

GCCISD

Accountability Scorecard for Community & Student Engagement 2016-17

January 10, 2017

Fine Arts

Performance Measure	Data Source	Reporting Level(s)	Unacceptable	Acceptable	Recognized	Exemplary
Fine Arts Participation/Student Enrollment Percentage per Campus	District	Elem	84% or less	85-89%	90-95%	95% +
		JH	59% or less	60-69%	70-79%	80% +
		HS	29% or less	30-41%	42-53%	54% +
Number of Public Performances-Fine Arts Special Events	Campus	Elem	4 or less	5	6	7 +
		JH	10 or less	10-11	12-14	15 +
		HS	35 or less	35-39	40-44	45+
Number of individual or group Competitive Performances available to Students	Campus	Elem	0	1	2	3 +
		JH	0-3	4-6	7-9	10 +
		HS	0-4	5-9	10-14	15+
Successful group Participation (first divisions) in Secondary UIL Contests	District	Elem	NA	NA	NA	NA
		JH	Below 25%	25-49%	50-74%	75% +
		HS	Below 25%	25-49%	50-74%	75% +
Instructional Time (Minutes) Per Student Per Week	Campus	Elem	Below 70	70-84	85-99	100 +
		JH	Below 125	125-174	175-224	225 +
		HS	Below 125	125-174	175-224	225 +

WELLNESS & PE

Performance Measure	Data Source	Reporting Level(s)	Unacceptable	Acceptable	Recognized	Exemplary
Connection of the Extra Curricular activities to Participation	Participation Numbers, Campus	Elem	N/A	N/A	N/A	N/A
		JH	35% or less of the total Student Body	36%-45% of the total Student Body	46%-55% of the total Student Body	56% or more of the total Student Body
		HS	29% or less of the total Student Body	30%-34% of the total Student Body	35%-39% of the total Student Body	40% or more of the total Student Body
Awards, Accolades, Student Accomplishments	Campus	Elem	5 or less	6-15	16-22	23+
		JH	15 or less	16-30	31-50	51+
		HS	50 or less	51-75	76-100	101+
Retention Year to Year	Campus	Elem	N/A	N/A	N/A	N/A
		JH	40%-49% of Each Program	50%-59% of Each Program	60%-69% of Each Program	70% or more of Each Program
		HS	40%-49% of Each Program	50%-59% of Each Program	60%-69% of Each Program	70% or more of Each Program

COMMUNITY & PARENTAL INVOLVEMENT

Performance Measure	Data Source	Reporting Level(s)	Unacceptable	Acceptable	Recognized	Exemplary
Community Engagement-Volunteer Hours for the Current Year	Campus	Elem	< 500 hours volunteer hours	≥ 500 but < 1000 volunteer hours	≥ 1000 but < 1500 volunteer hours	≥ 1500 volunteer hours
		JH	< 500 hours volunteer hours	≥ 500 but < 1000 volunteer hours	≥ 1000 but < 1500 volunteer hours	≥ 1500 volunteer hours
		HS	< 500 hours volunteer hours	≥ 500 but < 1000 volunteer hours	≥ 1000 but < 1500 volunteer hours	≥ 1500 volunteer hours
Family Engagement Opportunities for the current school year	Campus	Elem	< 5 family engagement opportunities	≥ 5 but < 15 family engagement opportunities	≥ 15 but < 30 family engagement opportunities	≥ 30 family engagement opportunities
		JH	< 5 family engagement opportunities	≥ 5 but < 15 family engagement opportunities	≥ 15 but < 30 family engagement opportunities	≥ 30 family engagement opportunities
		HS	< 10 family engagement opportunities	≥ 10 but < 40 family engagement opportunities	≥ 40 but < 50 family engagement opportunities	≥ 50 family engagement opportunities

