opportunity (beyond event reminders/logistical information) does exist within the academic school year (i.e. parent night(s), campus webpage, School Messenger emails, newsletters containing G/T information)	Two meetings for parents of G/T identified students and one awareness opportunity (beyond event reminders/logistical information) does exist within the academic school year (i.e. parent night(s), campus webpage, School Messenger emails, newsletters containing G/T information)	Campus and/or School Messenger emails, parent nights, Newsletter	4 years	Campus
NA	CAMPUS/DISTRICT: Compliance with posting the School Report Card, Federal Report Card, and CaSE Evaluation results on the campus website for public viewing		Y			Website	4 years	Director of State & Federal Programs will monitor
NA	CAMPUS: Campus Improvement Plan (CIP) Includes All Statutorily Required Components DISTRICT: District Improvement Plan (DIP) includes all statutorily required components		Y			Chart of required elements cross-checked with the CIP template.	4 years	Director of State & Federal Programs will monitor
NA	CAMPUS: All Staff Members with Test-Related Responsibilities and Duties Complete Annual Test Security and Annual General Testing Procedures training for State Assessments DISTRICT: The district monitors the annual test security and annual general testing procedures training for state assessments		100%			Training Documentation	4 years	Coordinator of Student Assessment

NA	CAMPUS: The campus has conducted all safety drills in accordance with the HISD Drill and Exercise Schedule DISTRICT: The district system for monitoring the completion of safety drills monthly is developed and implemented	Y			HISD Drill and Exercise Schedule confirmed	4 years	Emergency Management Safety Manager
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2017-2018 HIGH SCHOOL

LAS	Performance Measures	Unacceptable	Acceptable	Recognized	Exemplary	Data Source	Historical (#years of documentation)	Who will collect the data? (District or Campus?)
Academics	Percentage of Students Enrolled in One or More Fine Arts Classes	Less than 40% of students enrolled in one or more Fine Arts classes	40-49% of students enrolled in one or more Fine Arts classes	50 - 59% of students enrolled in one or more Fine Arts classes	60% or more students enrolled in one or more Fine Arts classes	TEA/CEDFA/TMEA, # of students, List of Courses	4 years	District
ExtraCurricular/Co Curricular	Participation by Programs in State Assessments (UIL, VASE, OAP, DEAL) for each Discipline	Less than 70% of Programs Participate	70% or more of Programs Participate	90% or more of programs participate	100% of programs participate	District and UIL info (District)	4 years	District
ExtraCurricular/Co Curricular	Community Participation (Contest/Exhibition/ Non UIL Performance) by Programs at the Campus (Excluding District-Mandated Requirements)	Less than 80% of programs conduct an outside performance/exhibition per semester	80% or more of programs conduct at least one outside performance/exhibition per semester	100% of Programs conduct at least one outside performance/exhibition per semester	100% of Programs conduct at least one outside performance or exhibition per semester and some do multiple performances per semester	Campus/ District information	4 years	Campus/ District
Academics	Course Offerings	Less than the following are offered: Choir, Dance, Theatre, Art, Band, Orchestra	The following areas of study are offered: Choir, Dance, Theatre, Art, Band, Orchestra	Multiple Sections of the following areas of study are offered: Choir, Dance, Theatre, Art, Band, Orchestra	Full sequence of courses (Beginner through Advanced) are offered in the following areas of study: Choir, Dance, Theatre, Art, Band, Orchestra	eSchool / Master Schedule	4 years	District
Culture Climate	Employee and Student Wellness Policy Completion	Does not submit	Completed and submitted by due date	Completed, submitted by due date and scores 6 Recognized categories or above with supporting evidence	Completed, submitted by due date, scores 6 Recognized categories or above with supporting evidence, and scores 8 Exemplary categories or above with supporting evidence	Wellness Policy	4 years	Campus-Building Principal & Wellness Designee

Culture Climate	Mental Health and Counseling	No Bully Prevention and Intervention Training Provided	Staff trained on Bully Prevention and Intervention, and campus has a process in place for investigating allegations	Staff AND students trained on Bully Prevention and Intervention, and campus has a process in place for investigating allegations	Staff and Students trained on Bully Preventions and Interventions, campus process in place, and additional anti-bullying activities provided	Bully Prevention and Intervention Checklist	4 years	Principal/ Counselor
Culture Climate		0 PBIS checklist components	1 or 2 PBIS checklist components	3 PBIS checklist components	3 PBIS checklist components and SET assessment conducted	PBIS Activity Checklist	4 years	Principal/ Counselor
Culture Climate		Less than 1 Guidance Lesson completed per grade level	1 or 2 Guidance Lessons completed per grade level	3 Guidance Lessons completed per grade level	4 Guidance Lessons completed per grade level	Guidance Lesson Scope & Sequence Checklist	4 years	Principal/ Counselor
Culture Climate	Medical Health Services	Less than 95% of students enrolled through April 1, 2018, will have completed immunization records (or as complete as medically feasible) as of May 1, 2018	95-96% of students enrolled through April 1, 2018, will have completed immunization records (or as complete as medically feasible) as of May 1, 2018	97-99% of students enrolled through April 1, 2018, will have completed immunization records (or as complete as medically feasible) as of May 1, 2018	100% of students enrolled through April 1, 2018, will have completed immunization records (or as complete as medically feasible) as of May 1, 2018	eSchool and Campus Immunization Report	4 years	District Office
Culture Climate		Less than 90% of designated students are screened for vision and hearing by the end of 1st semester	90-94% of designated students are screened for vision and hearing by the end of the 1st semester	95-97% of designated students are screened for vision and hearing by the end of the 1st semester	98-100% of designated students are screened for vision and hearing by the end of the 1st semester	eSchool; Vision and Hearing Assessments (Required for new-to-district students ALL grades)	4year	District Office
Culture Climate		Less than 90% of designated students are screened for Diabetes Risk and Scoliosis by Spring Break	90-94% of designated students are screened for Diabetes Risk and Scoliosis by Spring Break	95-97% of designated students are screened for Diabetes and Scoliosis by Spring Break	98-100% of designated students are screened for Diabetes Risk and Scoliosis by Spring Break	eSchool: Diabetes Risk and Scoliosis Assessments (Diabetes Risk required for new-to-district students ALL grades; Scoliosis required for 9th grade boys and new-to-district students ALL grades)	4 years	District Office

Culture Climate	Medical Health Services (Cont.)	Failed to meet minimum Acceptable rating requirements	Campus nurse(s) MUST ATTEND 4 of 6 Team Meetings AND 2 Professional Development Offerings (January 2, 2018, and February 19, 2018)	Campus nurse(s) MUST ATTEND 5 of 6 Team Meetings AND 2 Professional Development Offerings (January 2, 2018, and February 19, 2018) AND any of the following: August Staff Development (August 7, 2017), Galveston Conference for School Nurses, Galveston Conference for Advances in Pediatric Care, Texas School Nurse Organization Conference, Belle Blackwell Conference for School Nurses, Scott and White Conference for School Nurses, or 4-hour minimum credit with either Cook Children's Hospital Web Conference or NASN Online Continuing Education	Campus nurse(s) MUST ATTEND 6 of 6 Team Meetings AND 2 Professional Development Offerings (January 2, 2018, and February 19, 2018) AND any of the following: August Staff Development (August 7, 2017), Galveston Conference for School Nurses, Galveston Conference for Advances in Pediatric Care, Texas School Nurse Organization Conference, Belle Blackwell Conference for School Nurses, Scott and White Conference for School Nurses, or 4-hour minimum credit with either Cook Children's Hospital Web Conference or NASN Online Continuing Education	District Report and Nurse Self-Report	4 years	School Nurse, Principal
Culture Climate	Parents & Community Members Involved in School Activities & School Culture	0-3 points	4-6 points	7-9 points	10+ points	Parent and Community Involvement Survey - Category 1	4 years	Principal Report / Survey Responses
Culture Climate	Staff and/or Students Involved in Community Activities On or Off Campus	0-1 point	2-3 points	4-5 points	6+ points	Parent and Community Involvement Survey - Category 2	4 years	Principal Report / Survey Responses

