



College Station Independent School District

Community-Based Accountability System

2020-21 Report

System Overview

In College Station ISD, accountability to our stakeholders is about much more than results of state-mandated tests and ratings assigned by state systems of accountability. In collaboration with the Texas Public Accountability Consortium (TPAC), we've worked hard to develop a meaningful Community-Based Accountability System (CBAS) that informs our students, parents, staff and community at a much more comprehensive and meaningful level.

Our Community Based Accountability System is framed around seven pillars which capture the comprehensive work of a public school system:

- ★ [Professional Learning - Quality Staff](#)
- ★ [Student Learning and Progress](#)
- ★ [Engaged and Well-Rounded Students](#)
- ★ [Student Readiness](#)
- ★ [Safety and Well Being](#)
- ★ [Community Engagement and Partnerships](#)
- ★ [Fiscal and Operational Systems](#)

Each of these seven pillars is further defined by key questions as identified and established by the CSISD Community Based Accountability Committee. This group of individuals representing CSISD educators, administrators, and parents developed these guiding questions as part of our work in the 2018-19 school year.

In the spring of 2021, the District engaged in a strategic planning process and concurrently conducted a review of these pillars to ensure alignment with the strategic plan. Evidence was subsequently curated to support the degree to which CSISD is performing within each pillar. As you review CSISD's Community Based Accountability System, we hope you gain a deeper understanding of the factors the CSISD community believes are important to educating its students.

Professional Learning - Quality Staff

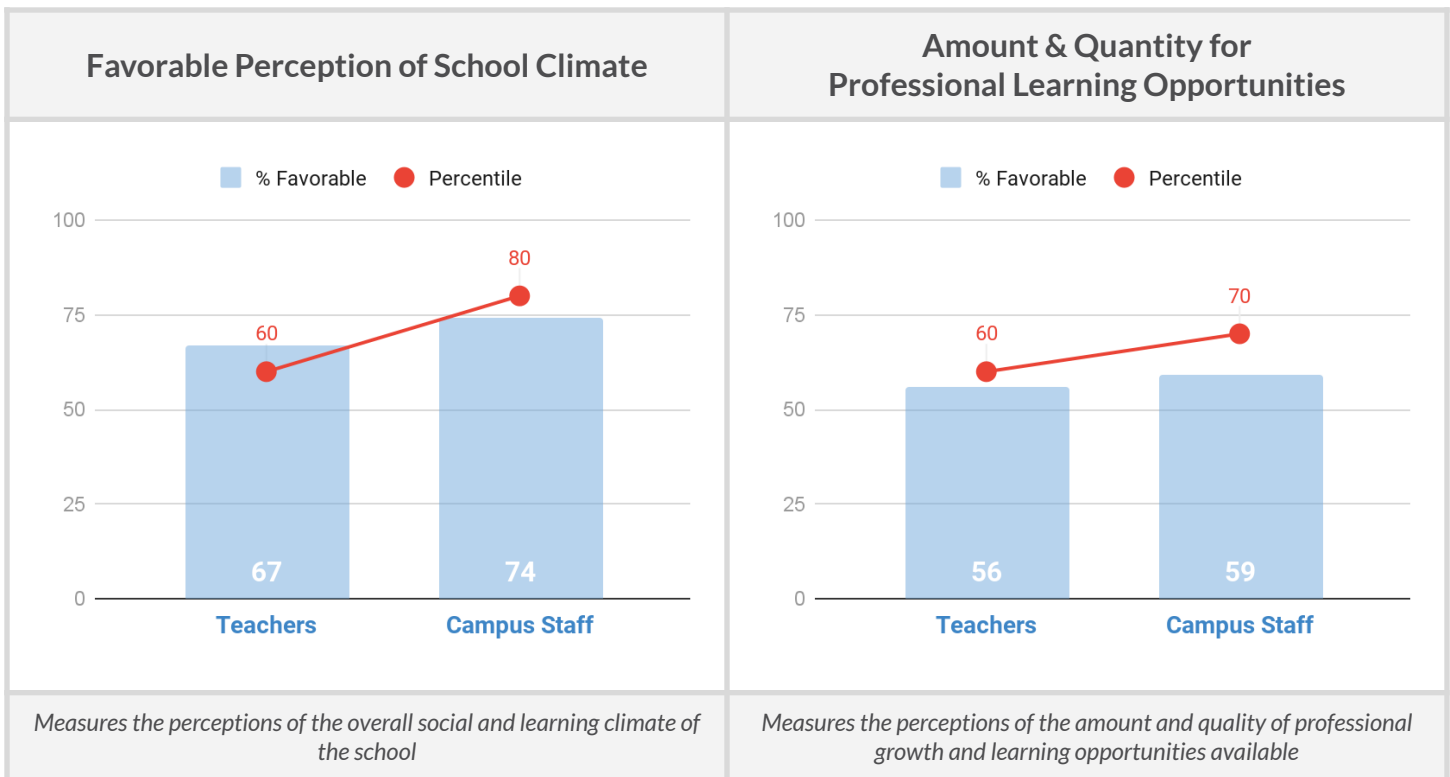
Ensure that every student has quality educators and adults in the schools that care about students, their learning, and their well-being.

