

Community Based Accountability in College Station ISD

Creek View Elementary Rating System

2016-17

Core Beliefs

- Each student can be a critical thinker, problem solver and possess the knowledge and skills to be a productive and responsible citizen in a global marketplace.
- The education of each student is the responsibility of the school district, the student, the family and community.
- Student success is dependent on the quality of the CSISD staff.

Commitments

1. CSISD will ...recruit, develop, and retain qualified and dedicated staff

Background: CSISD is committed to attracting the highest quality faculty and staff members, We are proud to be in a community like College Station that attracts many good teachers and staff members from other areas of Texas and the nation. CSISD annually hires a higher percentage of teachers with successful experience. Teaching positions in CSISD attract a large number of applicants, and we have a lower teacher turnover rate than the state. The most recent CSISD Texas Academic Performance Report from 2015-2016 indicates that the state turnover rate for teachers was 16.5 percent and the CSISD rate was 11.6 percent.

Once teachers and staff members arrive in CSISD we have a system of professional development that builds upon their knowledge base and helps provide the skills for success in the classroom. New Teacher University (NTU) is a system of professional development in instructional strategies, relationship building and what it takes to be successful in College Station. Teachers new to CSISD received three days of intensive training in August, with two to four follow up days of training and support throughout their first year. CSISD also provides staff development ongoing staff development in a variety of areas for over 800 teachers annually. During the 2016-17 school year, 45 teachers across CSISD participated in the Teacher Leadership Academy. Teacher Leadership Academy is a program designed to foster leadership while still in the classroom. Meetings happen monthly throughout the school year and include leadership lessons and the teachers taking on a “Risk Taking Opportunity” that benefits the school and/or district.

	Exemplary (3 Points)	Recognized (2 Points)	Acceptable (1 Point)	Unacceptable (0 Points)	N/A
Percentage of CSISD teachers who are appropriately qualified for the positions in which they teach.	100% X	99% or Higher	98% or Higher	Less than 98%	<i>Campuses Receive District Rating</i>

Annual teacher turnover rate. Based upon most recent Texas Academic Performance Report (TAPR) State rate 2015-16 = 16.5%	9.9% or less	10-12% X 11.6%	13-17%	18% or More	<i>Campuses Receive District Rating</i>
Ratio of applications per number of teaching staff hired	15:1 or greater	10:1 to 14:1 X 11:1	At least 5:1 to 9:1	Lower than 5:1	<i>Campuses Receive District Rating</i>

2. CSISD will...provide a challenging, relevant, engaging and aligned curriculum.

Background: The core business of any school district is teaching and learning. In order for students to learn at their highest levels and for teachers to be most effective, a guaranteed and viable curriculum must be in place. CSISD has worked to develop scope and sequences in several areas along with other supporting documents and materials. Parents may access in-depth information about scope & sequence across most content areas and grade levels online through our [Curriculum & Instruction website](#).

	Exemplary (3 Points)	Recognized (2 Points)	Acceptable (1 Point)	Unacceptable (0 Points)	N/A
Scope and Sequence documents: K-8 English/Language Arts	Scope and sequence developed at all grade levels X	Scope and sequence developed, but not all the way through the grade span	Supporting resources are available to teachers	No documents	<i>Campuses Receive District Rating</i>
Scope and Sequence documents: K-8 Mathematics	Scope and sequence developed at all grade levels X	Scope and sequence developed, but not all the way through the grade span	Supporting resources are available to teachers	No documents	<i>Campuses Receive District Rating</i>

Scope and Sequence documents: K-8 Science	Scope and sequence developed at all grade levels X	Scope and sequence developed, but not all the way through the grade span	Supporting resources are available to teachers	No documents	<i>Campuses Receive District Rating</i>
Scope and Sequence documents: K-8 Social Studies	Scope and sequence developed at all grade levels	Scope and sequence developed, but not all the way through the grade span X	Supporting resources are available to teachers	No documents	<i>Campuses Receive District Rating</i>

Background: Part of providing a relevant and engaging curriculum is providing students choice in their learning. At the high school level the district is actively increasing the types of instructional arrangements for various classes. In order to meet the diverse needs of our students and provide choice, more classes are offered in a non-traditional style: Problem-based learning (PBL), Flipped Instruction, online Instruction, or a blended model.