Culture Climate	Communication with parents	0-14 points	15-29 points	30-59 points	60+ points	Parent and Community Involvement Survey - Category 3	4 years	Principal Report / Survey Responses
Academics	Number of Dual Credit, AP, IB, or Articulated Workforce Credit Available to Students	Less than fifteen dual credit, AP, IB or articulated courses offered to students	Fifteen or more dual credit, AP, IB or articulated courses offered to students	Twenty or more dual credit, AP, IB or articulated courses offered to students	Twenty-Five or more dual credit, AP, IB or articulated courses offered to students	Course Guide	4 years	District
Future Ready	Number of Industry Certifications or Licensures Obtained or Initiated by CTE Teachers	Less than three industry certifications or licensure	Three or more industry certifications or licensures.	Five or more industry certifications or licensures.	Seven or more industry certifications or licensures.	Centralized spreadsheet maintained by CTE Department	4 years	District
Future Ready	Number of Federally Recognized Industry Certifications or Licensures Obtained by Students	Less than 20 federally recognized industry certifications or licensures	20-49 federally recognized industry certifications or licensures	50-69 federally recognized industry certifications or licensures	70 or more federally recognized industry certifications or licensures	Centralized spreadsheet maintained by CTE Department	4 years	District
Future Ready	Students Completing or Initiating a Coherent Sequence of CTE Courses (PEIMS CTE Code 2)	Less than 25% of the student body	25-35% of the student body	36-45% of the student body	46% or more of the student body	eSchool/PEIMS Submission	4 years	District
Culture Climate	Attendance of PLC Affinity Meeting by all team members	Attended 1 of 4 meetings	Attended 2 of 4 meetings	Attended 3 of 4 meetings	Attended all meetings	Eduphoria roll sheet Calculation: Total number of meetings attended by campus teachers divided by total possible meetings.	4 years	District
Academics	Campus Attendance Rates	Average < 92.0% (all percentages rounded to the nearest 10th)	Average = 92.0%-94.0% (all percentages rounded to the nearest 10th)	Average = 94.1%-96.0% (all percentages rounded to the nearest 10th)	Average > 96.0% (all percentages rounded to the nearest 10th)	ADA/ADM Statistics Report	4 years	District

Academics	Percent of Current 9th Grade Cohort Students with Required Credits to Promote to 10th Grade (6 or more credits)	Below 80% of students promoting from 9th grade to 10th grade in one year	80% to 84% of students promoting from 9th grade to 10th grade in one year	85% to 94% of students promoting from 9th grade to 10th grade in one year	95% or more of students promoting from 9th grade to 10th grade in one year	Numerator: Number of current cohort 9th grade students who receive 6 or more credits their 1st year in high school Denominator: Number of students in 9th grade cohort students (i.e., first-time 9th grade students) NOTE: Based on credits accumulated by June of 9th grade year	4 years	District
ExtraCurricular/Co Curricular	Extra-Curricular Participation	Less than 45% of students completed one or more semesters of an extracurricular course in the current school year	45 - 54% of students completed one or more semesters of an extracurricular course in the current school year	55 - 64% of students completed one or more semesters of an extracurricular course in the current school year	65% or more of students completed one or more semesters of an extracurricular course in the current school year	Numerator: Number of unique students enrolled as of May 2017 completing one or more semesters of an extracurricular course in the current school year Denominator: Enrollment as of May 2017	4 years	District
Academics	Annual Professional Development (Teachers of ELLs, BE and LOTE Teachers)	Teachers of ELLs, BE and LOTE teachers attend an average of less than 6 hours second language acquisition professional development as documented in Eduphoria	Teachers of ELLs, BE and LOTE teachers attend an average of 6-8 hours second language acquisition professional development as documented in Eduphoria	Teachers of ELLs, BE and LOTE teachers attend an average of 9-10 hours second language acquisition professional development as documented in Eduphoria	Teachers of ELLs, BE and LOTE teachers attend an average of 11 or more hours second language acquisition professional development as documented in Eduphoria	Data Source: Eduphoria Number of Teachers serving ELLs and LOTE teachers and hours of second language acquisition professional development taken from June 1, 2017 to May 31, 2018. This may include vertical team meetings/planning and book studies documented in Eduphoria. NOTE: Must be documented as ESL, Second	4 years	District

						Language, or LOTE training in Eduphoria.		
Academics	Percentage of ELL Courses Taught by SIOP-Trained Teachers in Core Content	Less than 25% of ELL core courses instructed by SIOP-trained teachers.	25%-49% of ELL core courses instructed by SIOP-trained teachers.	50%-74% of ELL core courses instructed by SIOP-trained teachers.	75% or higher of ELL core courses instructed by SIOP-trained teachers.	Data Source: Teacher SIOP-training history and student schedules for each core course (Decision Ed LR000044).	4 years	District
Academics	Paralleled Numbers of ESL-Certified Teachers to Numbers of English Language Learners	% of English language learners is greater than 5 percentage points more than the % of ESL-certified teachers	% of ESL-certified teachers to % of English language learners is a discrepancy of -5 to 5 percentage points	% of ESL-certified teachers is 6-10 percentage points greater than % of English language learners	% of ESL-certified is 11 or more percentage points greater than % of English language learners	Numerator: Number of ESL-certified teachers Denominator: Numbers of total staff COMPARED TO Numerator: Number of English language learners Denominator: Total student enrollment	4 years	ESL lead teacher (campus) & Director of BE/ESL/LOTE (district)

Academics	Accelerated Learning in LOTE for High School	Less than 6% of LOTE students enrolled in a level 3, 4 or 5, advanced level AP or IB LOTE course	6%-10% of LOTE students enrolled in a level 3, 4 or 5, advanced level AP or IB LOTE course	11%-14% of LOTE students enrolled in a level 3, 4 or 5, advanced level AP or IB LOTE course	15% or more of LOTE students enrolled in a level 3, 4 or 5, advanced level AP or IB LOTE course	Data Source: Course Enrollments Numerator: Number of students enrolled in level 3, 4 or 5, AP or IB LOTE course Denominator: Total number of students enrolled in LOTE	4 years	Data Quality (district)
Academics	Oral Language Proficiency	less than 50% of LEP students progressing at least one proficiency level or maintaining AH on the Listening and Speaking portions of TELPAS	50% TO 59.5% of LEP students progressing at least one proficiency level or maintaining AH on the Listening and Speaking portions of TELPAS	60% TO 69.5% of LEP students progressing at least one proficiency level or maintaining AH on the Listening and Speaking portions of TELPAS	70% or more of LEP students progressing at least one proficiency level or maintaining AH on the Listening and Speaking portions of TELPAS	Data Source: TELPAS Numerator: number of eligible students progressing at least one proficiency level on Listening and Speaking portions of TELPAS Denominator: number of eligible students taking TELPAS NOTE: Based on the data available for the comparison, this criteria would only include students who were in the district the previous school year. * A minimum of 5 LEP students required to be evaluated under this criteria otherwise N/A.	4 years	District

Academics	Assessment of Accelerated Acquisition of English	less than 50% of eligible students progressing at least one proficiency level on TELPAS	50% TO 59.5% of eligible students progressing at least one proficiency level on TELPAS	60% TO 69.5% of eligible students progressing at least one proficiency level on TELPAS	70% or more of eligible students progressing at least one proficiency level on TELPAS	Data Source: TELPAS Numerator: number of eligible students progressing at least one proficiency level on TELPAS COMPOSITE Denominator: number of eligible students taking TELPAS * A minimum of 5 LEP students required to be evaluated under this criteria, otherwise N/A.	4 years	District
Academics	Use of Qualitative and Quantitative Data for G/T Identification Purposes	Not using district prescribed testing instruments (CogAT, ITBS), Parent and Teacher survey (used as referral for testing)	Use of district prescribed instruments (CogAT, ITBS) and Parent and Teacher Survey (used as nomination for testing).	Use of district prescribed instruments (CogAT, ITBS), Parent and Teacher Survey (used as nomination for testing), and Administrator over G/T (Secondary) presents G/T overview at faculty meeting	All of the previous criteria PLUS opportunities exist for non-identified students to participate in academic enrichment activities (Academic UIL, DI, Math and Science Olympiads, Independent Study Projects, Word Masters, Science Fair, Robotics, Spelling Bee, and Fine Arts, etc.), and campuses specifically advertise enrichment activities to parents of G/T identified students (Remind 101, School Messenger, flyers, etc.) Campuses will review results for possible nomination for the G/T program.	G/T test inventory documents, profile sheets, and academic competition records	4 years	District and Campus

