

NEWCASTLE ISD

COMMUNITY & STUDENT ENGAGEMENT ACCOUNTABILITY SYSTEM



2016-17

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ACCOUNTABILITY SYSTEM



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INTRODUCTION

OVERVIEW OF HOUSE BILL 5:

House Bill 5 (HB 5) of the 83rd Texas Legislature Regular Session added Section 39.0545 to the Texas Education Code (TEC). TEC 39.0545 requires that each school District assign ratings of exemplary, recognized, acceptable, or unacceptable for the District and for each campus on both overall performance and each of nine factors.

NINE REQUIRED FACTORS FOR EVALUATION:

The following nine factors will be evaluated and a rating will be assigned to each factor. An overall rating for the district and each campus must also be assigned.

Since the Newcastle ISD is comprised of a single campus (EC-12) there will be only one combined rating for the district and the campus.

1. Fine Arts
2. Wellness and physical education
3. Community and parental involvement
4. The 21st Century Workforce Development program
5. The second language acquisition program
6. The digital learning environment
7. Dropout prevention strategies
8. Educational programs for gifted and talented students
9. The record of the district/campus regarding compliance with statutory reporting requirements.

TIME FRAME:

This law applies beginning with the 2013-14 school year. Ratings must be reported to the Texas Education Agency (TEA) by August 8, 2014.

RATING LABELS:

Rating labels for Factors 1 through 8 and for the overall campus/district rating are: Exemplary, Recognized, Acceptable, Unacceptable or Not Applicable. A rating label of Yes or No will be assigned for Factor 9, compliance with statutory reporting requirements.

DETERMINATION OF CRITERIA AND INDICATORS:

Statute does not permit TEA to determine the criteria for these evaluations; criteria are to be developed by a local committee. The NISD Campus Educational Improvement Committee (CEIC) has been identified as the local committee.

CEIC PROPOSAL:

The CEIC made up of parents, community members, business representatives, staff members, teachers, and administrators recommended that for each of the 9 factors described in HB 5, NISD develop a list of approximately 8 indicators that describe high performance. Newcastle School could meet the requirements of an indicator in one of two ways: by achieving a certain standard or by making improvement over prior year performance. The number of indicators achieved would determine the rating on each factor.

The proposed framework was similar to the methodology used by TEA to award Academic Achievement Distinction Designations (AADD), where campuses must achieve a certain target on a percentage of available indicators.

INDICATOR DEVELOPMENT:

TEA gave no guidance on which indicators to select. We have been advised to keep it simple. Senator Aycock, one of the authors of HB 5, suggested that this requirement is a way for districts to point out what is going well at their school in areas not covered by standardized tests. Proposed indicators are all measureable, either through existing performance data, survey results, or evidence collected at the school. Data will be pulled to evaluate performance when available, but some indicators will rely on campus/district documentation.

Community and Student Engagement Committee

The small size of our school makes multiple committees difficult; therefore, we will utilize our CEIC committee members to serve as our “Community and Student Engagement Committee”.

Gordon H. Grubbs, Associate Administrator
Deborah Wilkinson, Dean of Students, Special Programs Teacher/Testing Coordinator
Melanie Lowe, Elementary Teacher
Latrisha Strawbridge, Elementary Teacher
Leslie White, Elementary Teacher
Courtney Bozeman, Secondary Teacher
Kem Forbus, Secondary Teacher
Brad Wilkinson, Secondary Teacher
Christy Eli, CTE/Technology Teacher/Coordinator
Nicky King, Non-Teaching Professional
Delfina Garcia, Para-Professional
Kim Dodson, Business Community
Lucy Gonzales, Parent Representative
Amy Ford, Parent Representative
Rita Choat, Community Member

