

**Community Based Accountability in College Station ISD  
School Rating System  
College Station Middle School  
2015-16**

**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 [2014-2015 CSISD Texas Academic Performance Report](#) indicates that the state turnover rate for teachers was 16.6 percent and the CSISD rate was 11.1 percent. For the 2015-16 school year, CSISD received 1185 applicants for 171 available teaching positions.

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. District rates are reported for all indicators in this category.

	Exemplary (3 Points)	Recognized (2 Points)	Acceptable (1 Point)	Unacceptable (0 Points)	N/A
Percentage of CSISD teachers who meet NCLB highly qualified status	100%  X	99% or Higher	98% or Higher	Less than 98%	

Annual teacher turnover rate	Less than 13% <b>11.1%</b> <b>X</b>	13-15%	16-20%	20% or Higher	
Average number of applications per number of teaching staff hired	15 to 1 or greater	10 to 1	At least 5 to 1 <b>7 to 1</b> <b>X</b>	Lower than 5 to 1	

**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](#). District rates are reported for all indicators in this category.

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

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

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. More and more classes are being taught in a traditional manner and offered in a non-traditional style: Problem-based learning (PBL), Flipped Instruction, Online Instruction, or a blended model.

	<b>Exemplary (3 Points)</b>	<b>Recognized (2 Points)</b>	<b>Acceptable (1 Point)</b>	<b>Unacceptable (0 Points)</b>	<b>N/A</b>
Average number of days per week that students in grades 5-8 receive workshop method instruction in Reading/ELA	4-5 days per week <b>X</b>	3 days per week	2 days per week	0-1 days per week	
Average number of days per week that students in grades 5-8 receive workshop method instruction in Mathematics	4-5 days per week	3 days per week	2 days per week <b>X</b>	0-1 days 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. District rates are reported for all indicators in this category. District rates are reported for all indicators in this category.

	<b>Exemplary (3 Points)</b>	<b>Recognized (2 Points)</b>	<b>Acceptable (1 Point)</b>	<b>Unacceptable (0 Points)</b>	<b>N/A</b>
Percentage of students scoring average or above on the end-of-year MSTAR universal screener spring administration in grade 7	90% or greater	80-89%  <b>X</b> <b>80%</b>	70-79%	Less than 70%	
Percentage of students in 7th Grade scoring a combined 5 or higher on the STAAR composition	70% or Greater	50% to 70%	35% to 50%	Less than 35%	<b><i>Data not available at time of reporting</i></b>
Percentage of students passing Algebra I EOC - spring 2016	95% or Greater	90% to 95%  <b>X</b> <b>94.6%</b>	80% to 89%	Less than 80%	

**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 assessment 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 mandated 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 of orchestra, and sixth graders can 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.

	<b>Exemplary (3 Points)</b>	<b>Recognized (2 Points)</b>	<b>Acceptable (1 Point)</b>	<b>Unacceptable (0 Points)</b>	<b>N/A</b>
Percentage of grade 5-8 students participating in at least one fine arts performance (e.g. music, classroom play, art show) during the school year	90-100%  <b>X</b>	76%-89%	50%-75%	Less than 49%	
Combined participation rate in Choir, Band and Orchestra at the 5th-8th grade levels	Greater than 30% of the students take one of these classes  <b>X</b>	20%-29% of students take one of these classes	10%-19% of students take one of these classes	Less than 10% of the students take one of these classes	

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. High school students who take PE have choices that rival many small colleges, including individual and team sports, body sculpting, weight training, step/pilates/pump, outdoor education, dance, even kick ball.

	<b>Exemplary (3 Points)</b>	<b>Recognized (2 Points)</b>	<b>Acceptable (1 Point)</b>	<b>Unacceptable (0 Points)</b>	<b>N/A</b>
Anti-bullying, Cyber-bullying and Dating Violence awareness and education	Consistent/ on-going guidance activities and/or student leadership group to monitor and address issue  <b>X</b>	Several in-class guidance activities	Campus/Grade level activity	Not addressed	
Percentage of 7 & 8th grade students participating in one or more-school sponsored extracurricular activities	50% or more  <b>X</b>	40%-49%	30-39%	Less than 30%	

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.