	Exemplary (3 Points)	Recognized (2 Points)	Acceptable (1 Point)	Unacceptable (0 Points)	N/A
Average number of days per week that students in grades PreK-8 receive workshop method instruction in Reading/ELA	5 days per week X	4 days per week	3 days per week	2 days or less per week	
Average number of days per week that students in grades PreK-8 receive workshop method instruction in Mathematics	5 days per week	4 days per week X	3 days per week	2 days or less per week	

Background: A challenging, relevant, engaging and aligned curriculum should help prepare students for success in the classroom. While success in all subjects is important, we have identified several key markers in literacy and mathematics that are crucial for future success.

	Exemplary (3 Points)	Recognized (2 Points)	Acceptable (1 Point)	Unacceptable (0 Points)	N/A
Percent of 1st grade students that achieve adequate growth in reading by the end of the school year based upon Fountas & Pinnell assessments	90% -100%	80-89%	70-79%	Less than 70% X 63%	
Percentage of 2nd grade students scoring at or above average on the end of year Texas Early Math Inventory (TEMI-PM)	100-90%	80-89%	65-79% X 74%	Less than 65%	
Percentage of students reading at or above grade level at the end of 3rd grade <i>Dominant language scores used for bilingual students</i>	100-90%	80-89%	70-79% X 77%	Less than 70%	

3. CSISD will ...provide an array of services, programs and opportunities to meet the needs of each student, and provide the opportunity for each student to reach his or her full potential.

Background: CSISD provides a number of services programs and other opportunities to meet the unique needs of students. House Bill 5 (83rd Texas Legislature) mandated school districts assess themselves in some of these areas below. For each area, you will find a brief description of the program and what CSISD provides that exceeds state law or other districts.

Fine Arts (HB5): With the exception of the fine arts elective that is mandated under the graduation plans for our current high school students, fine arts are not required by the education code. Nevertheless, CSISD campuses provide many fine arts opportunities for students at all levels. Elementary students rotate through art and music every week with teachers who are specialists in art and music, not simply classroom teachers. Intermediate students' elective rotations include art, music and drama. Fifth graders have the option to take orchestra, while sixth graders may choose orchestra, choir or band for the entire school year. Middle school students can choose electives in art, choir, band or orchestra. High school students have all of the other options plus theatre arts, and dance classes.

	Exemplary (3 Points)	Recognized (2 Points)	Acceptable (1 Point)	Unacceptable (0 Points)	N/A
Number of minutes per week that K-4 students participate in fine arts (e.g. music, art) activities	More than 900 minutes per nine-weeks grading period	810-900 minutes per nine-weeks grading period X	720-809 minutes per nine-week grading period	Less than 720 minutes per nine-weeks grading period	
Percentage of elementary (K-4) students participating in a fine arts performance (e.g. music, classroom play, art show)	90-100% X	76%-89%	50%-75%	Less than 49%	

Wellness and PE (HB5): CSISD takes the wellness of each of our students seriously. Our School Health Advisory Committee (SHAC) provides guidance for child nutrition, health and physical education. Our elementary students go to PE daily, and have the opportunity for recess. Intermediate students have a daily class period of PE as well, while students at the middle school have PE class, athletics, and multiple extra-curricular options. In addition to a full array of extra-curricular activities, high school students have PE class choices that rival many small colleges, including individual and team sports, body sculpting, weight training, step/pilates/pump, outdoor education, dance, and kick ball.