21ST CENTURY WORKFORCE DEVELOPMENT

Performance Measure	Data Source	Reporting Level(s)	Unacceptable	Acceptable	Recognized	Exemplary
% of students completing a CTE Endorsement or Coherent Sequence	Graduation Data, PEIMS, Transcripts District	Elem	N/A	N/A	N/A	N/A
		JH	N/A	N/A	N/A	N/A
		HS	< 15% of graduates	15% - 20% of graduates	21% - 26% of graduates	> 26% of graduates
% of students completing the ApplyTexas or Common Application (excluding Life Skills students)	Apply Texas, Common Application, Naviance District	Elem	N/A	N/A	N/A	N/A
		JH	N/A	N/A	N/A	N/A
		HS	Below 70% 12th grade enrollment	70%-80% of 12th grade enrollment	81%-90% of 12th grade enrollment	>90% of 12th grade enrollment
% of Campus Enrollment participating in Career and Technical Student Organizations and/or Leadership Organizations	Campus Leadership Organization Data	Elem	N/A	N/A	N/A	N/A
		JH	Less than 1% of campus enrollment	1% - 5% of campus enrollment	6% - 10% of campus enrollment	>10% of campus enrollment
		HS	Less than 1% of campus enrollment	1% - 5% of campus enrollment	6% - 10% of campus enrollment	>10% of campus enrollment
# of College and Career Opportunities and/or Events offered	Program Data, District Calendar, Program Calendar, Campus Calendar	Elem	Less than 3 annually per campus	3-7 annually per campus	8-11 annually per campus	12 or more annually per campus
		JH	Less than 5 annually per campus	5-10 annually per campus	11-15 annually per campus	16 or more annually per campus
		HS	Less than 5 annually per campus	5-10 annually per campus	11-15 annually per campus	16 or more annually per campus

SECOND LANGUAGE ACQUISITION

Performance Measure	Data Source	Reporting Level(s)	Unacceptable	Acceptable	Recognized	Exemplary
Teacher Preparation: BIL/ESL Certification and/or Sheltered Instruction Training	Campus Data	Elem	Less than 20% of teachers are BIL/ESL Certified and/or SI Trained	20-30% of teachers are BIL/ESL Certified and/or SI Trained	31-40% of teachers are BIL/ESL Certified and/or SI Trained	41-50% of teachers are BIL/ESL Certified and/or SI Trained
		JH	Less than 45% of teachers are BIL/ESL Certified and/or SI Trained	45-54% of teachers are BIL/ESL Certified and/or SI Trained	55-64% of teachers are BIL/ESL Certified and/or SI Trained	65% of teachers are BIL/ESL Certified and/or SI Trained
		HS	Less than 45% of teachers are BIL/ESL Certified and/or SI Trained	45-54% of teachers are BIL/ESL Certified and/or SI Trained	55-64% of teachers are BIL/ESL Certified and/or SI Trained	65% of teachers are BIL/ESL Certified and/or SI Trained
% of students showing at least one year of growth on TELPAS (Composite)	State TELPAS Report	Elem	Less than 55% of students showing at least one year growth on TELPAS	55%-60% of students showing at least one year growth on TELPAS	61-69% of students showing at least one year growth on TELPAS	70% of students showing at least one year growth on TELPAS
		JH	Less than 19% of students showing at least one year growth on TELPAS	20%-39% of students showing at least one year growth on TELPAS	40-49% of students showing at least one year growth on TELPAS	50% of students showing at least one year growth on TELPAS
		HS	Less than 29% of students showing at least one year growth on TELPAS	30%-39% of students showing at least one year growth on TELPAS	40%-49% of students showing at least one year growth on TELPAS	50% of students showing at least one year growth on TELPAS