Factor #1 – Fine Arts

Exemplary: 5 or more indicators achieved

Recognized: 3-4 indicators achieved

Acceptable: 2 indicators achieved

Unacceptable: 0-1 indicators achieved

	Indicator	Description and Target Value	Documentation/ Data Collection
<input type="checkbox"/>	Certified Teachers	The school provides a highly qualified fine arts (theater arts) teacher and will continue our search for a highly qualified art or music teacher.	Data will be collected from the superintendent and/or human resources secretary.
<input type="checkbox"/>	Fine Arts Experience	The school provides at least three (3) opportunities for students to experience the fine arts in cooperation with other area schools and/or communities.	School documentation. List the three opportunities.
<input type="checkbox"/>	UIL Participation	The school participates in at least two (2) UIL or non-UIL competitions in music, theater, art, journalism or other fine arts areas.	School documentation. List two competitions.
<input type="checkbox"/>	Fine Arts Active Participation	The school provides students who receive fine arts instruction at least two (2) opportunities to perform in or display their work in a fine arts related production or exhibition.	School documentation. List two opportunities.
<input type="checkbox"/>	Fine Arts Curriculum	The school will provide opportunities for secondary students to take multiple fine arts courses.	Data will be collected from the PEIMS secretary.
<input type="checkbox"/>	After School Activities	The school will continue to allow students to take piano and/or guitar lessons after school.	School documentation. List students taking after school lessons.
<input type="checkbox"/>	Fine Arts Career Exploration	Students have an opportunity to learn about creative careers through interaction with fine arts professionals or job fairs.	School documentation. List one example.
<input type="checkbox"/>	Creative Writing	The school has at least two (2) literary publications, such as yearbook, school newsletter, collections of student poetry/short stories, etc.	School documentation. List two publications.

Factor #2 – Wellness & Physical Education

Exemplary: 5 or more indicators achieved

Recognized: 3-4 indicators achieved

Acceptable: 2 indicators achieved

Unacceptable: 0-1 indicators achieved

	Indicator	Description and Target Value	Documentation/ Data Collection
<input type="checkbox"/>	Coordinated School Health	The school has an active School Health Advisory Committee (SHAC) that complies with all state requirements for meetings and board reports.	School documentation. Minutes of SHAC meetings.
<input type="checkbox"/>	Student Health Risk	The FITNESSGRAM is administered to at least 90% of all students in grades 3-12, unless legitimately excluded. Parents are notified prior to administration and given an explanation of their student's scores.	Data will be collected from FitnessGram software and school documentation.
<input type="checkbox"/>	Immunizations	At least 95% of students have completed their required immunizations.	Data will be collected from the school nurse.
<input type="checkbox"/>	School Nutrition Program	The school will fully comply with state and federal school breakfast/lunch program requirements and other nutritional guidelines.	Data will be collected from the district food service director. Results of scheduled CREs.
<input type="checkbox"/>	School Playground Safety	The school will annually inspect all playground equipment for potential safety hazards and complete any required repairs and/or replacements.	School documentation. Reports from inspections by TDSHS.
<input type="checkbox"/>	School Safety	The school will provide annual opportunities for CPR training & updates for all personnel. Students will be offered the same training.	School documentation. Data collected from the superintendent and human resources secretary.
<input type="checkbox"/>	Athletics	The school will provide at least four (4) opportunities for both male and female students to participate in an extracurricular athletic activity.	School documentation. List four opportunities for each gender.
<input type="checkbox"/>	Physical Education Curriculum	Physical education courses will be offered to every student every school year.	School documentation. Data collected from physical education teacher or PEIMS secretary.