Key Questions:

- To what degree do educators reflect the high quality expectations of the Portrait of an Educator?
- To what degree are we retaining high quality educators?
- To what degree do we recruit high quality educators?
- To what degree are educators demonstrating professional growth annually?
- To what degree is the district providing effective opportunities for professional learning that transfers to the classroom?
- To what degree are new and/or struggling educators provided necessary support to grow and become high quality staff?

Evidence:

- CSISD Teachers & Campus Staff Survey Results -

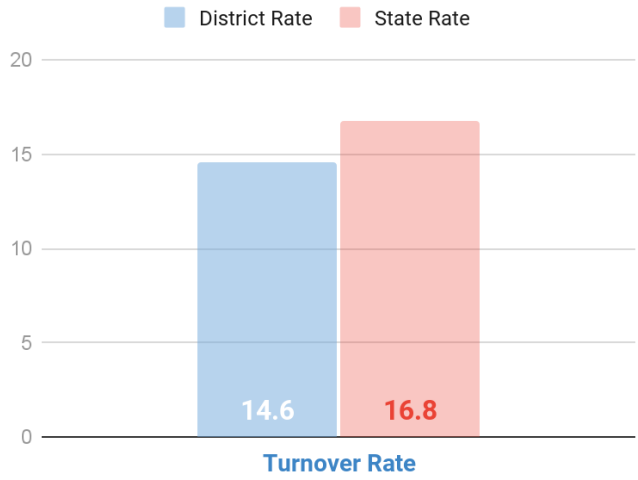



CSISD partners with Panorama Education to collect feedback around school climate, culture, and engagement to cultivate a supportive learning community and environment. These surveys are nationally normed, and as a result they provide valuable insights about our stakeholders perceptions and how we compare to other districts around the United States.

As indicated above, the 2020-21 survey reveals that our campus teacher and staff perceptions about school climate and opportunities for professional learning fall above to well above average as compared to our peers.

96%

of new teacher hires were *satisfied or very satisfied* with the New Teacher University experience

CSISD Teacher Turnover Rate	Districtwide T-TESS Average
 <p>CSISD teacher turnover rate vs. state rate</p>	 <p>Average of Domain II (Instruction) and III (Learning Environment)</p>
2019-20 TAPR Results	Average of Domain II (Instruction) and III (Learning Environment)

Additional Evidence:

- Development of a [Teacher Incentive Allotment](#) designation system to further support recruitment and retention of high quality teachers
- Provision of retention payments (\$1,500 teachers, \$1,000 all other) for returning employees in August 2021

Student Learning & Progress

Ensure academic success for all students.