Academics	G/T Service Opportunities	Not all G/T students receiving required G/T service	All G/T identified students are receiving required G/T service as indicated by the Humble ISD G/T Service Design Plan	All G/T identified students receiving required G/T service have the opportunity to participate in one G/T Expo (Elementary) / have the opportunity to participate in one academic enrichment activity (Secondary), and campuses specifically advertise enrichment activities (Academic UIL, DI, Math and Science Olympiad, Independent Study Projects, Word Masters, etc.) to parents of G/T identified students (Remind 101, School Messenger, flyers, etc.)	All G/T identified students receiving required G/T service will have the opportunity to participate in two or more academic enrichment activities (Academic UIL, DI, Math and Science Olympiad, Independent Study Projects, Word Masters, etc.) (Secondary), and campuses specifically advertise enrichment activities to parents of G/T identified students (Remind 101, School Messenger, flyers, etc.)	PEIMS coding, student work samples, Department of Advanced Academic Documentation (GT Expo, Math/Science Olympiad, and Destination Imagination Participation), Campus Academic UIL Documentation, etc. NOTE: Cannot count the same activities in G/T AND in the 21st Century Workforce criteria.	4 years	District and Campus
Academics	Array of Learning Opportunities Provided to Accelerate and/or Enrich G/T Students	A continuum of differentiated academic enrichment opportunities to lead to the development of advanced level products and/or performances does NOT exist	Beyond the district's expectation of offering a rigorous and differentiated curriculum, a continuum of differentiated academic enrichment opportunities to lead to the development of advanced level products and/or performances does exist as evidenced by student work samples (collected by cluster)	A continuum of differentiated academic enrichment opportunities to lead to the development of advanced level products and/or performances does exist plus participation in one extended academic enrichment activity (Academic UIL, DI, Math and Science Olympiad, Independent Study Projects, Word Masters, etc.) (Secondary), and campuses specifically advertise enrichment activities to parents of G/T identified	A continuum of differentiated academic enrichment opportunities to lead to the development of advanced level products and/or performances does exist, participation in two or more extended academic enrichment activities (Academic UIL, DI, Math and Science Olympiads, Independent Study Projects, Word Masters, Science Fair, District Spelling Bee, Fine Arts, etc.) (Secondary), and campuses specifically advertise enrichment activities to parents of G/T identified students (Remind 101, School	PEIMS coding, supplemental lessons, Department of Advanced Academic Documentation (GT Expo, Math/Science Olympiad, and Destination Imagination Participation), Campus Academic UIL Documentation, etc. For PLANNING, documentation of plan, including personnel allocated or responsible. NOTE: Cannot count the same activities in G/T AND in the 21st	4 years	District and Campus

				students (Remind 101, School Messenger, flyers, etc.)	Messenger, flyers, etc.)	Century Workforce criteria.		
Academics	G/T Teachers in Core Content Areas Providing Services Earn State Required G/T Hours	All teachers in core content areas providing services to G/T identified students as part of the district's defined G/T service plan have not completed the state required G/T training (30 initial hours and 6-hour annual update)	All teachers in core content areas providing services to G/T identified students as part of the district's defined G/T service plan have completed the state required G/T training (30 initial hours and 6-hour annual update)	All teachers in core content areas providing services to G/T identified students as part of the district's defined G/T service plan have completed the state required G/T training (30 initial hours and 6-hour annual update) and 90% have completed one additional hour of G/T training at the campus or district level in the current year	All teachers in core content areas providing services to G/T identified students as part of the district's defined G/T service plan have completed the state required G/T training (30 initial hours and 6-hour annual update) and 90% have completed two additional hours of G/T training at the campus or district level in the current year	Eduphoria Professional Development Offerings and Records	4 years	District

Culture Climate	Parental Awareness Opportunities for G/T Program Options and G/T Resources	Parental awareness opportunities do NOT exist	One awareness opportunity (beyond event reminders/logistical information) does exist within the academic school year (i.e. parent night(s), campus webpage, School Messenger emails, newsletters containing G/T information)	One meeting for parents of G/T identified students and one awareness opportunity (beyond event reminders/logistical information) does exist within the academic school year (i.e. parent night(s), campus webpage, School Messenger emails, newsletters containing G/T information)	Two meetings for parents of G/T identified students and one awareness opportunity (beyond event reminders/logistical information) does exist within the academic school year (i.e. parent night(s), campus webpage, School Messenger emails, newsletters containing G/T information)	Campus and/or School Messenger emails, parent nights, Newsletter	4 years	Campus
Academics	Campus Staff Technology Professional Development	Instructional staff does not attend instructional technology professional development as documented in Eduphoria	Instructional staff attends an average of 1-3 hours of instructional technology professional development as documented in Eduphoria	Instructional staff attends an average of more than 3 and less than 7 hours of instructional technology professional developments documented in Eduphoria	Instructional staff attends an average of 7 or more hours of instructional technology professional development as documented in Eduphoria	Eduphoria NOTE: All applicable training must be entered into Eduphoria and identified as Instructional Technology.	4 years	Campus Eduphorian/IT with support from District Eduphorian
Academics	Student Technology Competency	Below 80% of students passing technology courses	80-84% of students passing technology courses	85-89% of students passing technology courses	90-100% of students passing technology courses	% of students passing technology courses	4 years	District
Academics	Digital Citizenship	Below 80% of students received three digital citizenship lessons	Between 80% and 84% of students received three digital citizenship lessons	More than 84% but up to 89% of students received three digital citizenship lessons	Over 89% of students received three digital citizenship lessons	Campus Self-Report with supporting documentation	4 years	Principal

NA	CAMPUS/DISTRICT: Compliance with posting the School Report Card, Federal Report Card, and CaSE Evaluation results on the campus website for public viewing	Y			Website	4 years	Director of State & Federal Programs will monitor
NA	CAMPUS: Campus Improvement Plan (CIP) Includes All Statutorily Required Components DISTRICT: District Improvement Plan (DIP) includes all statutorily required components	Y			Chart of required elements cross-checked with the CIP template.	4 years	Director of State & Federal Programs will monitor
NA	CAMPUS: All Staff Members with Test-Related Responsibilities and Duties Complete Annual Test Security and Annual General Testing Procedures training for State Assessments DISTRICT: The district monitors the annual test security and annual general testing procedures training for state assessments	100%			Training Documentation	4 years	Coordinator of Student Assessment
NA	CAMPUS: The campus has conducted all safety drills in accordance with the HISD Drill and Exercise Schedule DISTRICT: The district system for monitoring the completion of safety drills monthly is developed and implemented	Y			HISD Drill and Exercise Schedule confirmed	4 years	Emergency Management Safety Manager

Midland

DRAFT

LAS Submission Template

Domain:

Academic
Performance

LEA Name

Midland ISD

Contact Name

Monica Hernandez

Email and Phone

monica.hernandez@midlandisd.net
(432) 240-1262

Identify indicators currently in use or to possibly be used with this domain:

1. % of K-2 students who are reading on-grade level on multiple measures.
2. % of K-2 students who are at or above benchmark in mathematics fluency/proficiency.

Identify metrics that are in use or could be used to measure these indicators (RAVE):

1. Istation's Indicators of Progress (ISIP) Reading Assessment and ISIP Espanol
2. Fountas and Pinnell Benchmark Assessment System
3. Texas Early Mathematics Inventory – Progress Monitoring (TEMI-PM) Assessment

Possible Outcomes

Using the local self-assessment tools, stakeholder input, or other information, what strengths might the LEA utilize from these areas and how does the LEA plan to maintain or build upon that success?

Strengths

Alignment to Board-defined district goals. By utilizing these measures, the district will ensure the early identification of students not mastering foundational literacy and numeracy skills that could potentially affect a student's future success in school. Campuses will take the necessary steps to provide appropriate early intervention or enrichment as needed to close achievement gaps.

Identify any concerns regarding this potential local performance indicator.

Concerns

Unknown impact of including additional indicators into the accountability system when final decisions have not yet been released. Financial implications if assessment instruments change.

LAS Submission Template

Domain:

Learning Environment

LEA Name

Midland ISD

Contact Name

Monica Hernandez

Email and Phone

monica.hernandez@midlandisd.net
(432) 240-1262

Identify indicators currently in use or to possibly be used with this domain:

1. Student Attendance
2. Teacher Attendance
3. Equity in Course and Progress Access
4. Equity in College and Career Preparation
5. Climate Survey – Students
6. Climate Survey – Parents/Guardians
7. Climate Survey – Staff

Identify metrics that are in use or could be used to measure these indicators (RAVE):

1. Student Attendance Rates
2. Teacher Attendance Rates
3. Equity in Course Access: Differential Rates by student group - (Junior High Campuses: the # of students enrolled at the end of the year who earned 1/2 credit by the end of the school year, were enrolled in Project Lead the Way, or were enrolled in a Pre-AP class disaggregated by student group.) (High School campuses: Differential rates of GT, Dual-enrollment/Dual-credit, students taking AP or Pre-AP courses)
4. Equity in College and Career Preparation: Differential Rates by student group – (High School Campuses: the % of students taking an advanced course, a dual-credit course, or attempting an AP test) + the % of students completing the FAFSA, entering the military, or entering a career training program)
5. Climate Surveys: Students, Parents/Guardians, and Staff Surveys

Possible Outcomes

Using the local self-assessment tools, stakeholder input, or other information, what strengths might the LEA utilize from these areas and how does the LEA plan to maintain or build upon that success?