	<b>Exemplary (3 Points)</b>	<b>Recognized (2 Points)</b>	<b>Acceptable (1 Point)</b>	<b>Unacceptable (0 Points)</b>	<b>N/A</b>
Bilingual/Dual Language program	Two-way bilingual education model implemented  <b>X</b>	Developmental (late-exit) bilingual model implemented	Early exit bilingual model implemented	No bilingual program implemented	
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	All elementary and intermediate school core teachers (including SPED) ESL certified; secondary core teachers trained in sheltered instruction  <b>X</b>	Certified bilingual/ESL staff in ESL classes (including SPED) serving ESL/bilingual students	No bilingual/ESL certified staff	
Percentage of students advancing at least one proficiency level (year over year) in TELPAS	70% or better	60-69%	50-59%  <b>X 56%</b>	Below 50%	

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 the specialist in their campus. 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.

	<b>Exemplary (3 Points)</b>	<b>Recognized (2 Points)</b>	<b>Acceptable (1 Point)</b>	<b>Unacceptable (0 Points)</b>	<b>N/A</b>
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"	Meeting all indicators of "In Compliance" and more than 50% of the indicators in "Recommended"  <b>X</b>	Meeting all indicators of "In Compliance"	Not meeting all indicators "In Compliance"	
Percentage of G/T students earning Level III Advanced on STAAR tests (grades 5-8) on one or more STAAR tests	Over 90%	75-89%	60-74%	Less than 60%	<b>Data not available at time of reporting</b>
Percentage of teachers trained in Gifted and Talented (Level 1 Training)	100% of all teachers in CSISD have level 1 GT training within their first year in CSISD  <b>X</b>	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 first. 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 right into gainful employment after high school.

	<b>Exemplary (3 Points)</b>	<b>Recognized (2 Points)</b>	<b>Acceptable (1 Point)</b>	<b>Unacceptable (0 Points)</b>	<b>N/A</b>
Campuswide Implementation of Social-Emotional Learning Programs in K-12	Guidance activities and/or student leadership group to monitor and address issues are implemented more than once per six-weeks  <b>X</b>	Guidance activities and/or student leadership group to monitor and address issues are implemented at least once per six-weeks	Guidance 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 K-8	Students have at least 3 opportunities to explore career options during the school year  <b>X</b>	Students have at least two opportunities to explore career options during the school year	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	

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 kids 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. Timber Academy High School was designed as school for students who are in danger of dropping out or have dropped out previously. Over 89% of Timber students were 17 years old or older on September 1st this year. This currently qualifies Timber as a Dropout Recovery School by the Texas Education Agency.

	<b>Exemplary (3 Points)</b>	<b>Recognized (2 Points)</b>	<b>Acceptable (1 Point)</b>	<b>Unacceptable (0 Points)</b>	<b>N/A</b>
Annual attendance rate for At-Risk students	96% or greater  <b>X</b>	94.5% to 95.9%	93.0% to 94.4%	Less than 93%	
A safe learning environment is developed through campuswide implementation of Conscious Discipline and Champs in K-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.  <b>X</b>	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	
Annual Discretionary DAEP Placements (5-12)  <i>Based on 2014-15 TAPR</i>	Less than 1% of student population placed  <b>X</b>	1-1.75% of student population placed	1.76 - 2.5% of student population placed	Greater than 2.5% of student population placed	

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 SMART device: SMART board or Symposium. We have a wireless overlay of our facilities that makes our Bring Your Own Device (BYOD) initiative possible. We don't ban smart phones, we encourage their use to aid instruction. High school students have the opportunity to participate in a number of high tech computer and CTE. Beginning a year ago, CSISD developed Success 24/7, a on line learning support portal. This site gives many high school students access to their teachers' lessons, supporting materials, videos, and assignments. Students in these classes get to access their learning anytime, anywhere (with a WiFi connection).

	<b>Exemplary (3 Points)</b>	<b>Recognized (2 Points)</b>	<b>Acceptable (1 Point)</b>	<b>Unacceptable (0 Points)</b>	<b>N/A</b>
Success 24/7 usage - average number of multiple logins by user per week	1000 students or more per week  <b>X</b> <b>2065 per week</b>	800-999 students per week	600-799 students per week	Fewer than 600 students	
Ratio of CSISD students to district devices (including student computers, labs, mobile devices)	2:1 or less  <b>X</b>	4:1 or less	6:1 or less	More than 6:1	
Rating on STaR Chart System in 4 key areas: Teacher and Learning, Educator Preparation and Development, Leadership and Instructional Support, Infrastructure for Technology	4 of 4 key areas rated Advanced Technology or higher  <b>X</b>	3 of 4 key areas rated Advanced Technology or higher	2 of 4 key areas rated Advanced Technology or higher	1 or fewer areas rated Advanced Technology or higher	

**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.

	<b>Exemplary (3 Points)</b>	<b>Recognized (2 Points)</b>	<b>Acceptable (1 Point)</b>	<b>Unacceptable (0 Points)</b>	<b>N/A</b>
Total increase in volunteering in schools	Greater than 115% of previous year's total  <b>From 3467 to 4345 25% increase</b>	Between 106% and 115% of previous year's total	Between 91% and 105% of previous year's total	Less than 90% of previous year's total	<b><i>Campuses Receive District Rating</i></b>
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  <b>X</b>	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  <b>X</b>	8-9	5-7	Fewer than 5	
Number of sponsors or cooks for annual 50 Men Who can Cook event - whichever is higher	121 or more  <b>131 cooks \$200,000+ raised X</b>	106 to 120	91 to 105	Fewer than 90	<b><i>Campuses Receive District Rating</i></b>

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.