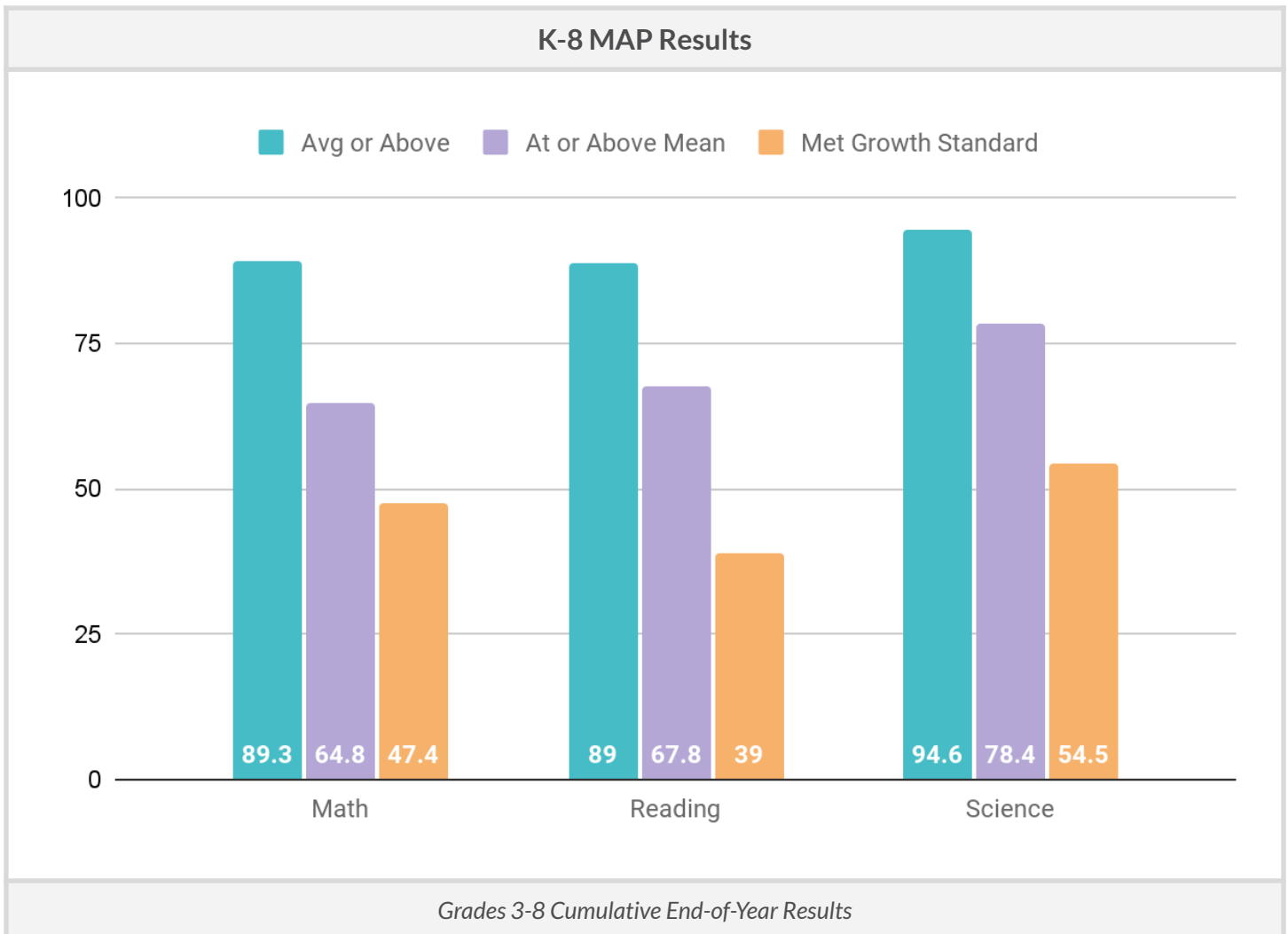
Key Questions:

- To what degree are all students being academically successful?
- To what degree are all students being challenged?
- To what degree are all students making academic progress year to year?
- To what degree are learning outcomes clearly defined for all grade levels and courses?

Evidence:

- MAP Assessment Results -

The Measures of Academic Progress (MAP) Growth assessment is a nationally normed assessment of students' academic achievement and growth. Administered three times a year to all students in grades K-8, this comprehensive assessment provides educators with accurate and actionable evidence to help target instruction and improve academic outcomes.