LAS Submission Template

Strengths

Alignment to Board-defined district goals. By utilizing these measures, the district will ensure campuses are creating learning environments that provide equitable opportunities and outcomes for the various student groups within the district. Student and teacher attendance is an important indicator of student and staff engagement. The survey data collected will provide campuses with actionable data from a variety of stakeholders to then be able to personalize and customize the learning environments based on identified needs.

Concerns

Unknown impact of including additional indicators into the accountability system when final decisions have not been released yet. Financial implications if assessment instruments change.

DRAFT

LAS Submission Template

Domain:

Progress

LEA Name

Midland ISD

Contact Name

Monica Hernandez

Email and Phone

monica.hernandez@midlandisd.net
(432) 240-1262

Identify indicators currently in use or to possibly be used with this domain:

1. On-track indicators toward graduation (% of students who are on-track toward graduation)
2. PLC Implementation
3. School-wide Positive Behavioral Interventions and Supports (PBIS) Implementation

Identify metrics that are in use or could be used to measure these indicators (RAVE):

1. On-Track Indicators:

- a. Elementary and Junior High Campuses: % of students who meet the “Approaches Grade Level” standard on both STAAR math and reading
- b. Freshman Campuses: % of students earning at least 6 credits by the end of the 1st year of 9th grade, with one of those credits being Algebra I, and meeting the “Approaches Grade Level” standard on Algebra I and English I.
- c. Senior High Campuses: % of students obtaining at least 6 full year course credits in the past school year, no more than one F in a core class, and meeting the “Approaches Grade Level” standard on English II, US History, and Biology (if the assessment has been taken).

2. PLC Implementation Rubric
3. PBIS Implementation Rubric

Possible Outcomes

Using the local self-assessment tools, stakeholder input, or other information, what strengths might the LEA utilize from these areas and how does the LEA plan to maintain or build upon that success?

LAS Submission Template

Strengths

Alignment to Board-defined district goals. By utilizing these measures, the district will ensure campuses are making the necessary progress toward becoming a highly effective functioning Professional Learning Community and that they are maximizing the academic and social behavior outcomes for students through PBIS implementation. If both measures above are being implemented effectively, we should expect to see the percent of students who remain on-track toward graduation increase because the academic and social needs of students are being met.

Concerns

Unknown impact of including additional indicators into the accountability system when final decisions have not been released yet. Financial implications if assessment instruments change.

DRAFT

Point Isabel

Point Isabel ISD Local Accountability Proposal: Student Growth Measure

Focus Area

Student Growth, as defined by Northwest Evaluation Association (NWEA) is the change in growth between two testing events. The district will evaluate the number of students in grades kindergarten through 9th grade who a) demonstrate growth b) achieve the projected level of growth or c) exceed the projected level of growth from the beginning of the year (BOY) administration to the end of the year (EOY) administration in reading and mathematics as assessed with Northwest Evaluation Association (NWEA) – Measure of Academic Progress (MAP).

Student Growth Measure Assessment

Point Isabel ISD (PIISD) will utilize the Northwest Evaluation Association (NWEA) – Measure of Academic Progress (MAP) NWEA uses anonymous assessment data from over 10.2 million students to create national norms. Educators compare their students' performance against norms to evaluate programs and improve instruction—in individual classrooms and throughout school systems.

MAP reveal the amount of growth that has occurred between testing events and, when combined with the norms, shows projected proficiency. Educators can track growth through the school year and over multiple years.

Local Accountability Subset

The testing subset will include all students consistently enrolled from BOY administration to EOY administration in grades K - 9 for reading and mathematics for four campuses in PIISD (Garriga Elementary, Derry Elementary, Port Isabel Junior High, and Port Isabel High School).

NWEA Testing Dates

Test window dates for NWEA administration for grades K, 1, 2, 3, 4, 5, 6, 7, 8, and 9 reading and mathematics:

Beginning of the Year (BOY)	August 28 - September 15, 2017
Middle of the Year (MOY)	December 11 - 21, 2017
End of the Year (EOY)	April 16 - April 27, 2018

Student test results will be delivered to the campuses two weeks after the testing window closes.

Methodology

The measure of growth for students in the subset with valid scores will be calculated in the following manner:

Definitions

No growth - No change or a decline in the student's score from BOY to EOY.

Growth - Increase of 1 point or more in the student's score from BOY to EOY.

Projected growth - Student meets individualized projected growth from BOY to EOY.

Exceeded growth - Student exceeds individualized projected growth from BOY to EOY.

Point system for individual student performance

Performance	Points
No growth	0
Growth	1
Projected growth	2
Exceeds growth	3

Calculation

The sum of:

the number of students making growth (x 1 point) plus the number of students making the projected growth (x 2 points) plus the number of students exceeding the projected growth (x 3 points) divided by the maximum number of points possible (number of students in subset x 3) will equal a point value score.

Rating labels (A-F) will be assigned based on the following point scale:

Year One: 2017-2018	
≥ 65	A
60 - 64	B
55 - 59	C
50 - 54	D
< 50	F

Distribution for Ratings

Sample distribution for ratings is based on a bell curve. The sample distribution for A - D are illustrated below.

Sample Distribution				
	A	B	C	D
No Growth	0%	0%	0%	5%
Growth	25%	35%	45%	50%
Projected Growth	55%	50%	45%	35%
Exceeded Projected Growth	20%	15%	10%	10%

Anticipated Calculations for subsequent years

In year two and year three, data will be disaggregated by eligible ELL and special education student populations as defined by Texas Education Agency (TEA). Standards for the rating scale point system will increase for year two and year three to represent a phase-in of increased levels of performance.

Ensuring Data Integrity

Accurate data is fundamental to accountability ratings (TEA, 2017). The local accountability indicator is based on NWEA MAP assessments. The data will be auditable and available for review.

Reliability/Validity

NWEA ensures test reliability, validity, and fairness across all populations tested. The NWEA Research team regularly conducts a variety of studies and analyses such as: pool depth analysis, test validation, comparability studies, and Differential Item Functioning (DIF) Monitoring item quality to ensure that functioning remains constant across subgroups of students when ability is controlled (NWEA, 2017)

Valid Content (Content Validity)

NWEA assessments contain items that measure only what they are supposed to measure: the intended learning objectives. Test data allow educators to make valid inferences about what a student understands, knows, and is ready to learn (NWEA, 2017).

Reliability

Focusing on the benefit of adaptive tests, NWEA assessments have high reliability, and the results are equally valid for students at every level. An individual student's subsequent test events—year after year—have the same validity and accuracy as their first test event with an NWEA assessment (NWEA, 2017).

The link below contains additional information related to test security. Local testing protocols and guidelines will be provided upon request.

[Test Security Checklist](#)

References

M, Dahlin. (2014, June 12). To measure a year's growth, begin with the student. [Web log comment]. Retrieved from: <https://www.nwea.org/blog/2014/measure-years-growth-begin-student/>

Northwest Evaluation Association.(2017). *Why everything we do is rooted in research*. Retrieved from: <https://www.nwea.org/results/>

Texas Education Agency, Department of Assessment and Accountability, Division of Performance Reporting. (2017, June). *2017 Accountability Manual for Texas Public School Districts and Campuses*. Retrieved from the Texas Education Agency file:///C:/Users/lgarcia/Downloads/2017AccountabilityManual_accessible.pdf

Richland Collegiate

LAS Submission Template

DOMAIN: ACADEMICS

LEA Name

Richland Collegiate

Contact Name

Craig Hinkle

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(972) 761-6888

Identify indicators currently in use or to possibly be used with this domain:

- 1) Degrees (Associate's Degrees)
- 2) Course Completions (A-C Success)
- 3) Retention

Identify metrics that are in use or could be used to measure these indicators (RAVE):

Degrees (Earned Associate's Degrees)

Course Completion (A-C Success)

Total Count For Completers ("C" Or Better)

Total Count For Each Grade ("A" "B", "C", "F")

Retention

15, 30, 45, 60+ Semester Credit Hours Completed

Recommended Metric Weights

- 1) Degrees (25%)
- 2) Course Completions A-C Success (60%)
- 3) Retention (15%)

Possible Outcomes

Using the local self-assessment tools, stakeholder input, or other information, what strengths might the LEA utilize from these areas and how does the LEA plan to maintain or build upon that success?

