Community Based Accountability System

CORE BELIEFS

We believe that:

1. kids come first.

2. continuous improvement is critical for success of the Northwest Independent School District.

3. the success of each student is the shared responsibility of students, families, schools and communities.

4. environment influences learning.

VISION

Northwest ISD

The best and most sought-after school district where every student is future ready:

Ready for college

Ready for the global workplace

Ready for personal success

MISSION

Northwest ISD, in partnership with parents and community, will provide all students a premier education, preparing them to be successful, productive citizens.

PROFILE OF A GRADUATE

As 21st century citizens, Northwest Independent School District (NISD) students must be prepared with high levels of academic strength including literacy, digital skills, critical thinking, problem solving, collaboration, and communication. The mission of NISD is to provide a premier education, preparing all students to be successful, productive citizens. Embedded in our vision is that our students will be **future ready**: ready for college, ready for the global workplace, and ready for personal success. To accomplish this goal, a student who graduates from NISD *will be*:

Ready for College

*To prepare to be **future ready**, a student who graduates from NISD will:*

- Engage in relevant literacy through proficiency in reading, writing, listening, and speaking.
- Employ proficient and responsible use of digital media to effectively communicate, synthesize, and create new knowledge.
- Problem solve and critically analyze with determination to take risks, learn from mistakes, and adapt to new thinking.
- Determine validity and relevance of information resources in the development of research skills.

Ready for the Global Workplace

*To prepare to be **future ready**, a student who graduates from NISD will:*

- Connect and correlate knowledge and skills continuously through real-world applications in reading, writing, mathematics, science, social studies, the arts, and enrichment experiences.
- Construct new ideas through original and innovative thinking.
- Exhibit vision for personal learning and forward thinking to prepare for the future.
- Understand and adapt responsibly to a changing global community.

Ready for Personal Success

*To prepare to be **future ready**, a student who graduates from NISD will:*

- Practice ethical behaviors exhibiting integrity, respect, and commitment within a well-balanced lifestyle.
- Show initiative and responsibility through positive actions to express self-motivation, self-discipline, and perseverance.
- Communicate and collaborate by exercising a willingness to help and connect with culturally diverse individuals and groups to make necessary compromises toward accomplishing a common goal.
- Prepare for the unknown by being empowered with tools to face challenges and life-long learning.

PRINCIPLES OF LEARNING, TEACHING AND CURRICULUM

NISD teachers work with the understanding of thirteen principles of learning, teaching, and curriculum. Each principle directly connects to the classroom. Professional development in NISD uses these principles as a guide to teacher's learning.

The Principles of Learning:

· *Effort produces achievement.*

· *Learning is about making connections.*

· *We learn with and through others.*

· *Learning takes time.*

· *Motivation matters.*

The Principles of Teaching:

· *The teacher matters.*

· *Focused teaching promotes accelerated learning.*

· *Clear expectations and continuous feedback activate learning.*

· *Good teaching builds on students' strengths and respects individuals' differences.*

· *Good teaching involves modeling what students should learn.*

The Principles of Curriculum:

· *The curriculum should focus on powerful knowledge.*

· *All students should experience a "Thinking Curriculum."*

· *The best results come from having an aligned instructional system.*

TABLE OF CONTENTS

GENERAL INFORMATION and BACKGROUND

In response to Senate Bill 1557 of the 82nd Texas Legislature, the Texas Education Agency committed to the formation of the Texas High Performance Consortium (THPC). In August of 2012, Northwest ISD became part of a group of 23 diverse school districts charged with informing the governor, legislature, and commissioner of education about ways to transform public schools through the development of innovative, next-generation learning standards, assessment, and accountability systems.

NISD embodies the principles, objectives, and transformative vision of the Texas High Performance Schools Consortium. As a recognized leader in north Texas in designing and implementing next generation, 21st century systems of learning, NISD was well prepared to contribute to the goals of the Consortium, participate as an active member, and help shape legislative initiatives to reinvent accountability and learning standards in the state of Texas.

