



HB 5 — School District Evaluation of Performance in Community & Student Engagement

+ HB 5



- HB 5 made sweeping changes:
 - Reduced the number of EOCs from 15 to 5
 - Created new graduation plans
 - Foundation plan plus 5 endorsement options (STEM, B&I, A&H, Public Services, Multidisciplinary)
 - Created Community and Student Engagement Accountability System (TEC 39.0545 – Section 46 of HB 5)



+ Why are we here?

- In 2011 and in 2013 legislators were hearing from parents, students, teachers, administrators, local business groups, school boards and others that there was an over-emphasis on standardized testing
- We weren't asking for the elimination of standardized testing, just reducing the over-emphasis
- Standardized test scores don't provide a comprehensive view of all that students are learning and achieving



+ What is TEC 39.0545?

- TEC 39.0545
 - Requires each district to evaluate the district's performance and the performance of each campus in the district on community and student engagement (8 factors) and in policy compliance (1 factor)
 - Requires every district to assign itself and each campus a rating of exemplary, recognized, acceptable or unacceptable for both overall performance and each evaluation factor
 - Districts must submit ratings to TEA and make publically available August 8 of each year



+ What is the purpose of TEC 39.0545?

- To evaluate community and student engagement
- Districts and campuses can showcase where they are excelling and where there is room for improvement
 - Not all should be exemplary.....
- To tell the story of what is happening in districts and on campuses when it's not a test day
- An opportunity to highlight community values, which are varied across the state and sometimes within a district

+ Nine factors to be evaluated

- Fine arts
- Wellness and physical education
- Community and parent involvement
- 21st Workforce development program
- 2nd language acquisition
- Digital learning environment
- Dropout prevention strategies
- Educational programs for GT students
- Compliance with statutory reporting and policy requirements



+ What next?

- Piloting Plano ISD's accountability system template(CSEAS)
- The performance of the district and campus programs in the 8 evaluation factors and compliance with statutory reporting and policies
- Local committee reviewed indicators and customized for Frisco ISD
- Gathering campus/district data through surveys, informational sources, and other forms of documentation.



+ Educational Programs for Fine Arts Elementary

Community and Student Engagement Accountability System - Frisco ISD
Fine Arts - Elementary School

Performances, Exhibits, and Contests

Exhibits and Contests

District and Campus Art Exhibits; (District: Cluster, Vertical Shows, YAM); (Campus: formal and/or informal displays of student work)

	1 (Beginning)	2 (Emerging)	3 (Proficient)	4 (Advanced)	5 (Exemplary)
Participation in 1 district sponsored art exhibits	Participation in 1 district sponsored art exhibits and 1 campus sponsored art exhibit (including hallway displays)	Participation in 1 district sponsored art exhibits and 2 campus sponsored art exhibit (including hallway displays)	Participation in 2 district sponsored art exhibits and 2 campus sponsored art exhibit	Participation in 2 district sponsored art exhibits and 3 or more campus exhibits (including hallway displays)	Participation in 2 district sponsored art exhibits and 3 or more campus exhibits (including hallway displays)

	1	2	3	4	5
District/Community Art Contests (ex: Art Festival, Butterfly Contest, Rough Riders, Reflections, School Bus Poster Contest, Dallas Is Diversity Calendar)	Participation in 1 district/community sponsored art contests	Participation in 1 community & 1 district contest	Participate in 2 district/community sponsored art contests	Participate in 3 district/community sponsored art contests	Participate in 4 district/community sponsored art contests.

Performances

Presentation of Yearly Campus Music Performances

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

Art and Music Instructional Schedules

Weekly Art Instructional Schedule

	1	2	3	4	5
Less than 50 continuous minutes of weekly music instruction 50% of the school year	Minimum of 50 continuous minutes of weekly art instruction 60% of the school year	Minimum of 50 continuous minutes of weekly art instruction 60% of the school year	Minimum of 50 continuous minutes of weekly art instruction 70% of the school year	Minimum of 50 continuous minutes of weekly art instruction 80% of the school year	Minimum of 50 continuous minutes of weekly art instruction 90% of the school year

Weekly Music Instructional Schedule

	1	2	3	4	5
Less than 50 continuous minutes of weekly music instruction 50% of the school year	Minimum of 50 continuous minutes of weekly art instruction 60% of the school year	Minimum of 50 continuous minutes of weekly art instruction 60% of the school year	Minimum of 50 continuous minutes of weekly art instruction 70% of the school year	Minimum of 50 continuous minutes of weekly art instruction 80% of the school year	Minimum of a total of 50 minutes of weekly music instruction in 2 lessons 90% of the school year

+ Compliance Reporting

Section 504

Community and Student Engagement Accountability System – Frisco ISD Compliance Reporting

Section 504

Section 504 Documentation

The Section 504 process is effective, procedures listed below (as applicable) are being followed, and documentation is compliant with local, state and federal requirements.

- Parent consent for Initial Evaluation
- Notice to parents of meeting
- Notice of Parent & Student Rights
- Parent input is requested or discussed during the meeting
- Past report cards & current grades
- Attendance report
- 504 Evaluation/Review form
- 504 Behavior Intervention form
- Teacher input forms
- 504 Manifest Determination Evaluation
- 504 General Education Homebound
- Texas Dyslexia Program Evaluation Supplement
- Dyslexia Monitoring Form

1 (Beginning)	2 (Emerging)	3 (Proficient)	4 (Advanced)	5 (Exemplary)
Section 504 process is not effectively implemented, procedures are not being followed, or documentation is not compliant.		Section 504 process is implemented, procedures are being followed, and documentation is compliant.		Section 504 process is implemented and evaluated for effectiveness, procedures are being followed, and documentation is compliant.

Section 504 Training

The Coordinator of Section 504 has received training on procedures, documentation requirements, and rules governing the Section 504 process.

1 (Beginning)	2 (Emerging)	3 (Proficient)	4 (Advanced)	5 (Exemplary)
Section 504 training was conducted, but all members were not in attendance to receive required training.		Section 504 training was conducted, and members were in attendance to receive required training.		Section 504 training was conducted, and members were in attendance to receive required training.



+ Campus Process

- Campus personnel should be utilized for scoring the items in the rubric
 - Eight small committees (3-4 members) with one member as the lead
 - Committee members should have background in area being scored
- The committees collaboratively score their section of the rubric
 - The score should be actual reflection of performance
 - Committees should create concise document where justification is given for scores with their area

The principal of the building should review items and seek clarification where needed prior to submitting electronically

+ Immediate Plans for Campuses

- Received electronic CSEA document
- Review with leadership team and CIT
- Prepare for types of data needed to complete evaluation on each of the 8 areas
- Establish small committees for scoring on CSEAS
- Collect and file data used to rate campus on indicators
- Submit electronically by Monday, June 9th to C&I department



+ Future Plans

- District Improvement Team will include as part of their subgroup processes beginning with the 2014-15 school year
- Tweaking of District CSEAS Accountability system may occur
- Part of Campus Improvement Process
- Intention is that this process will be a vibrant and meaningful measure rather than a perfunctory compliance requirement