	Exemplary (3 Points)	Recognized (2 Points)	Acceptable (1 Point)	Unacceptable (0 Points)	N/A
Anti-bullying, Cyber-bullying and Dating Violence	Consistent/ on-going guidance activities and/or student leadership group to	Several in-class guidance activities	Campus/Grade level activity	Not addressed	

awareness and education	monitor and address issue X				
Number of minutes per week in physical activity PreK-4th grade (PE plus recess)	250 minutes or more X	180 to 249 minutes	135 to 179 minutes	Less than 135 minutes	

Second Language Acquisition (HB5): CSISD Students at all levels have the opportunity to participate in English as a Second Language (ESL), if they qualify. In grades K-6, the district's Spanish/English bilingual education program is two-way dual language immersion model including Spanish and English Speakers. Support for both groups, including higher-level Spanish courses and at least one core subject taught in Spanish, continues into middle school. CSISD high school students have the opportunity to pursue courses of study in French, German, Latin and Spanish. All four languages have courses through AP level IV. Spanish goes all the way to AP Spanish V. Additionally, Mandarin is available in an online format.

	Exemplary (3 Points)	Recognized (2 Points)	Acceptable (1 Point)	Unacceptable (0 Points)	N/A
Bilingual/Dual Language program implementation	Two-way bilingual education model implemented X	Developmental (late-exit) bilingual model implemented	Early exit bilingual model implemented	No bilingual program implemented	<i>Campuses Receive District Rating</i>
Staff Certification in bilingual education and/or English as a Second Language no later than at the end of their first year of employment as a teacher in CSISD	All elementary and intermediate school core teachers and middle school ELA (including SPED) certified; all high school teachers trained in sheltered instruction X	All elementary and intermediate school core teachers (including SPED) ESL certified; secondary core teachers trained in sheltered instruction	Certified bilingual/ESL staff in ESL classes (including SPED) serving ESL/bilingual students	No bilingual/ESL certified staff	
Percentage of K, 1st & 2nd grade students advancing at least one	70% or better	60-69%	50-59% X	1-2: Below 50%	

proficiency level (year over year) on the Texas English Language Proficiency Assessment System (TELPAS) State rate: 45%			57%		
Percentage of 3rd - 12th grade students advancing at least one proficiency level (year over year) in Texas English Language Proficiency Assessment System (TELPAS) State rate: 50%	70% or better	60-69%	50-59%	Below 50%	X N/A due to small sample size

Gifted and Talented (HB5): Students are nominated annually by parents and school staff for testing for G/T. Students who qualify for the program are eligible for pull-out services from the enrichment specialist on their campus (K-6th Grade). All students (even those not identified as G/T) have the opportunity for enrichment projects and participation in groups with their campus enrichment specialist. G/T identification in CSISD is based on academic indicators only. CSISD teachers earn endorsements in G/T allowing them to differentiate instruction for these students in their classes. Over 1,500 (11.9%) of students across all grade levels are identified as G/T, as compared to the state rate of 7.7% identified. At the K-6 level, G/T students are served directly by a G/T specialist, and in grades 7-12 students have opportunities to enroll in advanced courses such as Honors, Pre-AP, and AP.

	Exemplary (3 Points)	Recognized (2 Points)	Acceptable (1 Point)	Unacceptable (0 Points)	N/A
District performance based on the Texas Plan for the Education of Gifted/Talented Students	Meeting all indicators in "In Compliance" and more than 50% of the indicators in "Exemplary" X 14/23 exemplary indicators	Meeting all indicators of "In Compliance" and more than 50% of the indicators in "Recommended"	Meeting all indicators of "In Compliance"	Not meeting all indicators "In Compliance"	Campuses Receive District Rating

Percentage of G/T students achieving the "Masters Grade Level" standard on one or more content areas of the STAAR (grades 3-4) State rate: 73%	Over 90% X	75-89%	60-74%	Less than 60%	Not Yet Available
Percentage of teachers who have completed 30 hours of Gifted and Talented Level 1 Training	100% of all teachers in CSISD have level 1 GT training within their first year in CSISD X	100% of core content area teachers have level 1 GT training within their first year in CSISD	100% of teachers responsible for GT services of GT students have level 1 training within their first year in CSISD	less than 100% of teachers responsible for GT students' GT instruction have level 1 training within their first year in CSISD	

21st Century Workforce Development (HB5): CSISD believes that it is vitally important to prepare students for the workforce, whether our graduates plan to go straight to work or to college. These workforce skills give our graduates the ability to earn money even while pursuing other education opportunities. Our career and technology education department offers numerous career training options in all five endorsement areas of House Bill 5. Many of these career pathways culminate in the opportunity for a certification that can lead directly to gainful employment after high school.