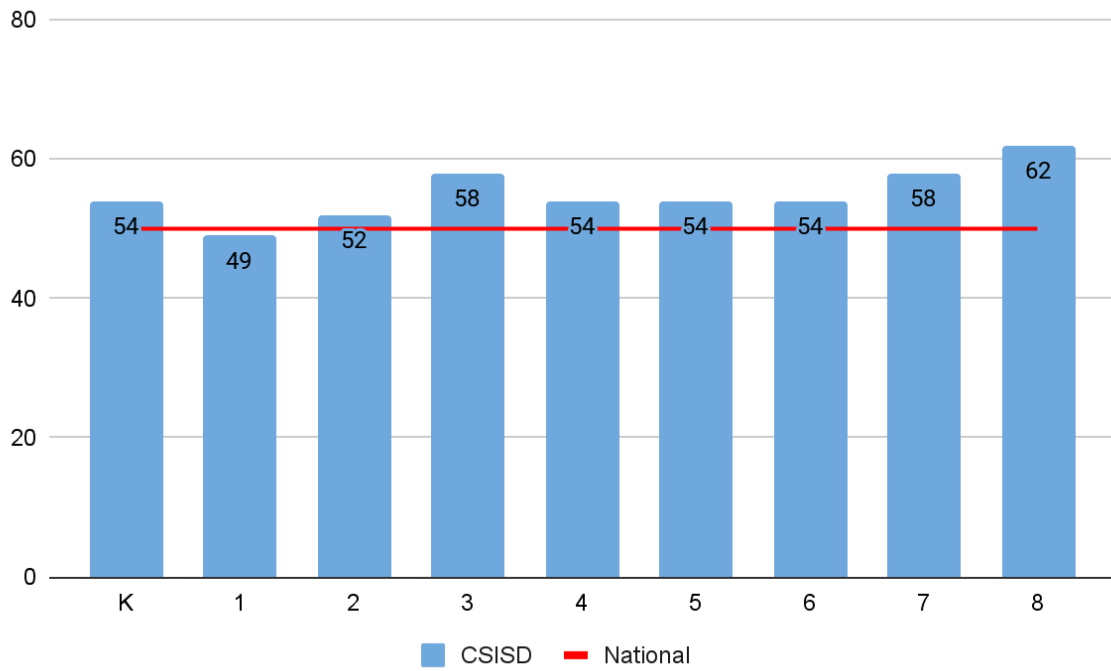


Because the MAP Growth is a standardized assessment, one can expect that about 50% of students will perform at or above the mean and meet the established growth standard. Despite the impact of the COVID-19 pandemic, overall students in CSISD continue to achieve at higher levels than their peers across the state and nation.

The District's 2020-21 results indicate that students demonstrated greater growth in the areas of science and math as compared to reading.

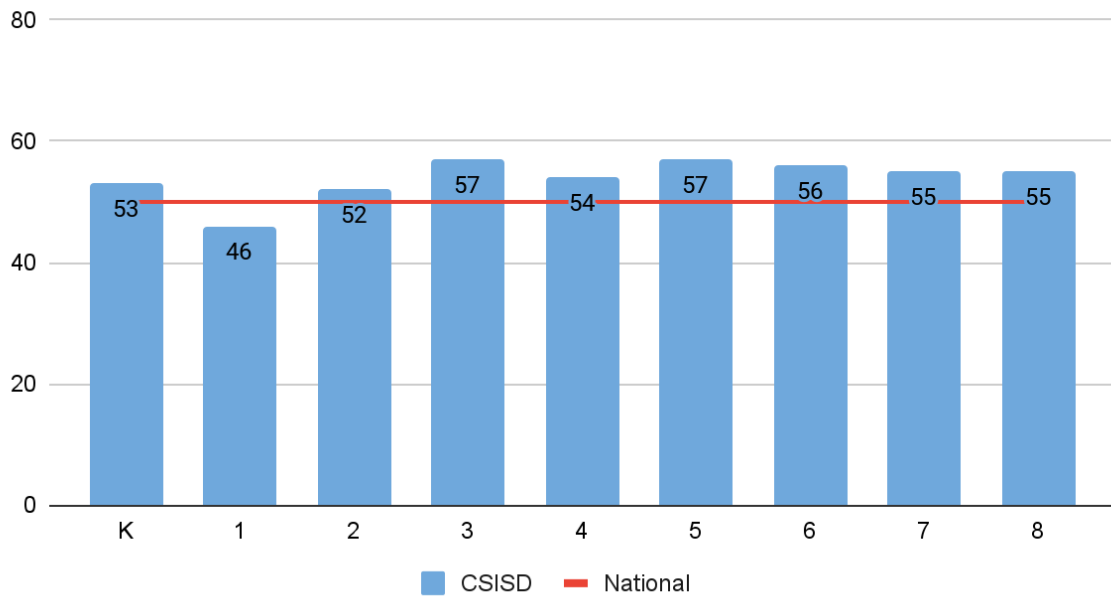
Below you will find MAP end-of-year results by subject area and grade level as compared to the national mean.