The first steps in developing the next generation of assessment and accountability systems created by participants in the High Performance Schools Consortium reflect the following general principles which are inherent to the New Vision for Public Education in Texas[1]. The detailed provisions participant districts develop should--

1. Explicitly define the major learning standards for which the school and community are to be responsible and accountable as derived from state standards, college readiness expectations, local community expectations, and Texas' job competitiveness. *(New Vision for Public Education; Article II)*
2. Frame high-priority learning standards as cognitively demanding content and performance standards that respect the multiple talents of all students and define the outcomes for what is expected of all or nearly all students at the transitional ages of 9. 13, and 17, or additional ages at their discretion. *(New Vision for Public Education; Article II)*
3. Leverage the power of digital technologies, data management, and information access in transforming and teaching learning and in determining the design of assessment and accountability systems. *(New Vision for Public Education; Articles I, III, IV, V)*
4. Define a set of indicators of school quality—measures of progress toward meeting the learning standards—and include an evaluation of relevant inputs, processes, and performance outcomes. These indicators should be comprehensive and reflect the full range of what students experience in school, what they learn, how well they are prepared for college/career studies, and for living responsibly in a free society. *(New Vision for Public Education; Articles IV, V)*
5. Incorporate multiple measures with a focus on student performance assessments that inform teachers, capitalize on student motives, encourage greater effort, stimulate confidence in students that they can learn to the levels required to meet the learning standards or some reasonable variation of them. *(New Vision for Public Education; Articles II, III, IV)*
6. Design and use high quality assessments that have meaning and importance to teachers and school leaders, and that utilize their professional capabilities in ways that inspires in them a collective sense of internalized accountability—the highest and most

important aspect of effective accountability systems. *(New Vision for Public Education; Article III, IV)*

7. Generate reports that contain sufficient detail to inform students, teachers, parents, and the community about the quality of student learning and progress toward the learning standards and success of graduates. *(New Vision for Public Education; Articles I, II, III, IV)*

8. Reflect any disparities in educational progress in terms of student performance, access to learning, and organizational capacities to ensure equity and excellence for all students. *(New Vision for Public Education; Articles IV, V, VI)*

9. Be characterized by complete transparency, responsive to local context, Texas' job competitiveness, authenticity, and contain public verification processes that engender trust and confidence. External Quality Review Teams should be established to conduct audits of district progress using effective sampling techniques. *(New Vision for Public Education; Articles IV, V. VI)*

10. Integrate the use of standardized tests for broad scale indicators of trends as deemed appropriate by schools, districts, or the Quality Review Team. If labels are used for students, schools, or districts, standardized test results should not be the sole student performance indicator. *(New Vision for Public Education; Articles III, IV, VI)*

11. Provide for collaboration among participating districts on all aspects of the system including professional development for teachers and school leaders on effective assessment tools and processes. *(New Vision for Public Education; Articles I-VI)*[2]

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[1] *New Vision for Public Education in Texas.* Public Education Visioning Institute and Texas Association of School Administrators, May 2008.

[2] Refinement of these draft guidelines by the HPSC districts is expected in alignment with the *New Vision for Public Education in Texas.*

It was these principles that guided the development of the NISD Community Based Accountability System (CBAS). An advisory group of parents, community members, business representatives, and district staff met in February of 2013, to provide guidance to the development of a community-based accountability system for NISD. This advisory group considered the district's mission, vision, and graduate profile and reflected on the limitations of the state accountability system to effectively measure achievement of the graduate profile.

Through processes of small group discussion and large-group synthesis, the advisory group's conversations led to the determination of four over-arching educational values that are clearly aligned to the district's profile of a graduate.