DIGITAL LEARNING ENVIRONMENT

Performance Measure	Data Source	Reporting Level(s)	Unacceptable	Acceptable	Recognized	Exemplary
% of secondary students using Naviance to create 4 year plans	District	Elem	N/A	N/A	N/A	N/A
		JH	Less Than 75% of 8th Grade Students	76% - 85% of 8th Grade Students	86% - 99% of 8th Grade Students	100% of 8th Grade Students
		HS	Less Than 75% of 9th - 11th Grade Students	76% - 85% of 9th - 11th Grade Students	86% - 99% of 9th - 11th Grade Students	100% of 9th - 11th Grade Students
% of students utilizing online collaboration resources: i.e. Edmodo and Google	Campus	Elem	N/A	N/A	N/A	N/A
		JH	Less Than 60% of 6th - 8th Grade Students	61% - 75% of 6th - 8th Grade Students	76% - 85% of 6th - 8th Grade Students	86% - 100% of 6th - 8th Grade Students
		HS	Less Than 10% of 9th - 12th Grade Students	11% - 30% of 9th - 12th Grade Students	31% - 49% of 9th - 12th Grade Students	≥ 50% of 9th - 12th Grade Students
% of students utilizing online core content resources i.e. iStation, Think Through Math, Reasoning Minds and Successmaker	Campus	Elem	Less Than 60% of K - 5th Grade Students	61% - 75% of K - 5th Grade Students	76% - 85% of K - 5th Grade Students	86% - 100% of K - 5th Grade Students
		JS	Less Than 60% of 6th - 8th Grade Students	61% - 75% of 6th - 8th Grade Students	76% - 85% of 6th - 8th Grade Students	86% - 100% of 6th - 8th Grade Students
		HS	N/A	N/A	N/A	N/A
Ratio of students to the number of electronic devices	District	Elem	2.5:1 Student Devices	2:1 Student Devices	1.5:1 Student Devices	1:1 Student Devices
		JH	2.5:1 Student Devices	2:1 Student Devices	1.5:1 Student Devices	1:1 Student Devices
		HS	2.5:1 Student Devices	2:1 Student Devices	1.5:1 Student Devices	1:1 Student Devices

DROPOUT PREVENTION STRATEGIES

Performance Measure	Data Source	Reporting Level(s)	Unacceptable	Acceptable	Recognized	Exemplary
Attendance Rate (End of year rate)	District	Elem	< 94%	94-95%	96-97%	≥ 98%
		JH	< 93%	93-94%	95-96%	≥ 97
		HS	< 92%	92%	93-94%	≥ 95%
Participation in student organization and/or extracurricular activities	Campus	Elem	< 30%	30-39%	40-49%	≥ 50%
		JH	< 70%	70-79%	80-89%	≥ 90%
		HS	< 70%	70-79%	80-89%	≥ 90%
Graduation Rate (2016 Results)	District	Elem	N/A	N/A	N/A	N/A
		JH	N/A	N/A	N/A	N/A
		HS	< 78%	78-84%	85-92%	≥ 93%