Factor #3 – Community & Parental Involvement

Exemplary: 5 or more indicators achieved

Recognized: 3-4 indicators achieved

Acceptable: 2 indicators achieved

Unacceptable: 0-1 indicators achieved

	Indicator	Description and Target Value	Documentation/ Data Collection
<input type="checkbox"/>	Parent Satisfaction Survey	The school will survey parents at the beginning/end of the school year for satisfaction in all areas of instruction and student support.	Data will be collected from annual Parent Satisfaction Survey.
<input type="checkbox"/>	Parent Teacher Organization (PTO)	The school will encourage and support an active Parent Teacher Organization that recruits & organizes volunteers and helps raise funds for supplemental educational materials and activities.	School documentation. Annual PTO President and Treasurer's report.
<input type="checkbox"/>	Opportunities to Get Involved	The school provides at least three (3) opportunities for community and parent involvement either off or on campus, such as field trips, performances, volunteering, mentoring, tutoring, lunch visits, etc.	School documentation. List three examples.
<input type="checkbox"/>	Communication	The school regularly uses at least three (3) forms of communication such as Remind101, newsletters, website, letters, social media, and emails.	School documentation. List three examples.
<input type="checkbox"/>	Informational Events	The school provides at least three (3) parent informational events such as Back to School, Family Nights, Parent Conferences, College Nights, and meetings for parents of students with special needs.	School documentation. List three examples.
<input type="checkbox"/>	Family Fun Nights	The school provides at least three (3) family fun events, such as FallFest, Family Reading Night, Book Fairs, Homecoming Activities, Field Day and End of Year celebrations.	School documentation. List three examples.
<input type="checkbox"/>	Community Involvement	The school will host and coordinate a community health fair with the assistance and support of Olney Hamilton Hospital.	School documentation.
<input type="checkbox"/>	Leadership and Sustainability	At least one (1) performance objective to increase community and parental involvement is included in the campus improvement plan.	School documentation.

Factor #4 – 21st Century Workforce Development Program

Exemplary: 5 or more indicators achieved

Recognized: 3-4 indicators achieved

Acceptable: 2 indicators achieved

Unacceptable: 0-1 indicators achieved

	Indicator	Description and Target Value	Documentation/ Data Collection
<input type="checkbox"/>	Advanced Coursework	The school provides students at least two (2) opportunities for junior high school students to take courses for high school credit, or high school students to take courses for college credit.	School documentation. List two courses.
<input type="checkbox"/>	Postsecondary Opportunities	The school provides students and parents, especially first-generation college students, information about postsecondary opportunities, through newsletters, presentations, parent conferences, etc.	School documentation.
<input type="checkbox"/>	Leadership and Sustainability	At least one (1) performance objective to increase 21 st Century Workforce Development is included in the 2016-17 Campus Improvement Plan.	School documentation.
<input type="checkbox"/>	College/Career Fair, Career Explorations	The school offers at least two (2) college or career events, such as College or Career Days, Job Shadowing events, Take Your Child to Work Day, Career Interest Inventory, etc.	School documentation. List two examples.
<input type="checkbox"/>	CTE Course Offerings	The school will provide at least two (2) CTE course offerings to students related to postsecondary opportunities.	School documentation. List two examples.
<input type="checkbox"/>	Certifications and Licenses	The school will continue to provide opportunities for students to obtain workforce certifications/licenses through our business/technology and agriculture programs.	School documentation.
<input type="checkbox"/>	STEM Support	The school will continue to provide junior high students interested in an engineering career an opportunity to attend the Texas A&M Engineering Competition each year.	School documentation. List of students attending the seminar.
<input type="checkbox"/>	College Awareness	The school displays college pennants, displays diplomas/degrees of staff members, or participates in regular staff college dress days.	School documentation.

Factor #5 – Second Language Acquisition Program

Exemplary: 5 or more indicators achieved

Recognized: 3-4 indicators achieved

Acceptable: 2 indicators achieved

Unacceptable: 0-1 indicators achieved

	Indicator	Description and Target Value	Documentation/ Data Collection
<input type="checkbox"/>	Home Language Surveys	All parents (100%) are given a copy of the home language survey upon initial enrollment and are confirmed for completion.	School documentation.
<input type="checkbox"/>	Certified Teacher	All students receiving bilingual/ESL services are supported by a certified bilingual/ESL teacher.	Data collected from superintendent H/R secretary.
<input type="checkbox"/>	Language Proficiency	80% of all high school students receiving foreign language instruction will complete two (2) or more credits of a foreign language.	School documentation. Data collected from student PEIMS secretary.
<input type="checkbox"/>	Language Proficiency Assessment Committee (LPAC)	The school has an active LPAC committee that meets TEA expectations and complies with TEC Subchapter B (bilingual and special language programs).	School documentation.
<input type="checkbox"/>	Inclusiveness	ELL and non-ELL students participate together in all special programs including physical education classes.	School documentation.
<input type="checkbox"/>	Language Proficiency	All elementary specials will include a beginners' Spanish acquisition class within the rotation.	School documentation.
<input type="checkbox"/>	Cultural Awareness Special Events	The school provides at least two (2) cultural awareness programs/special events for students, parents, staff and community during the school year.	School documentation. List two events here.
<input type="checkbox"/>	Leadership and Sustainability	At least one (1) performance objective to increase second language acquisition is included in the 2016-17 Campus Improvement Plan.	Campus documentation.