K-8 MAP Results - Reading



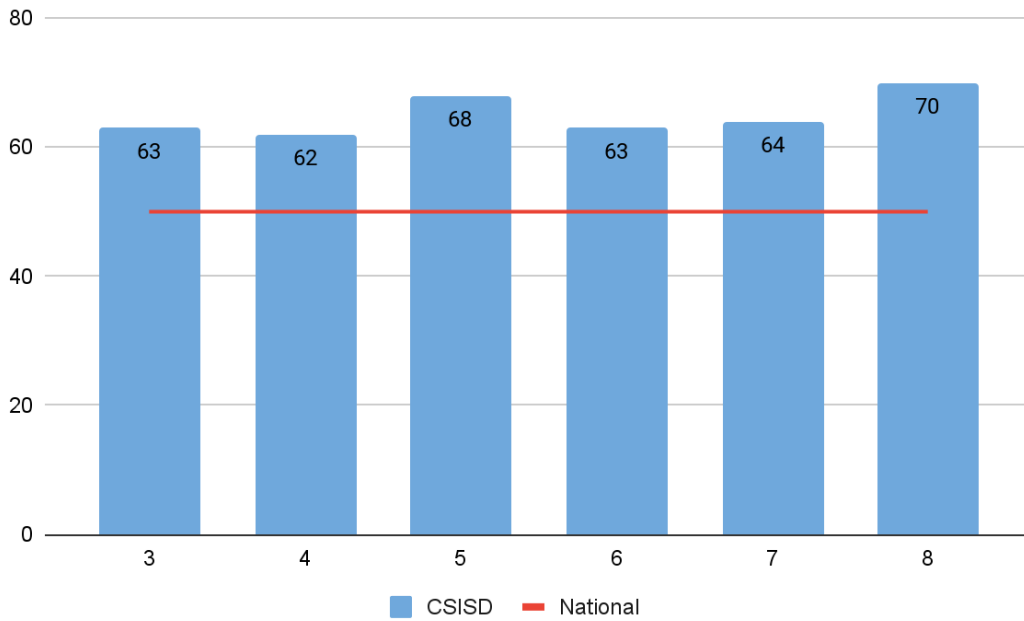
Grades 3-8 End-of-Year Reading Results | Average Percentile Performance by Grade Level

K-8 MAP Results - Math



Grades 3-8 End-of-Year Math Results | Average Percentile Performance by Grade Level

K-8 MAP Results - Science



Grades 3-8 End-of-Year 2020-21 Science Results | Average Percentile Performance by Grade Level