GIFTED & TALENTED

Performance Measure	Data Source	Reporting Level(s)	Unacceptable	Acceptable	Recognized	Exemplary
Core Content Area Teachers of GT Students Meet State 30 Hour GT Professional Development Requirement	District	Elem	<100% of Core Content Area Teachers Assigned to Teach GT Students Meet State 30 Hour GT Training Requirement	100% of Core Content Area Teachers Assigned to Teach GT Students Meet State 30 Hour GT Training Requirement	Acceptable Standard Met and each GT teacher has 6 Additional District Approved GT Hours	Acceptable Standard Met and each GT teacher has 12 Additional District Approved GT Hours
		JH	<100% of Core Content Area Teachers Assigned to Teach GT Students Meet State 30 Hour GT Training Requirement	100% of Core Content Area Teachers Assigned to Teach GT Students Meet State 30 Hour GT Training Requirement	Acceptable Standard Met and each GT teacher has 6 Additional District Approved GT Hours	Acceptable Standard Met and each GT teacher has 12 Additional District Approved GT Hours
		HS	<100% of Core Content Area Teachers Assigned to Teach GT Students Meet State 30 Hour GT Training Requirement	100% of Core Content Area Teachers Assigned to Teach GT Students Meet State 30 Hour GT Training Requirement	Acceptable Standard Met and each GT teacher has 6 Additional District Approved GT Hours	Acceptable Standard Met and each GT teacher has 12 Additional District Approved GT Hours
All Students have Access to the Gifted/Talented Identification Process and Services, if needed	District and Campus	Elem	<100% of students have access to the GT identification process and services	100% of students have access to the GT identification process and services	Acceptable Standard Met AND an awareness session regarding an overview of the characteristics of GT students is provided to all staff members	Recognized Standard Met AND no more than a 5 percentage pt. gap exists b/w the % of GT students identified within each ethnic or economically disadvantaged group when compared to total campus data
		JH	<100% of students have access to the GT identification process and services	100% of students have access to the GT identification process and services	Acceptable Standard Met AND an awareness session regarding an overview of the characteristics of GT students is provided to all staff members	Recognized Standard Met AND no more than a 5 percentage pt. gap exists b/w the % of GT students identified within each ethnic or economically disadvantaged group when compared to total campus data
		HS	<100% of students have access to the GT identification process and services	100% of students have access to the GT identification process and services	Acceptable Standard Met AND an awareness session regarding an overview of the characteristics of GT students is provided to all staff members	Recognized Standard Met AND no more than a 5 percentage pt. gap exists b/w the % of GT students identified within each ethnic or economically disadvantaged group when compared to total campus data
GT Student Placement Model	District and Campus	Elem	<100% of GT students are clustered together per grade level	100% of GT students are clustered together in the same classroom per grade level, unless the number of grade level GT students exceeds 21 and requires the use of 2 classrooms	Acceptable Standard Met and as affirmed during the district's fall OR spring GT classroom audit process the remaining seats in the GT class are filled with students identified through the matrices process	Acceptable Standard Met and as affirmed during the district's fall AND spring GT classroom audit process the remaining seats in the GT class are filled with students identified through matrices process
		JH	<100% of GT students are placed with a core content area teacher who has acquired the state required 30 hours of GT training and/or <100% of GT students are taking at least one core content area advanced course	100% of GT students are placed with a core content area teacher who has acquired the state required 30 hours of GT training and 100% of GT students are taking a minimum of one core content area advanced course	Meets Acceptable Standard and 80% - 94% of GT students are taking a minimum of one core content area advanced course plus one additional advanced course	Meets Acceptable Standard and at least 95% of GT students are taking a minimum of two core content area advanced courses plus one additional advanced course
		HS	<100% of GT students are placed with a core content area teacher who has acquired the state required 30 hours of GT training and/or <100% of GT students are taking at least one core content area advanced course	100% of GT students are placed with a core content area teacher who has acquired the state required 30 hours of GT training and 100% of GT students are taking a minimum of one core content area advanced course	Meets Acceptable Standard and 80% - 94% of GT students are taking a minimum of one core content area advanced course plus one additional advanced course	Meets Acceptable Standard and at least 95% of GT students are taking a minimum of two core content area advanced courses plus one additional advanced course

Compliance HB 5 Local Accountability

Performance Measure	Data Source	No	Yes	Data Cut Off Date	Additional Comments
Assessment Compliance (Timely reporting of test Security Incidents)	Security Reports Submitted to TEA by Assessment Department	<p>Campus: One or more test security incidents were reported outside of specified timelines.</p> <p>District: One or more test security incidents were reported outside of specified timelines.</p>	<p>Campus: All test security incidents were reported according to specified timelines.</p> <p>District: All test security incidents were reported according to specified timelines.</p>	Last day of School	Testing personnel are required to report immediately any suspected violations of test security and confidentiality.
Safety Compliance (Campus Security Preparedness Drills)	Share Point Site	<p>Campus: Missed one or more required drills.</p> <p>District: One or more campuses missed one or more required drills.</p>	<p>Campus: All required drills were completed.</p> <p>District: All campuses completed all required drills.</p>	Last day of School	<p>Required Drills:</p> <p>Fire (Monthly)</p> <p>Lock Down (1 Sem)</p> <p>Shelter in Place (1 Sem)</p> <p>Severe Weather (1 Sem)</p>
SPED Compliance (Intensive Programs of Instruction)	SPED Documentation	<p>Campus: Less than 100% compliance</p> <p>District: Less than 100% compliance</p>	<p>Campus: 100% compliance</p> <p>District: 100% compliance</p>	End of first six weeks	Intervention plans for SPED students not passing their prescribed state assessment
Bilingual/ESL Compliance (Initial 20 day Placement LPAC)	Bilingual/ESL Department Documentation	<p>Campus: Less than 100% compliance</p> <p>District: Less than 100% compliance</p>	<p>Campus: 100% compliance</p> <p>District: 100% compliance</p>	Last day of School	Within 20 school days of enrollment, students shall be identified as English Language Learners and enrolled into the required Bil/ESL program