Factor #6 – Digital Learning Environment

Exemplary: 5 or more indicators achieved

Recognized: 3-4 indicators achieved

Acceptable: 2 indicators achieved

Unacceptable: 0-1 indicators achieved

	Indicator	Description and Target Value	Documentation/ Data Collection
<input type="checkbox"/>	Cyberbullying	The school provides training for staff and activities or programs for students on how to recognize and prevent cyberbullying.	School documentation.
<input type="checkbox"/>	Access to Technology	Elementary students have access to computers for at least one (1) hour per week.	School documentation.
<input type="checkbox"/>	Online Coursework	High School students have access to online or computer-based coursework, such as the TxVSN, GradPoint, credit recovery and credit acceleration programs.	School documentation.
<input type="checkbox"/>	Wi-Fi Access	The school will continue to expand the accessibility of Wi-Fi on and off campus for students, faculty, parents and community.	School documentation.
<input type="checkbox"/>	Graphing Calculators	The school will expand the use of graphing calculators and insure that every student in grades 8-12 have access to one throughout the school year.	School documentation. List the number of graphing calculators owned by the school.
<input type="checkbox"/>	CTE Course Offerings	The school offers Career & Technical Education courses in at least two (2) technology-related career clusters such as media tech, STEM, IT, etc.	School documentation. List two career clusters.
<input type="checkbox"/>	Digital Safety/Security	Students and teachers are provided training in digital safety and security.	School documentation.
<input type="checkbox"/>	Leadership and Sustainability	At least one (1) performance objective to improve the digital learning environment is included in the 2016-17 Campus Improvement Plan.	School documentation.

Factor #7 – Dropout Prevention Strategies

Exemplary: 5 or more indicators achieved

Recognized: 3-4 indicators achieved

Acceptable: 2 indicators achieved

Unacceptable: 0-1 indicators achieved

	Indicator	Description and Target Value	Documentation/ Data Collection
<input type="checkbox"/>	Attendance	The school has an overall attendance rate of >=95% (HS), >= 96% (JH), or >=97% (ES) OR made improvement over the prior year.	Data will be collected from PEIMS ADA.
<input type="checkbox"/>	Attendance and Parent Communication	The school will continue to emphasize daily parent contacts for all absent students to verify absence and encourage attendance.	School documentation.
<input type="checkbox"/>	Credit Recovery	The school provides at least one (1) opportunity for credit recovery such as GradPoint, zero hour classes, or another online recovery program.	School documentation. List one opportunity.
<input type="checkbox"/>	Intervention Support	The school provides at least two (2) in school, after school, extended day, or extended year programs for STAAR/EOC intervention.	School documentation. List two programs.
<input type="checkbox"/>	Anti-Bullying Activities	The school provides training for staff and activities or programs for students on how to recognize and prevent bullying.	School documentation.
<input type="checkbox"/>	Early Literacy Intervention	All students identified as struggling in reading, writing and/or math are provided specialized instruction or intervention.	School documentation.
<input type="checkbox"/>	Early Childhood Education	The school will provide an opportunity for early childhood education for all children over the age of four who meet minimum criteria.	School documentation.
<input type="checkbox"/>	Extracurricular Activities	The school will provide an assortment of after school activities and extracurricular activities for students' participation, enjoyment and growth.	School documentation. List of after school and extracurricular activities provided by the school.