1. Academic Preparation and College Readiness
2. Personal Success and Growth
3. Community/Civic Service
4. Student and Parent/Community Satisfaction

During the same processes of small group discussion and large-group synthesis, the advisory group was also asked to identify potential indicators of success toward achievement of the graduate profile by examining the following question:

- *What do we consider meaningful ways to measure our success (beyond the state test measure)?*

The indicators of success identified by the advisory group were coalesced to create a set of community-based accountability measures. The following document describes and defines the vision of NISD's Community Based Accountability System as outlined by the advisory committee and the indicators in which NISD will measure its success.

MEASUREMENTS

The following measurements will be reported on the community dashboard at appropriate intervals.

(*)As determined in actions of the 83rd Texas Legislature, 2013 (House Bill 5), data will be reported to the Texas Education Agency in August of each year.

Community Values	Proposed Indictors of Success	Measures	Community Reported Measures (Dashboard)	Graduate Profile Alignment
	State of Texas Assessments	End of Course Exams (EOC); STAAR Assessments at various grade levels	Texas Education Agency (TEA)-Annual District Report cards	
Academic Preparation and College Readiness	NISD District Assessments	*NISD will create a blueprint for locally-developed assessments which includes increased writing components, multi-step problems, and performance based assessments* *The blueprint will be created during 2013-14. Implementation of the blueprint will begin in 2014-15 with data reporting on the community dashboard beginning in Fall of 2014.*	Passing rate for state accountability student groups on blueprint identified assessments. Reported beginning in the fall of 2014. Person(s) Responsible: Exec. Dir. Of Curriculum & Staff Development	Ready for College Ready for Personal Success Ready for Global Workplace
	College/Post-secondary Entry and Success	College acceptance & attendance	College acceptance and attendance data as collected by the National Clearinghouse; Reporting categories include: College enrollment, persistence, and degree attainment (2 year, 4 year, trade school or additional certification) Person(s) Responsible: High School Counselors	Ready for College Ready for Personal Success
		Readiness Assessments: PSAT for 10th grade only *Data reported will be for current school year*	**Readiness Assessments** Categories: Participation; % that score College Career Readiness Person(s) Responsible: Coordinator of Advanced Academics	Ready for College Ready for Personal Success
		Admission Assessments: SAT, ACT (graduating seniors only) *Data reported will be a year behind graduating seniors based on the reporting methods for both assessments*	**Admission Assessments** Categories: Participation; % that score College Career Admission level Person(s) Responsible: Coordinator of Advanced Academics	Ready for College Ready for Personal Success
		Post Secondary Scholarships	Number of scholarships and financial amounts offered Person(s) Responsible: High School Counselors	Ready for College Ready for Personal Success
		Dual Credit participation and success:	Participation Rates: Measured twice a year (October and April)	Ready for College Ready for Personal Success

Community Values	Proposed Indictors of Success	Measures	Community Reported Measures (Dashboard)	Graduate Profile Alignment
			Performance Rates: Reported as End of Year (EOY) data and based upon a student receiving high school and college credit for the class Person(s) Responsible: Coordinator of Advanced Academics	
		AP participation and success:	Participation/ retention rates for class enrollment based on the October snapshot data Participation/performance rates for AP test takers. Performance will be reported for percentage of students receiving a 3-5 on the AP Exam Person(s) Responsible: Coordinator of Advanced Academics	Ready for College Ready for Personal Success
		Gifted and Talented participation(*): Student participation and growth	Report participation by grade based on October snapshot data designated by the state Report on the growth rate of the program on a year to year basis by grade level Person(s) Responsible: Coordinator of Advanced Academics	
		Second Language Acquisition Programs(*): ELL K-12 Dual Language World Languages	Report participation and exit status of ELL program Report participation and retention of student in Dual Language Program Report participation in World Language courses 7-12 grade Person(s) Responsible: Director of Student Services (ELL and Dual Language); Lead Teacher for World Languages (World Language report)	
		Digital Learning Environment(*): Technology Application Proficiency (TEA-mandated; administered in grade 8)	Summary reports published in June. Person(s) Responsible: Director of Technology	
	Career Readiness/21st Century Workforce Development(*)	**Career Academies participation and retention:**	Report participation/ retention rates for Career Academies based on October snapshot data designated by the state Person(s) Responsible: Director of Career and Technology	Ready for the Global Workplace