Strengths:

Local Accountability plans are currently being developed to better reflect those of our Dual Credit Students. Richland Collegiate High School is an open enrollment charter school serving Dallas County and the six contiguous counties. All of RCHS students are enrolled in dual credit courses on the campus of Richland College in the Dallas County Community College District. By aligning the outcomes to better reflect those of the District RCHS not only has a comparison group of other students who are taking similar classes, RCHS also gains the ability to better communicate to all stakeholders their success, as well as identify areas of needed growth.

In an effort to better align the High School Accountability system with that of the College and District, RCHS plans to adopt many of the same accountability measures implemented by the DCCCD Chancellor.

Guiding Principles:

- Ensure model is simple and interpretable and reflects collegiate environment as well as collegiate accountability.
- Provide an opportunity for RCHS to benefit from the DCCCD model to improve outcomes
- Encourage service to historically underserved populations
- Align with DCCCD strategic priorities, including 60x30TX

Identify any concerns regarding this potential local performance indicator.

Concerns

Under current A-F accountability, several indicators are not available to RCHS as a two year school, or are not calculated correctly. For example, because our TAX ID number is a Higher Ed number, the USDA does not recognize us as eligible. Therefore, our free and reduced numbers are coded as 99 in PEIMS and do not reflect our actual numbers.

The assessment of dual credit students and post-secondary readiness is not accurate. Currently, although all of RCHS graduates complete at least three semesters of college level English, the TAPR reports continually say that only 47-50% are post-secondary ready. The same is true of the TAPR reports for Math.

Inconsistencies in what is reported, as well as what RCHS is eligible for do not present a clear picture of success or readiness to our stakeholders. It also does not align with the measurements or the college system.

Additional Information:

Methodology:

Sum weighted points earned for all metrics = Total Weighted Points
Total Weighted Points = 4 point scale. (A=4, B=3, C=2, D=1, F=0)
$$\frac{(\text{Total Weighted Points RCHS 4 point Scale}) + (\text{Total Weighted Points TEA Accountability Scale})}{2}$$

Example: RCHS= 89 Points Converts to "B". "B" = 3 grade points.
TEA Rating = "A". "A" = 4 grade points.
 $(3+4)/2 = 3.5$ overall combined score for accountability.

DRAFT

San Saba

DRAFT

LAS Submission Template

Domain:

Survey

LEA Name

San Saba ISD

Contact Name

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Email and Phone

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Identify indicators currently in use or to possibly be used with this domain:

Surveys can measure a variety of qualitative and “soft skill” constructs that academic tests do not capture. They can also address multiple stakeholders: students, staff, parents, and community. The “domain” is Connectedness. We are currently in the first year of Panorama, measuring constructs like those under the umbrella of social emotional learning, grit, course rigor, self-esteem, etc.

Identify metrics that are in use or could be used to measure these indicators (RAVE):

We are planning to use the survey and selected threads to represent Connectedness.

Possible Outcomes

Using the local self-assessment tools, stakeholder input, or other information, what strengths might the LEA utilize from these areas and how does the LEA plan to maintain or build upon that success?

Strengths

The survey is normed, so we believe we can measure strengths and areas for growth relatively and against a national standard.

Identify any concerns regarding this potential local performance indicator.

Concerns

Since we are in our first year with the survey, data collected this year will be baseline, an initial measure of these newly introduced construct.

Snyder

DRAFT_For Discussion Only

Campus	Academics	Targets	Data	Culture & Climate	Targets	Data	Future Ready	Targets	Data	Programs/Co/Extra Curricular	Targets	Data	
Weight	40%			0%			35%			25%			
SHS	Percent of coherent sequence completers as defined by completion of an entry level CTE or Fine Arts class followed by 2 additional courses in the same pathway	90%=A 80%=B 70%=C 60%=D 50%=F	Tally from PEIMS data				Students in STEM Academy/cohort retention	100%=A 90%=B 80%=C 70%=D 60%=F		Percent of student body involved in at least one of the following programs or activities: UIL Academics UIL Athletics CTSOs Fine Arts Extra Curricular Debate Civic Organizations Student Organizations Yearbook Newspaper STEM competitions	70%=A 60%=B 50%=C 40%=D 30%=F	Tally from Skyward, Organization rosters	
	% of capstones completed by graduating seniors	90%=A 80%=B 70%=C 60%=D 50%=F	Tally from submitted capstones verified by campus principal				Percent of students with one-to-one technology access	95%=A 90%=B 85%=C 80%=D 75%=F	Tally from technology issued rosters	Percent of students involved in programs who have participated in competitive events or been awarded scholarships for performance: UIL Academics UIL Athletics CTSOs Fine Arts Extra Curricular Debate Civic Organizations Student Organizations Yearbook Newspaper	50%=A 40%=B 30%=C 20%=D 10%=F	Tally from Skyward, Organization rosters, awards received	
	Dropout Prevention/ACC EL with number of graduates recovered as determined	5 or more=A 4=B 3=C 2 or less=D None=F	PEIMS graduation codes from ACCEL student data				Percent of students/teachers using blended learning platforms	70%=A 60%=B 50%=C 40%=D 30%=D	Data collected by Clever, single sign-on service, Edgenuity				
	ACT/SAT/TSI/A SVAB participation	100%=A 90%=B 80%=C 70%=D 60%=F	Documentation of at least one of the listed exams has been attempted				Percent of graduating students earning industry or industry-recognized certifications	70%=A 60%=B 50%=C 40%=D 30%=F	Tally from certifications earned				
	% of students graduating with at least one endorsement	90%=A 80%=B 70%=C 60%=D 50%=F	PEIMS										
	% of distinguished graduates	90%=A 80%=B 70%=C 60%=D 50%=F	PEIMS										
Weight	20%			40%			20%			10%			
SJHS- 17-18	% of students showing lexile growth	80%=A 70%=B 60%=C 50%=D 40%=F	Tally from Achieve 3000 Lexile Growth Measure	Percent of students in Tier 1 behavior PBIS system	90%=A 80%=B 70%=C 60%=D 50%=F	Tally from PBIS Data, Skyward	% of students in STEM classes	70%=A 60%=B 50%=C 40%=D 30%=F	Tally from PEIMS	Percent of 7th and 8th grade student body involved in at least one of the following programs or activities: UIL Academics UIL Athletics CTSOs Fine Arts Extra Curricular Civic Organizations Student Organizations Yearbook STEM competitions	70%=A 60%=B 50%=C 40%=D 30%=F	Tally from Skyward, Organization rosters	
				Percent of students in Tier 2 behavior PBIS system	Less than 10% =A Less than 15% =B Less than 20% =C Less than 25% =D Less than 30% =F	Tally from PBIS Data, Skyward	Percent of students/teachers using blended learning platforms	90%=A 80%=B 70%=C 60%=D 50%=D	Tally from data collected by Clever, single sign-on service, Edgenuity, Achieve3000, Agile Minds				
	% of 8th grade students earning 9th grade credits prior to high school entry	40%=A 30%=B 20%=C 10%=D 0%=F		Percent of teacher observations showing proficiency level of 3 or higher Staff satisfaction survey (TBD based on survey options)	95%=A 85%=B 75%=C 65%=D 55%=F	Tally from DMAC ASSC survey data normed to national comparisons	% of students in STEM Academy AVID-honors or upper level class success on grade-level assessments	40%=A 30%=B 20%=C 10%=D 0%=F 70%=A 60%=B 50%=C 40%=D 30%=F	Tally from PEIMS Tally from STAAR Data, PEIMS				