	Exemplary (3 Points)	Recognized (2 Points)	Acceptable (1 Point)	Unacceptable (0 Points)	N/A
Campuswide Implementation of Social-Emotional Learning Programs in PreK-12	Social Emotional Learning activities and/or student leadership group to monitor and address issues are implemented more than once per six-weeks X	Social Emotional Learning activities and/or student leadership group to monitor and address issues are implemented at least once per six-weeks	Social Emotional Learning activities and/or student leadership group to monitor and address issues are implemented at least three times per year	Not Addressed	

Students have opportunities such as guest speakers, career fairs, society projects, tours of career technology programs, etc... in order to explore career options in PreK-8	Students have at least 3 opportunities to explore career options during the school year	Students have at least two opportunities to explore career options during the school year X	Students have one opportunity to explore career options during the school year	Students do not have opportunities to explore career options during the school year	
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Dropout Prevention (HB5): CSISD is committed to graduating all students no matter if they have been in our district since kindergarten, moved in during middle school, or re-enrolled after dropping out earlier in their school career. We have number of processes in place to help students stay in school. Campuses provide remediation in courses, accelerated instruction where students have struggled and credit recovery for students who have failed one or more classes at the semester.

Students behind on credits can participate in summer school, credit by exam and night school. Each comprehensive high school provides supports for students at-risk of dropping out and works collaboratively with those students to develop an individualized graduation plan.

	Exemplary (3 Points)	Recognized (2 Points)	Acceptable (1 Point)	Unacceptable (0 Points)	N/A
Annual attendance rate for students identified as at-risk of dropping out as defined by the Texas Education Agency standards.	96% or greater X 96.4%	94.5% to 95.9%	93.0% to 94.4%	Less than 93%	
A safe learning environment is developed through campus wide implementation of Conscious Discipline and Safe and Civil Schools (e.g., common area procedures, CHAMPS) in grades PreK-8	All staff are trained, campus team meets at least twice per semester, and evidence of implementation is consistently present across the campus in both common areas and classrooms. X	At least 75% of staff are trained, campus team meets at least twice per year, and evidence of implementation is present across the campus in both common areas and classrooms	At least half of campus staff are trained, campus team meets at once per year, and evidence of implementation is present across the campus in either common areas or classrooms	Less than half of campus staff are trained, campus team does not meet, and no evidence of implementation is present across the campus in either common areas or classrooms	

Digital Learning Environment (HB5): CSISD believes that our students must not only have access to technology, but must become fluent in a number of technologies to be successful in college or a career. To help accomplish this, each CSISD classroom has access to student computers, and all instructional spaces have a SMARTBoard or Symposium. We have a wireless overlay of our facilities that makes our “Bring Your Own Device (BYOD)” initiative possible. We don't ban smartphones or other devices, rather we encourage their use to aid instruction. High school students have the opportunity to participate in a number of high tech computer and technology courses. Beginning in 2013-14, CSISD unveiled Success 24/7, a online learning support portal. This site gives many students access to their teachers' lessons, supporting materials, videos and assignments. Students in these classes get to access their learning anytime and anywhere they have internet access.