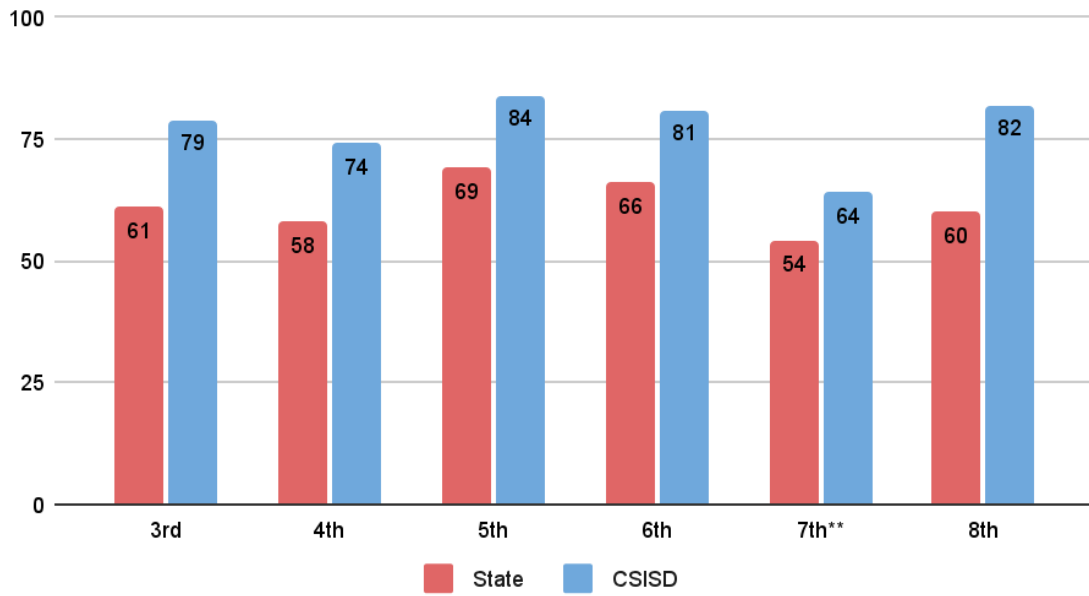
- STAAR Assessment Results -

3-8 Reading STAAR



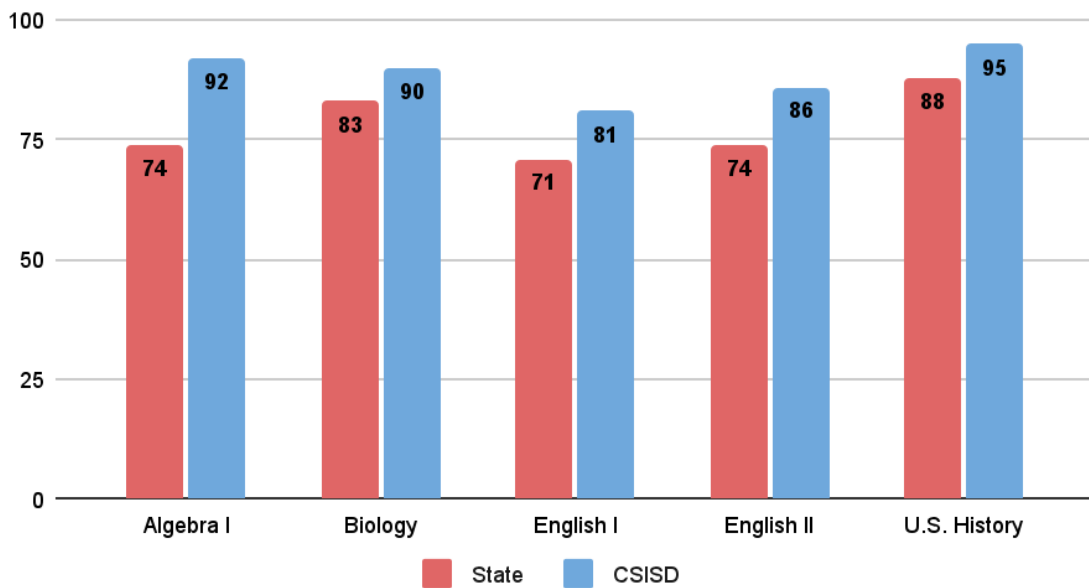
2021 STAAR Results | Percent of Students Exceeding the Passing Standard

3-8 Mathematics STAAR



2021 STAAR Results | Percent of Students Exceeding the Passing Standard

End-of-Course STAAR



2021 STAAR Results | Percent of Students Exceeding the Passing Standard

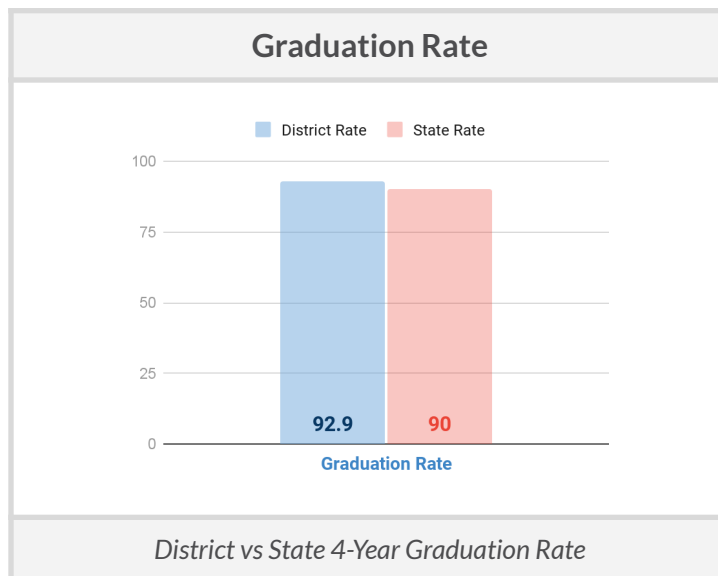
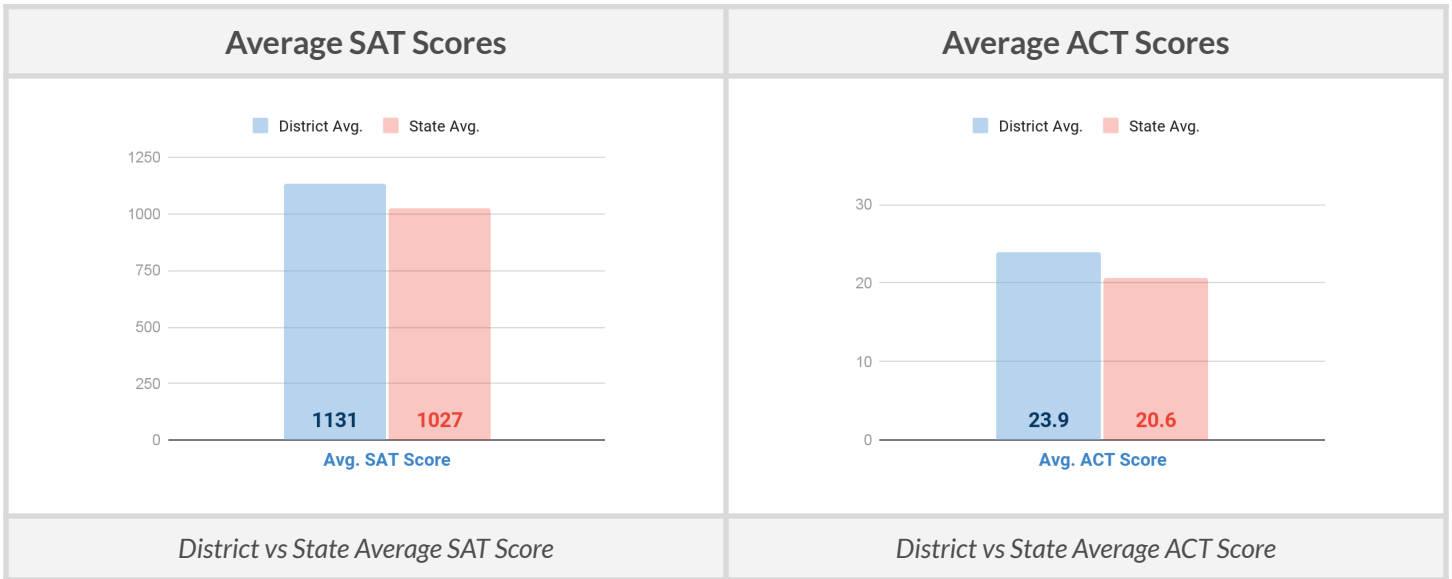
- Panorama Family Survey Results -