Community Values	Proposed Indictors of Success	Measures	Community Reported Measures (Dashboard)	Graduate Profile Alignment
		Completions of Skill Attainment Certifications/ Licensure	Report the number of students receiving certifications and/or license through their academic programs by June of each year Person(s) Responsible: Director of Career and Technology	Ready for the Global Workplace
	Student Projects/ Demonstrations*	Student participation in Science Inquiry and PBL Showcase Student participation in Techno Expo K-12	# of students participating annually; Person(s) Responsible: Campus Representatives	Ready for Personal Success
		NISD will create a plan so that high school students will have the opportunity to showcase one Capstone project or demonstration before graduation. *The plan will be created during 2013-14. Implementation of the plan will begin in 2014-15 with data regarding student participation reported on the community dashboard beginning in Fall of 2014.*	A committee of teachers, students, parents, coordinators, universities, etc. will design the plan during the 2013- 2014 school year. Person(s) Responsible: Exec. Dir. Of Curriculum & Staff Development	Ready for Personal Success Ready for the Global Workplace
Personal Growth and Success	Co-curricular engagement	Secondary Students will complete the **We Learn** survey (every other year)	Publish We Learn Survey results Person(s) Responsible: Exec. Dir. Of Secondary Education	Ready for Personal Success Ready for the Global Workplace
		Fine Arts Participation and Retention(*)	Report participation/ retention rates for grades 6-12 Fine Arts programs based on October snapshot data designated by the state Person(s) Responsible: Exec. Dir. Of Fine Arts	Ready for Personal Success
		Wellness and Physical Education: Athletics Participation and Retention(*)	Report participation/ retention rates for grades 6-12 Athletics programs based on October snapshot data designated by the state Person(s) Responsible: Exec. Dir. Of Athletics	
	Extra-curricular engagement Awards and Recognitions	Student recognitions for extra-curricular and co-curricular programs (e.g. - UIL, CTE programs, etc.)	Number of students recognized at state and national level. Person(s) Responsible: Campus Representatives	Ready for Personal Success
	Workplace internships: 21st Century Workforce Development (*)	NISD will report the number of internships and number of hours	Number of students, Number of projects Person(s) Responsible: Campus Representatives	Ready for Personal Success Ready for the Global Workplace
Citizenship and Community Service	Volunteering and Community service	NISD will report volunteer hours and participation in community service projects	Number of participants, number of projects Person(s) Responsible: Campus Representatives	Ready for Personal Success

Community Values	Proposed Indictors of Success	Measures	Community Reported Measures (Dashboard)	Graduate Profile Alignment
	Service Learning (defined at the High School level by National Green Cord program)	Service learning projects at various campuses;	Number of student earning Green Cord program at High school level Person(s) Responsible: High School Counselors	
Student and Parent/Community Satisfaction	Student satisfaction surveys	Students will complete **We Learn** surveys administered annually at secondary level	Publish We Learn Survey results Person(s) Responsible: Exec. Dir. Of Secondary Education	Ready for Personal Success
	Community and Parent Involvement (*)	NISD will administer a **Parent Survey** bi-annually	Publish Survey results Person(s) Responsible: Communications Department	
		NISD will report growth rates of volunteers from the community who are involved in district or campus activities	Publish the number of volunteer hours recorded in the district Person(s) Responsible: Communications Department & Campus Representatives	
		NISD will report Partners in Education (PIE) growth rates	Number of participants; number of hours; number of dollars Person(s) Responsible: Partners In Education coordinator	
		NISD will offer **Leadership NISD**, a program for informing community and parent leaders regarding the mission, vision, and strategic plan of NISD	Number of participants Person(s) Responsible: Communications Department	
	Staff engagement	NISD will administer all employees the District Staff/Employee Satisfaction (bi-annually	Board Report Bi-annually Person(s) Responsible: Communications Department	