	Exemplary (3 Points)	Recognized (2 Points)	Acceptable (1 Point)	Unacceptable (0 Points)	N/A
Success 24/7 usage - average number of multiple logins by user per week	1500 or more logins per week X 2987	1300-1499 logins per week	1100-1299 logins per week	Fewer than 1100 logins per week	<i>Campuses receive district rating</i>
Ratio of CSISD students to district devices (including student computers, labs, mobile devices)	2:1 or less X	4:1 or less	6:1 or less	More than 6:1	<i>Campuses receive district rating</i>
Teachers regularly embed instructional technologies within their instruction	At least 90% of teachers report at least weekly	Between 80% - 89% of teachers report at least weekly	70-79% of teachers report at least weekly	Less than 70% of teachers report at least weekly 60% - District Survey Rate	Baseline Year - Report Only X
Students have an opportunity to use different types of technology in the classroom	More than 80% of teachers report at least two types of technology are used in their classroom on at least weekly basis.	66-80% of teachers report at least two types of technology are used in their classroom on a weekly basis.	50-65% of teachers report at least two types of technology are used in their classroom on a weekly basis. 54.2% - District Survey Rate	Less than 50% of teachers report at least two types of technology are used in their classroom on a weekly basis.	Baseline Year - Report Only X

4. CSISD will ... create classroom and campus cultures that involve each family.

Community and Parent Involvement (HB5):

Background: CSISD provides numerous opportunities for parents and community members to be involved at the district and campus levels. From our campus level VIPS (Volunteers in Public Schools) to PTOs, campus and district site based committees, public hearings, community groups and the CSISD Education Foundation, there are many ways to get involved. A variety of district level opportunities are available for parent & community involvement including the District Educational Improvement Committee (DEIC), School Health Advisory Committee (SHAC), Leadership CSISD, Planning for Growth, and Boundary Adjustment Committee. There were 4,538 approved volunteers for the 2016-17 school year, which is an increase of almost 5% from 4,335 in 2015-16.

	Exemplary (3 Points)	Recognized (2 Points)	Acceptable (1 Point)	Unacceptable (0 Points)	N/A
Increase in the number of individuals approved to volunteer	15% increase over the previous year	10-14% increase over the previous year	0-9% increase over the previous year X 4.9%	Decrease over the previous year	<i>Campuses receive district rating</i>
Total number of day/programs/opportunities for parents to be on campus/community outreach (e.g. Math night, parent conference day, singing at the bank)	Greater than 25 opportunities per campus X	Between 16 and 25 opportunities per campus	Between 6 and 15 Opportunities per campus	Fewer than 5 Opportunities per campus	
Number of communication strategies used for parents and community members	10 or more	8-9 X	5-7	Fewer than 5	
Number of sponsors or cooks for annual 50 Men Who can Cook event - whichever is higher \$210,000 Raised in 2017	121 or more X 192 Sponsors 137 Chefs	106 to 120	91 to 105	Fewer than 90	<i>Campuses receive district rating</i>

5. CSISD will ... commit to the responsible use of taxpayer dollars.

Background: College Station ISD is a steward of the resources provided by the taxpayers. It is of the greatest importance for the district to be wise, fair, conservative and most of all legal in the use of public funds. It is also a goal to be efficient in the use of the funds where we can be. CSISD is audited annually by an outside accounting firm. We are also rated on a couple of different efficiency scales each year.

	Exemplary (3 Points)	Recognized (2 Points)	Acceptable (1 Point)	Unacceptable (0 Points)	N/A
CSISD's Annual Financial Audit	Received an Unqualified Opinion with no serious findings X	Received an Unqualified Opinion with one minor finding	Received an Unqualified Opinion with a few minor findings	Received a Qualified Opinion OR serious findings in material controls	<i>Campuses receive district rating</i>
Board Management Oversight work completed during the year	Completed two comprehensive Management Oversight Workshops	Completed one comprehensive Management Oversight Workshop X	Received updates on previous Management Oversight Workshops	No work in Board Management Oversight	<i>Campuses receive district rating</i>
FIRST rating system indicates quality of financial management	70-100 points (A) X 100 Points	50-69 points (B)	31-49 points (C)	31 or fewer points (F)	<i>Campuses receive district rating</i>
FAST rating indicates that our progress to spending ratio is cost-effective	4.5 or 5 Stars	3.5 or 4 Stars X 3.5 Stars	3 Stars	2.5 Stars or Fewer	<i>Campuses receive district rating</i>