75%

of families reported that their child's school creates an environment that helps children learn

66%

of families reported the teachers' teaching styles match their child's learning style quite well



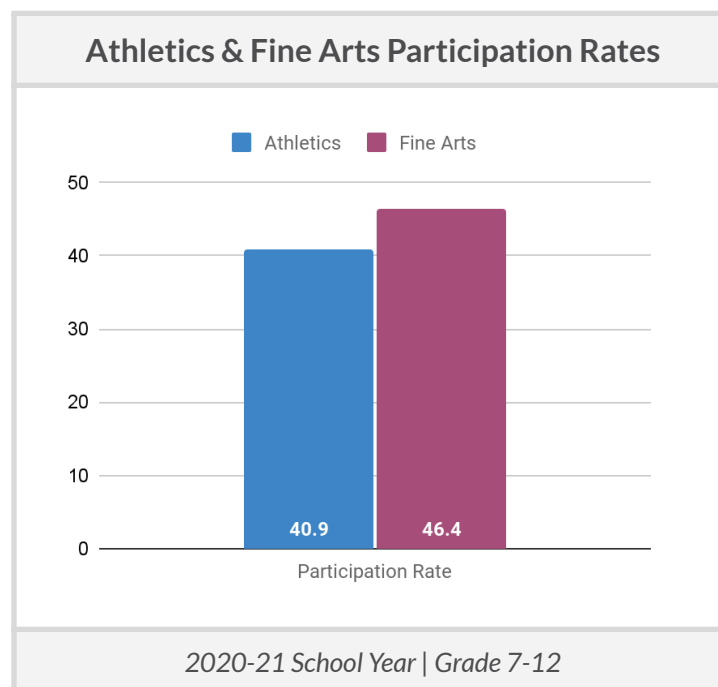
Engaged and Well-Rounded Students

Ensure students are well prepared for their next level of education and postsecondary success.

Key Questions:

- To what degree are students contributing to their school and community in a positive way?
- To what degree are students' learning experiences, both in and outside of the classroom, varied and diverse?
- To what degree are students engaged in school activities, both inside and outside of the classroom, that contribute to the development of their passions and interests?
- To what degree are students provided opportunities to develop effective communication and collaboration skills as identified in the CSISD Portrait of a Learner?

Evidence:



Additional Evidence:

- Implementation of [Digital Citizenship Curriculum](#) to support effective communication through digital media
- 12 College Station ISD high school students won state championships in their respective events at the SkillsUSA
- A total of 10 musicians from A&M Consolidated High School and College Station High School were selected to perform with Texas Music Educators Association (TMEA) All-State Band, Choir or Orchestra.State Contest and advanced to nationals during the 2020-21 school year
- College Station ISD was named as one of 40 districts in Texas to earn the District of Distinction Award by the Texas Art Education Association (TAEA). This award signifies a district is providing a well-rounded education which advocates and integrates visual arts curriculum to inspire creativity and build social-emotional learning to connect learners to their community and beyond.