DRAFT_For Discussion Only

Campus	Academics	Targets	Data	Culture & Climate	Targets	Data	Future Ready	Targets	Data	Programs/Co/E xtra Curricular	Targets	Data
				Student Survey on engagement (TBD based on survey options)		ASSC survey data normed to national comparisons						
Weight	40%			25%			25%			10%		
SIS-17-18	% of students in math RtI program showing one year's growth	90%=A 80%=B 70%=C 60%=D 50%=F	Tally from DMAC RtI Data, I-ready monitoring data	Student Survey on engagement (TBD based on survey options)		ASSC survey data normed to national comparisons	Percent of students/teachers using blended learning platforms	90%=A 80%=B 70%=C 60%=D 50%=F	Tally from data collected by Clever, single sign-on service	% of students participating in at least one UIL Academics event	40%=A 30%=B 20%=C 10%=D 0%=F	Tally from UIL Registration
	% of students in reading RtI program showing one year's growth	90%=A 80%=B 70%=C 60%=D 50%=F	Tally from DMAC RtI Data, I-ready monitoring data	Percent of students in Tier 1 behavior PBIS system	90%=A 80%=B 70%=C 60%=D 50%=F	Tally from PBIS Data, Skyward	% of students participating in ACE STEM Activities or Academic programs	40%=A 30%=B 20%=C 10%=D 0%=F	Tally from ACE Registration	% of students participating in ACE enrichment program after-school	40%=A 30%=B 20%=C 10%=D 0%=F	Tally from ACE Registration
	% of LEP students being served in a dual language program meeting progress measure in TELPAS	70%=A 60%=B 50%=C 40%=D 30%=F	Tally from TELPAS scores	Percent of students in Tier 2 behavior PBIS system	Less than 10% =A Less than 15% =B Less than 20% =C Less than 25% =D Less than 30% =F	Tally from PBIS Data, Skyward						
	% of students showing progress measure growth	80%=A 70%=B 60%=C 50%=D 40%=F	Tally from I-Ready Lexile Growth Measure	Parent contacts or incentive award program...what data can we capture? Percent of teacher observations showing proficiency level of 3 or higher Staff satisfaction survey (TBD based on survey options)	95%=A 85%=B 75%=C 65%=D 55%=F	Tally from DoJo Metrics Tally from DMAC ASSC survey data normed to national comparisons						
Weight	40%			25%			25%			10%		
SPS-17-18	% of students reading on or above grade level (counts 40% of total)	85%=A 70%=B 55%=C 50%=D 45%=F	Tally from I-ready, running records, circle	Staff satisfaction survey (TBD based on survey options)		ASSC survey data normed to national comparisons	% of classrooms with at least 2 guest speakers per semester	100%=A 90%=B 80%=C 70%=D 60%=F	Tally of experiences, attendance records	% of students participating in UIL Academics, Campus Spelling Bee, STEM, Leader in Me Leadership Roles	40%=A 30%=B 20%=C 10%=D 0%=F	Tally from UIL Registration, spelling bee rosters, STEM rosters
	% of students showing 1 year or more in growth (counts 60% of total)	90%=A 80%=B 70%=C 60%=D 50%=F	Tally from I-ready, running records, circle	Student Survey on engagement (TBD based on survey options)		ASSC survey data normed to national comparisons	Attendance	95%=A 93%=B 90%=C 87%=D 85%=F	Tally from PEIMS	% of students participating in ACE enrichment program after-school (based on full capacity of ACE enrollment)	40%=A 30%=B 20%=C 10%=D 0%=F	Tally from ACE Registration
	% of LEP students being served in a dual language program meeting progress measure in TELPAS	70%=A 60%=B 50%=C 40%=D 30%=F	Tally from TELPAS scores	3rd grade Student Survey on engagement (TBD based on survey options)		ASSC survey data normed to national comparisons	% of students completing career education programming in computer lab	100%=A 90%=B 80%=C 70%=D 60%=F	Tally from student usage data, Clever analytics	% of students participating in fine arts activities beyond classroom time (music programs, art exhibits, dance recitals)		
	% of students in bilingual program demonstrating grade-level proficiency by end of 3rd grade	70%=A 60%=B 50%=C 40%=D 30%=F	Tally from STAAR Data	% of students demonstrating Student Ownership	100%=A 90%=B 80%=C 70%=D 60%=F	Tally of students meeting at least one indicator/Habit Hero data, Leader in Me Job, Student - Led Conferences, Parent night participation	% of classrooms with off-campus educational experiences	100%=A 90%=B 80%=C 70%=D 60%=F	Tally of experiences, attendance records			
				Percent of students in Tier 1 behavior PBIS system	90%=A 80%=B 70%=C 60%=D 50%=F	Tally from PBIS Data, Skyward	% of students participating in at least 2 career or college awareness activities each year	100%=A 90%=B 80%=C 70%=D 60%=F	Tally of experiences, attendance records			
				Percent of students in Tier 2 behavior PBIS system	Less than 10% =A Less than 15% =B Less than 20% =C Less than 25% =D Less than 30% =F	Tally from PBIS Data, Skyward	STEM lessons					

Spring Branch

Spring Branch ISD Local Accountability System Pilot Draft

Domain 1 (HS, K-12)

Enrolled in Higher Education (T, M, 2, 4)

Percentage of students acquiring a technical certificate, enlisted in the military, or enrolled in an institution of higher education by the end of the first year after graduation.

Sources: National Student Clearinghouse, PEIMS, other. (Two year lag)

Domain 2 (All Levels)

Post-Secondary Readiness

Percentage of students who perform at “College and Career Readiness/ Postsecondary Readiness” benchmark levels in reading and math.

Sources:

- HS – SAT/ACT/ (Graduating class, One Year lag);
- MS – PSAT 8/9 (gr 8), MAP (gr 6 – 8), STAAR (gr 6 – 8);
- Elem – MAP (gr 3 and 5), STAAR (gr 3 and 5); and Pre-K – Circle.

Domain 3 (Pre-K, Elem, MS)*

Growth

Percentage of students in grades PreK-8 who make 1+ years growth in reading and math.

Source: MAP test, Fall to Spring, Conditional Growth Index ≥ 0 , Circle

Domain 4 (All Levels)**

School Connectedness

Percentage of respondents who have favorable perceptions of School Connectedness on selected scales of a nationally normed survey instrument.

Source: Panorama Education Survey, grades Pre-K – 12, based on selected survey scales that include, but may not be limited to Rigorous Expectations, Student-Teacher Relationships, Belonging, Climate, and Safety

*Domains 3 - Includes HS if MAP goes PreK-9

**Domain 4 – Includes Pre-K only if parent survey used at Pre-K Centers

Spring Branch ISD Local Accountability System Pilot Plan

Guiding Principle – Spring Branch ISD Core Value of Every Child

Domains by Campus Level

Pre-K – Domains 2 and 3 (and possibly 4 using parent survey)

Elem, MS, and Spring Branch Academic Institute (Will have graduating class in 2 years and become K-12) – Domain 2 or 3, and 4

Westchester Academy of International Study (6-12) – Domain 1, 2 or 3, and 4

HS – Domains 1, 2, and 4 (possibly 2 or 3 if HS 9th grade participates in MAP)

Eligibility - Campus must have overall A, B, or C in state accountability system and local accountability system to be eligible to apply Local Accountability System

Domain Grading System

Grade Structure – Individual campus targets are set centrally based on prior year performance levels, and are included in Campus Improvement Plans. Domain grades would be based on meeting or exceeding target (A), or quartile performance below target.

- A - Campus Target or above
- B - .75 - .99 of campus target,
- C - .5 - .74 of campus target,
- D - .25 - .49 of campus target,
- F <.25 of campus target,

Accountability Subsets (based on selected grade levels per domain)

Domain 1 – Enrolled in Higher Education (T, M, 2, 4)

Accountability subset – All students in graduating senior class

Domain 2 – Post-Secondary Readiness

Accountability subset – All students who have end of year MAP scores

Domain 3 – Growth

Accountability subset – All students who have Fall and Spring MAP scores

Domain 4 – School Connectedness

Accountability subset – All students completing the Panorama survey

Postsecondary Readiness Measures

Measure	Description
Postsecondary readiness in HS	SAT \geq 480 EBRW; \geq 530 Math and/or ACT composite score \geq 23 (at least 19 in English and Math)
Postsecondary readiness in MS	PSAT 8/9 (8 th grade) \geq 390 EBRW, \geq 430 Math and/or MAP 66 th to 75 th percentile in Reading, 70 th to 84 th percentile in Math and/or STAAR \geq Meets Grade Level in Reading and Math
Postsecondary readiness in Elem	MAP in 3 rd and 5 th grades, 66 th to 75 th percentile in Reading, 70 th to 84 th percentile in Math and/or STAAR \geq Meets Grade Level in 3 rd and 5 th grade Reading and Math
Postsecondary readiness in Pre-K	Circle score of postsecondary readiness in Reading and Math

DRAFT

Sunnyvale

DRAFT

Elementary

Domain: Academics

Percent of teachers ESL certified

1	2	3	4	5
Fewer than 10%	Between 11% and 25%	Between 26% and 45%	Between 46% and 65%	Greater than 66%

Instructional Time, GT – Elementary

1	2	3	4	5
Fewer than 28 weeks of instruction		28-30 weeks of instruction	31 weeks of instruction	32 weeks of instruction

Percent of professional campus staff with 30 GT hours

1	2	3	4	5
Fewer than 10%	Between 11% and 25%	Between 26% and 45%	Between 46% and 65%	Greater than 66%

Percent of Administrators/Counselors who meet State GT Requirement

1	2	3	4	5
Fewer than 50% responsible administrators/ Counselors Meeting State requirements	75% responsible administrators/ Counselors Meeting State requirements	100% responsible administrators/ Counselors Meeting State requirements	100% responsible administrators/ Counselors Meeting State requirements AND have 3 additional hours	100% responsible administrators/ Counselors Meeting State requirements AND have 6 or more additional hours

Percent of professional campus personnel certified in SPED

1	2	3	4	5
Fewer than 10%	Between 11% and 25%	Between 26% and 45%	Between 46% and 65%	Greater than 65%

STEM

Students will have the opportunity to participate in hands-on, exploratory lessons relating to science/math core content.