	<b>Exemplary (3 Points)</b>	<b>Recognized (2 Points)</b>	<b>Acceptable (1 Point)</b>	<b>Unacceptable (0 Points)</b>	<b>N/A</b>
CSISD's Annual Financial Audit	Received an Unqualified Opinion with no serious findings  <b>X</b>	Received an Unqualified Opinion with one minor finding  <b>X</b>	Received an Unqualified Opinion with a few minor findings	Received a Qualified Opinion OR serious findings in material controls	
Board Management Oversight work completed during the year	Completed two comprehensive Management Oversight Workshops  <b>X</b>	Completed one comprehensive Management Oversight Workshop	Received updates on previous Management Oversight Workshops	No work in Board Management Oversight	
FIRST rating system indicates quality of financial management	30 points  <b>X</b>	23-29 points	16-22 points	15 or fewer points	
FAST rating indicates that our progress to spending ratio is cost-effective	4.5 or 5 Stars	3.5 or 4 Stars  <b>X</b>	3 Stars	2.5 Stars or Fewer	
Financial transparency ratings based on Texas Comptroller's Leadership Circle	Platinum  <b>X</b>	Gold	Bronze or Silver	Not Rated	

Fine Arts				Dropout Prevention			
Rating	# of Indicators	Total Points	Grand Total	Rating	# of Indicators	Total Points	Grand Total
Exemplary	2	6		Exemplary	3	9	
Recognized	0	0		Recognized	0	0	
Acceptable	0	0		Acceptable	0	0	
Unacceptable	0	0		Unacceptable	0	0	
<b>TOTALS</b>	<b>2</b>	<b>6</b>	<b>3.00</b>	<b>TOTALS</b>	<b>3</b>	<b>9</b>	<b>3.00</b>
Wellness and PE				Digital Learning Environment			
Rating	# of Indicators	Total Points	Grand Total	Rating	# of Indicators	Total Points	Grand Total
Exemplary	2	6		Exemplary	3	9	
Recognized	0	0		Recognized	0	0	
Acceptable	0	0		Acceptable	0	0	
Unacceptable	0	0		Unacceptable	0	0	
<b>TOTALS</b>	<b>2</b>	<b>6</b>	<b>3.00</b>	<b>TOTALS</b>	<b>3</b>	<b>9</b>	<b>3.00</b>
Second Language Acquisition				Community & Parent Involvement			
Rating	# of Indicators	Total Points	Grand Total	Rating	# of Indicators	Total Points	Grand Total
Exemplary	1	3		Exemplary	4	12	
Recognized	1	2		Recognized	0	0	
Acceptable	1	1		Acceptable	0	0	
Unacceptable	0	0		Unacceptable	0	0	
<b>TOTALS</b>	<b>3</b>	<b>6</b>	<b>2.00</b>	<b>TOTALS</b>	<b>4</b>	<b>12</b>	<b>3.00</b>

Gifted & Talented				Overall			
Rating	# of Indicators	Total Points	Grand Total	Rating	# of Indicators	Total Points	Grand Total
Exemplary	1	3		Exemplary	18	54	
Recognized	1	2		Recognized	2	4	
Acceptable	0	0		Acceptable	1	1	
Unacceptable	0	0		Unacceptable	0	0	
<b>TOTALS</b>	<b>2</b>	<b>5</b>	<b>2.50</b>	<b>TOTALS</b>	<b>21</b>	<b>59</b>	<b>2.81</b>
21st Century Workforce Development							
Rating	# of Indicators	Total Points	Grand Total				
Exemplary	2	6		Key			
Recognized	0	0		Rating	Range		
Acceptable	0	0		Exemplary	2.5 or Greater		
Unacceptable	0	0		Recognized	1.75 to 2.49		
<b>TOTALS</b>	<b>2</b>	<b>6</b>	<b>3.00</b>	Acceptable	1.0 to 1.74		
				Unacceptable	Less than 1.0		