Student Readiness

Ensure students are well prepared for their next level of education and postsecondary success.

Key Questions:

- To what degree do we offer all students experiences to develop executive functioning skills such as focus, prioritization, planning, and work completion?
- To what degree are students prepared for transitioning to the next campus level?
- To what degree do students have the opportunity to connect their learning to real world situations?
- To what degree are students aware of options available that prepare them for their future?
- To what degree are students academically prepared to pursue career paths (college, workforce, or military) after graduation?

Evidence:

Graduates Meeting College, Career, or Military Readiness (CCMR) Standard	ACT/SAT Results
 <p>District % State %</p> <p>75.2 72.9</p> <p>% of graduates meeting CCMR</p>	 <p>District % State %</p> <p>69.1 36.1</p> <p>% scoring at or above criterion</p>
Class of 2019	Class of 2019 College Readiness Criterion
AP Exam Participation	AP Test Results
 <p>District % State %</p> <p>32.8 25.2</p> <p>% taking AP exams</p>	 <p>District % State %</p> <p>80.8 51</p> <p>% of students meeting criterion on AP tests</p>
Class of 2019 Grade 11 & 12 Students	Class of 2019 College Readiness for All Subject Areas

73%

of families feel that their child's school is preparing them for the next academic year

Safety & Well Being

Ensure students are educated in an optimal environment that is safe, secure, and conducive to learning.

Key Questions:

- To what degree do students feel physically safe at school?
- To what degree do students feel socially and emotionally safe at school?
- To what degree are we prepared to both prevent and respond to crisis situations?
- To what degree does the district educate and support healthy choices (e.g., nutrition, sleep, physical activity, alcohol/drugs) for student wellbeing?
- To what degree does the district protect students in the digital environment and prepare them to be safe and responsible digital citizens?

Evidence:

- Panorama Family Survey Results -

75%

of families responded favorably regarding perceived physical and psychological safety of their student(s)

69%

of families say their child feels a strong sense of belonging at school



66%

families feel the activities
offered at the school match
their child's interests very well

Additional Evidence:

- The state of Texas requires all public school systems to conduct a safety audit at least once every three years. As an indicator of the District's commitment to the safety of our students and staff, College Station ISD elects to conduct a safety audit annually. The most recent audit was conducted in spring 2021 and resulting recommendations are included in the November 2021 bond referendum.
- CSISD has an active School Health and Advisory Committee (SHAC) who annually present recommendations for continued improvement of health and safety to the Board of Trustees
- The CSISD Strategic Design team in spring 2021 identified the need for a social/emotional screening process to better identify and meet the needs of students -- this element will be incorporated into year two of implementation

Community Engagement and Partnerships

Ensure that local citizens are a meaningful, integral part of a Community Based Accountability System and can and will support their local public schools.

Key Questions:

- To what degree do our school cultures foster partnerships with families?
- To what degree does the district seek partnerships?
- To what degree does the district seek and respond to community input?
- To what degree do community members have the opportunity to be involved in our students' learning?

Evidence:

- College Station ISD is proud to have an extremely active and well supported [Education Foundation](#) whose mission is to partner with the community to provide resources that inspire learning and teaching, enrich opportunities, and recognize successes of students and educators
- CSISD strategic plan developed in spring 2021 prioritizes the need to cultivate and strengthen intentional partnerships with local businesses, community organizations and higher education agencies
- Engagement and partnership opportunities were hampered in the 2020-21 school year due to the COVID-19 pandemic and associated safety restrictions

Fiscal and Operational Systems

Ensure the district is using its resources to further its mission to educate the students it is assigned to serve.

Key Questions:

- To what degree does CSISD expend resources in a manner that aligns with the district's vision, core beliefs, and commitments and address the areas of greatest need?
- To what degree does CSISD have systems in place to ensure funds are expended appropriately and efficiently?
- To what degree are CSISD's finances available for the community to review and understand?
- To what degree does CSISD plan for and practice good stewardship of our current and future facilities and capital assets?

Evidence:



CSISD earned a Superior Financial Integrity Rating System of Texas (FIRST) rating for the 2019-20 fiscal year

- CSISD's annual financial audit for fiscal year ending August 2020 yielded an unmodified opinion, with no material weaknesses in internal controls over financial reporting
- CSISD is extremely transparent with information available on the [district's website](#) including annual financial reports, financial rating information, and much more
- CSISD seeks community feedback in the future needs of our community -- most recently this was through a bond planning process in spring 2021 that resulted in four called referendums in the November 2021 election