1	2	3	4	5
50% students have access to 45 continuous minutes of weekly STEM lab exploration.	All students have access to 45 continuous minutes of weekly STEM lab exploration.	All students have access to 45 continuous minutes of weekly STEM lab exploration that is an extension of Science TEKS.	All students have access to 45 continuous minutes of weekly STEM lab exploration that is an extension of Science TEKS with integration in 3 of the 4 STEM areas.	All students have access to 45 continuous minutes of weekly STEM lab exploration that is an extension of Science TEKS with integration in 4 of the 4 STEM areas.

Average number of Technology Professional Development hours earned by district staff

1	2	3	4	5
0-2	3-5	6-8	9-11	12 or more hours

MAP Data

	Level 1	Level 2	Level 3	Level 4	Level 5
Elementary Math	<25%	26%-39%	40%-50%	51%-69%	>70%
Elementary Reading	<25%	26%-39%	40%-50%	51%-69%	>70%
Elementary African American	<25%	26%-39%	40%-50%	51%-69%	>70%
Elementary Hispanic	<25%	26%-39%	40%-50%	51%-69%	>70%
Elementary White	<25%	26%-39%	40%-50%	51%-69%	>70%
Asian Math	<25%	26%-39%	40%-50%	51%-69%	>70%
Elementary SPED	<25%	26%-39%	40%-50%	51%-69%	>70%
Elementary Eco Dis	<25%	26%-39%	40%-50%	51%-69%	>70%
Elementary 504	<25%	26%-39%	40%-50%	51%-69%	>70%
Elementary ELL	<25%	26%-39%	40%-50%	51%-69%	>70%
Elementary RTI	<25%	26%-39%	40%-50%	51%-69%	>70%

Total points for levels earned	
Total Measures	11

Domain: Culture and Climate

Number of night events offered at the Elementary

1	2	3	4	5
1-2	3-4	5-6	7-8	More than 8

Number of opportunities such as field trips, Special Olympics and other community events that relate to students with special needs

1	2	3	4	5
0-2	3-4	5-6	7-8	More than 8

Domain: Extra/Co-Curricular

Art - Elementary

1	2	3	4	5
Participation in no district sponsored art exhibits		Participation in 1 district sponsored art exhibit	Participation in 2 district sponsored art exhibits	Participation in 3 district sponsored art exhibits

Music - Elementary

1	2	3	4	5
No campus music performances		Presentation of 3 music performance	Presentation of 4 music performances	Presentation of 5 or more music performances

Academic UIL - Elementary

1	2	3	4	5
Campus fails to place in top 3 of District / Zone		Campus places in top 3 of District / Zone	Campus places in top 2 of District / Zone	Campus wins District / Zone Championship

Number of minutes elementary students have access to exercise other than PE a week

1	2	3	4	5
Less than 30	Between 30 and 49	Between 50-74 minutes	Between 75 and 99	100 minutes or more

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Middle School

Domain: Academics

Duke Testing - % of 7th Grade Students Qualifying for Participation

1	2	3	4	5
Fewer than 5% Qualify for Test	Between 5% and 15% Qualify	Between 15% and 25% Qualify	Between 25% and 35% Qualify	Greater than 35% Qualify

Duke Testing - % of students that qualified opt to test

1	2	3	4	5
Fewer than 25% Opt to Test	Between 25% and 39% Opt to Test	Between 40% and 54 % Opt to Test	Between 55% and 69% Opt to Test	Greater than 70% Opt to Test

Percent of teachers ESL certified

1	2	3	4	5
Fewer than 10%	Between 11% and 25%	Between 26% and 45%	Between 46% and 65%	Greater than 66%

Percent of professional campus staff with 30 GT hours

1	2	3	4	5
Fewer than 10%	Between 11% and 25%	Between 26% and 45%	Between 46% and 65%	Greater than 66%

Percent of Administrators/Counselors who meet State GT Requirement

1	2	3	4	5
Fewer than 50% responsible administrators/ Counselors Meeting State requirements	75% responsible administrators/ Counselors Meeting State requirements	100% responsible administrators/ Counselors Meeting State requirements	100% responsible administrators/ Counselors Meeting State requirements AND have 3 additional hours	100% responsible administrators/ Counselors Meeting State requirements AND have 6 or more additional hours

Percent of professional campus personnel certified in SPED

1	2	3	4	5
Fewer than 10%	Between 11% and 25%	Between 26% and 45%	Between 46% and 65%	Greater than 65%

Engagement Measure

Average Percentage Definitely or Somewhat responses from the Student Survey

My teacher plans lessons that help me learn new things.

My teacher challenges me to do my best.

I have choices in how I show my teacher what I have learned.

I get to participate in class discussions.

I get a chance to work with my classmates.

1	2	3	4	5
1-19%	20-39%	40-59%	60-79%	80-100%

Average number of Technology Professional Development hours earned by district staff

1	2	3	4	5
0-2	3-5	6-8	9-11	12 or more hours

MAP Data

	Level 1	Level 2	Level 3	Level 4	Level 5
Middle School Math	<25%	26%-39%	40%-50%	51%-69%	>70%
Middle School Reading	<25%	26%-39%	40%-50%	51%-69%	>70%
Middle School Science	<25%	26%-39%	40%-50%	51%-69%	>70%
Middle School African American	<25%	26%-39%	40%-50%	51%-69%	>70%
Middle School Hispanic	<25%	26%-39%	40%-50%	51%-69%	>70%
Middle School White	<25%	26%-39%	40%-50%	51%-69%	>70%
Middle School Math	<25%	26%-39%	40%-50%	51%-69%	>70%
Middle School SPED	<25%	26%-39%	40%-50%	51%-69%	>70%
Middle School Eco Dis	<25%	26%-39%	40%-50%	51%-69%	>70%
Middle School 504	<25%	26%-39%	40%-50%	51%-69%	>70%
Middle School ELL	<25%	26%-39%	40%-50%	51%-69%	>70%
Middle School RTI	<25%	26%-39%	40%-50%	51%-69%	>70%

Total points for levels earned	
Total Measures	12

Domain: Culture and Climate

Number of academic/informative night events offered at the Middle School

1	2	3	4	5
1-2	3-4	5-6	7-8	More than 8

Number of opportunities such as field trips, Special Olympics and other community events that relate to students with special needs

1	2	3	4	5
0-2	3-4	5-6	7-8	More than 8

Domain: Extra/Co-Curricular

Middle School All-Region Band Auditions -% of all band students in grades 7 & 8 making All Region Band

1	2	3	4	5
Fewer than 10 % of Band students were named All Region	Between 10% and 15% of Band students were named All Region	Between 15% and 19% of Band students were named All Region	Between 20% and 24% of Band students were named All Region	More than 25% of Band students were named All Region

Middle School All-Region Choir Auditions -% of all choir students in grades 7 & 8 making All Region Choir

1	2	3	4	5
Fewer than 10% of Choir students were named All Region	Between 10% and 14% of Choir students were named All Region	Between 15 % and 19% of Choir students were named All Region	Between 20% and 24% of Choir students were named All Region	More than 25% of Choir students were named All Region

Middle School VASE Art Levels I-II

1	2	3	4	5
No students participated	Less than 5% of art students participated	5% of art students participated	6-9% of art students participated	10% or more of art students participated

Fine Arts Enrollment – Middle School

6th - 8th grade student enrollment in Band, Choir, Art, or Theatre

1	2	3	4	5
<29%	30-44%	45-59%	60-70%	>70%

One Act Play – Middle School

1	2	3	4	5
Campus fails to place in top 3 of District / Zone		Campus places in top 3 of District / Zone	Campus places in top 2 of District / Zone	Campus wins District / Zone Championship