Factor #8 – Educational Programs for Gifted & Talented Students

Exemplary: 5 or more indicators achieved

Recognized: 3-4 indicators achieved

Acceptable: 2 indicators achieved

Unacceptable: 0-1 indicators achieved

	Indicator	Description and Target Value	Documentation/ Data Collection
<input type="checkbox"/>	Parent and Community Outreach	The school provides at least two (2) parent or community outreach events that target the families of GT students, such as GT Identification meetings, college readiness meetings, advanced placement/dual credit meetings, etc.	School documentation. List two events.
<input type="checkbox"/>	Extracurricular Enrichment Activities	Gifted and Talented students are identified for participation in at least one (1) enrichment activity that extends beyond the classroom, such as chess, A&M Eng. Expo, service projects, internships, etc.	School documentation. List one event.
<input type="checkbox"/>	Academic UIL	The school will provide opportunities for all GT students to actively participate in interscholastic (UIL or non-UIL) academic competitions.	School documentation. List of competitions.
<input type="checkbox"/>	Professional Staff Development	The school will continue to provide and/or insure that all teachers are provided GT training which meets or exceeds state requirements.	School documentation. List of teachers receiving GT training.
<input type="checkbox"/>	Course Offerings	The school will offer GT students at least three (3) opportunities to take college level courses on our school campus.	School documentation. List of college level courses offered per semester.
<input type="checkbox"/>	Student Leadership	The school will provide GT students with at least two (2) opportunities for active student leadership such as student council, service projects, mentorships, etc.	School documentation.
<input type="checkbox"/>	Support for Underrepresented Groups	The school will insure that teachers and parents work together to identify and assess all potential GT students regardless of their race, gender, ethnicity or handicap.	School documentation.
<input type="checkbox"/>	Leadership and Sustainability	At least one (1) performance objective related to improvement/expansion of gifted and talented program will be included on 2016-17 Campus Improvement Plan.	School documentation.

Factor #9 – Compliance

Exemplary: 5 or more indicators achieved

Recognized: 3-4 indicators achieved

Acceptable: 2 indicators achieved

Unacceptable: 0-1 indicators achieved

	Indicator	Description and Target Value	Documentation/ Data Collection
<input type="checkbox"/>	Campus Improvement Plan	The school's 2016-17 campus improvement plan is complete and has been approved by the district.	Data will be collected from Superintendent Office.
<input type="checkbox"/>	Required Web Postings for Accountability	The school complies with mandatory dissemination of annual TEA School Report Cards and other required postings.	School documentation.
<input type="checkbox"/>	Immunizations	Parents are provided opportunities for their children to receive free immunizations, vision & hearing screening. Parents are sent results and related information.	School documentation.
<input type="checkbox"/>	Accountability	All required teacher evaluations and appraisals (T-TESS) are completed by required deadlines.	Data will be collected from 2016-17 PDAS documents.
<input type="checkbox"/>	Attendance	The school has an overall attendance rate of >=96% OR made improvement over the prior year.	PEIMS ADA
<input type="checkbox"/>	Budget	Budget deadlines are met, and the yearly audit is passed.	Data will be collected from the Superintendent's Office.
<input type="checkbox"/>	HQ Professional Development	The school meets or exceeds Highly Qualified professional development standards.	School documentation.
<input type="checkbox"/>	Special Education Services	The school provides special education programs that meet the individual needs of its special education students through the membership and support of the Big 4 Special Education Cooperative.	School documentation.

OVERALL RATINGS

Indicators Achieved	Rating	Point Value
5 or more indicators	Exemplary	3 points
3-4 indicators	Recognized	2 points
2 indicators	Acceptable	1 point
0-1 indicators	Unacceptable	0 points

	Individual Factors	Rating	Point Value
1	Fine Arts		
2	Wellness & Physical Education		
3	Community & Parental Involvement		
4	21 st Century Workforce		
5	Second Language Acquisition		
6	Digital Learning		
7	Dropout Prevention Strategies		
8	Gifted & Talented Program		
9	Compliance Reporting		
	OVERALL PERFORMANCE		

Overall (Total) Point Value	Overall Rating
20-24 and Yes in Compliance	Exemplary
12-19 and Yes in Compliance	Recognized
8-11	Acceptable
0-7	Unacceptable

The ratings available for Factor 9, Compliance, are Yes or No.

A “Yes” in Compliance is required in order for a school to achieve an overall rating of Recognized or Exemplary.