Athletic Participation – Middle School-7th & 8th grades

1	2	3	4	5
Less than 50%	51% to 60%	61% to 70 %	71% to 80%	Over 80%

Academic UIL – Middle School

1	2	3	4	5
Campus fails to place in top 3 of District / Zone		Campus places in top 3 of District / Zone	Campus places in top 2 of District / Zone	Campus wins District / Zone Championship

High School

Domain: Academics

Percent of freshman who choose to take PSAT Scores

1	2	3	4	5
Fewer than 15% Opt to Test	Between 15% and 24% Opt to Test	Between 25% and 34% Opt to Test	Between 35% and 44% Opt to Test	45% or greater Opt to Test

SAT scores

1	2	3	4	5
Graduating class average below 1400	Graduating class average between 1401 to 1440	Graduating class average between 1441 to 1480	Graduating class average between 1481 to 1520	Graduating class average 1521 and above

ACT scores

1	2	3	4	5
Graduating class average below 19	Graduating class average between 19.0 to 20.9	Graduating class average between 21.0 to 22.9	Graduating class average between 23.0 to 24.9	Graduating class average 25.0 and above

Percent of students attempting at least one DC class

1	2	3	4	5
Under 35 %	36% to 40%	41% to 45%	46% to 50%	Over 50%

Average number of Dual Credit Hours Earned per Graduate

1	2	3	4	5
Less than 9 hours	9 – 11 hours	12 – 14 hours	15- 17 hours	18 or more hours

Percentage of Graduates Completing 3 or more Foreign Language Courses

1	2	3	4	5
Less than 40%	40% to 40%	50% to 59 %	60% to 69%	70% to 79%

Percent of teachers ESL certified

1	2	3	4	5
Fewer than 10%	Between 11% and 25%	Between 26% and 45%	Between 46% and 65%	Greater than 66%

Offering of Career & Technical Education (CTE) and Technology Applications courses

1	2	3	4	5
Campus does not offer any CTE/Tech Apps courses.		Campus offers 6 – 8 CTE/Tech Apps courses.	Campus offers 9 - 12 CTE/Tech Apps courses.	Campus offers 13 or more CTE/Tech Apps courses.

Number of industry certifications earned by students enrolled in CTE each year.

1	2	3	4	5
0-24	25-49	50-99	100-149	150 or greater

Percent of students enrolled in CTE courses

Fewer than 25%	Between 25% and 44%	Between 45% and 64%	Between 65% and 84%	Greater than 85%
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Number of areas in which students may earn an endorsement (STEM, Business & Industry, Public Services, Arts & Humanities or Multidisciplinary Studies)

1	2	3	4	5
1	2	3	4	5

Percent of professional campus staff with 30 GT hours

1	2	3	4	5
Fewer than 10%	Between 11% and 25%	Between 26% and 45%	Between 46% and 65%	Greater than 66%

Percent of Administrators/Counselors who meet State GT Requirement

1	2	3	4	5
Fewer than 50% responsible administrators/ Counselors Meeting State requirements	75% responsible administrators/ Counselors Meeting State requirements	100% responsible administrators/ Counselors Meeting State requirements	100% responsible administrators/ Counselors Meeting State requirements AND have 3 additional hours	100% responsible administrators/ Counselors Meeting State requirements AND have 6 or more additional hours

Percent of professional campus personnel certified in SPED

1	2	3	4	5
Fewer than 10%	Between 11% and 25%	Between 26% and 45%	Between 46% and 65%	Greater than 65%

Average number of Technology Professional Development hours earned by district staff

1	2	3	4	5
0-2	3-5	6-8	9-11	12 or more hours

Engagement Measure

Average Percentage Definitely or Yes responses from the Student Instructional Survey

My teacher plans lessons that help me learn new things.

My teacher challenges me to do my best.

I have choices in how I show my teacher what I have learned.

I get to participate in class discussions.

I get a chance to work with my classmates.

1	2	3	4	5
1-19%	20-39%	40-59%	60-79%	80-100%

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MAP Data

	Level 1	Level 2	Level 3	Level 4	Level 5
High School Math	<25%	26%-39%	40%-50%	51%-69%	>70%
High School Reading	<25%	26%-39%	40%-50%	51%-69%	>70%
High School African American	<25%	26%-39%	40%-50%	51%-69%	>70%
High School Hispanic	<25%	26%-39%	40%-50%	51%-69%	>70%
High School White	<25%	26%-39%	40%-50%	51%-69%	>70%
High School Asian	<25%	26%-39%	40%-50%	51%-69%	>70%
High School SPED	<25%	26%-39%	40%-50%	51%-69%	>70%
High School Eco Dis	<25%	26%-39%	40%-50%	51%-69%	>70%
High School 504	<25%	26%-39%	40%-50%	51%-69%	>70%
High School ELL	<25%	26%-39%	40%-50%	51%-69%	>70%
High School RTI	<25%	26%-39%	40%-50%	51%-69%	>70%

Total points for levels earned	
Total Measures	11

Domain: Culture and Climate

Number of academic/informative night events offered at the High School

1	2	3	4	5
1-2	3-4	5-6	7-8	More than 8

Number of opportunities such as field trips, Special Olympics and other community events that relate to students with special needs

1	2	3	4	5
0-2	3-4	5-6	7-8	More than 8

Community Service Projects and Hours Earned – Average hours completed per graduate

1	2	3	4	5
Average less than 60 hours	Between 61 and 70 hours	Between 71 and 80 hours	Between 81 and 90 hours	Over 90 hours

Senior Project Completion - % of graduates completing Senior Project

1	2	3	4	5
Less than 50%	Between 51% and 60 %	Between 61% and 70 %	Between 71% and 80 %	Over 80%

Domain: Extra/Co-Curricular

All Region Band - High School

1	2	3	4	5
Fewer than 10 % of Band students were named All Region	Between 10% and 15% of Band students were named All Region	Between 15% and 19% of Band students were named All Region	Between 20% and 24% of Band students were named All Region	More than 25% of Band students were named All Region

Marching Band Contest – High School

1	2	3	4	5
Band receives 3 at UIL Marching Contest		Band receives 2 at UIL Marching Contest	Band receives 1 at UIL Marching Contest	Band receives Sweepstakes at UIL Marching Contest

UIL Band Concert & Sightreading Contest

1	2	3	4	5
Band receives 3 at UIL Concert Contest		Band receives 2 at UIL Concert Contest	Band receives 1 at UIL Concert Contest	Band receives Sweepstakes at UIL Concert Contest

All Region Choir - High School

1	2	3	4	5
Fewer than 10% of Choir students were named All Region	Between 10% and 14% of Choir students were named All Region	Between 15 % and 19% of Choir students were named All Region	Between 20% and 24% of Choir students were named All Region	More than 25% of Choir students were named All Region

UIL Choir Concert & Sightreading Contest

1	2	3	4	5
Varsity Choir receives 3 at UIL Concert Contest		Varsity Choir receives 2 at UIL Concert Contest	Varsity Choir receives 1 at UIL Concert Contest	Varsity Choir receives Sweepstakes at UIL Concert Contest

Theatrical Design – High School

1	2	3	4	5
No students participated	1-3 theater students participated	4-6 theater students participated	7-9 theater students participated	10 or more theater students participated (max.12)

One Act Play – High School

1	2	3	4	5
OAP does not advance out of District		OAP advances to Bi - District	OAP advances to Area	OAP advances to Region

High School-VASE Art Levels I-II

1	2	3	4	5
No students participated	Less than 5% of art students participated	5% of art students participated	6-9% of art students participated	10% or more of art students participated

Fine Arts Enrollment

HS student enrollment in Art, Band, Choir, Theater, Debate, or Extemp Speech

1	2	3	4	5
<19%	20-34%	35-49%	50-60%	>60%

Academic UIL Performance – High School

1	2	3	4	5
High School team places outside top 3 in district		High School team places 3 rd in district	High School team places 2 nd in district	High School team wins district

Athletic Participation

Percent of high school students that participate in 1 or more athletic teams

1	2	3	4	5
Less than 50%	51% to 60%	61% to 70 %	71% to 80%	Over 80%

Varsity Athletic Performance

Sunnyvale ISD currently competes in 12 sports for District championships

1	2	3	4	5
No teams win district championship	At least 2 teams win district championship	At least 4 teams win district championship	At least 6 teams win district championship	At least 8 teams win district championship

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