



SCHOOL YEAR 2022-2023

Office of Innovation

EDGEWOOD

INDEPENDENT *of* SCHOOL *DISTRICT*

San Antonio

PROFESSIONALISM *◇* ACCOUNTABILITY *◇* COMMUNICATION

**SCHOOL
PERFORMANCE
FRAMEWORK
MANUAL**

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EXECUTIVE SUMMARY

The Edgewood ISD School Performance Framework (ESPF) Manual is an action-oriented document that provides an annual summary of state and local school performance measures designed to assist families in finding a school that meets the individual needs of each child. Every year, schools are rated according to the Edgewood ISD School Performance Framework, which is based on a whole child approach.

This executive summary is designed to provide a brief history on the development and design of the EISD School Performance Framework.

Historical Background

In 2018-2019, the Edgewood Independent School District embarked on a comprehensive process with the Texas Education Agency to become a part of the System of Great Schools Network. As a part of this particular network, the goal for EISD is to develop a comprehensive tool for measuring and monitoring school progress in a way that it informs us to take strategic action to ensure our students have equitable access to a high-quality school.

In 2019-2020, the district established an internal System of Great Schools (SGS) Committee to draft the EISD School Performance Framework (ESPF). This group of stakeholders from across the district met to analyze multiple district and school level data, conduct root cause analyses, and develop a vision of what great schools look like. The SGS team identified national, state, and local performance indicators and measures for how schools should be rated. The EISD School Performance Framework is a locally designed accountability system that reports meaningful and actionable data. Our ESPF is comprised of several Performance Indicators and Measures. It is designed to ensure that multiple factors are taken into account when determining the success and progress of schools. The overall purpose of our ESPF:

- Determines school's ratings
- Quantifies a belief system on what matters most
- Measures campus performance according to the beliefs

In 2020-2021, the district System of Great Schools Committee met to beta test the EISD School Performance Framework. Baseline data was collected on each school to draft the first year of School Report Cards using the ESPF.

In 2021-2022, the ESPF was revised to include our innovative school models and alignment to the Teacher Incentive Allotment. The approved instruments were updated to reflect curriculum and assessment changes and the document was officially launched.



ACKNOWLEDGEMENTS

The School Performance Framework Committee met regularly to design, review, and implement the district's Theory of Action Framework. The hard work and dedication that these administrators had toward this initiative will have great benefits for our educators, students and staff.

School Performance Framework Committee

Dr. Eduardo Hernández, Superintendent

Phillip Chavez, Deputy Superintendent

Dr. Kimberly Gilmore-Madkins, Assistant Superintendent of School Leadership

, Assistant Superintendent of Academics

Chriselda Bazaldua, Chief of CCMR and Information Systems

Pamela Bendele, Chief Financial Officer

Myrna Martinez, Chief of Staff

Theresa Salinas, Chief Innovation Officer

Dr. Mary Miller-Baker, Senior Director of Educational Operations and Head Start

Dr. Christopher Bland, Principal of Gus Garcia University School

Jose Hinojosa, Director of Special Education

Graciela Martinez, Principal, John F. Kennedy High School

Dr. Sylvia Morales, Director of Research and Evaluation

Joseph Rodriguez, Director of Multilingual Services

Claudia Sanchez, Principal of Winston Intermediate School of Excellence

Teri Silva, Principal Perales STEAM Elementary

James Street, District Testing Coordinator

LOCAL Policy

AE (LOCAL), Educational Philosophy, established the Lone Star Governance student outcome goals, superintendent constraints, board constraints and the district's Theory of Action called System of Great Schools. The Office of Innovation coordinated and led a cross-functional team of district leaders referred to as the School Performance Framework Committee to develop the Edgewood ISD School Performance Framework, an outline of campus progress as represented by staff climate surveys, feedback from parents and guardians, and state accountability ratings, amongst other measures.



SCHOOL PERFORMANCE FRAMEWORK (SPF)

Every year, schools are rated according to the Edgewood ISD School Performance Framework (SPF), which is based on a whole child approach:

- Determines schools' ratings
 - Quantifies a belief system on what matters most
 - Measures campus performance according to beliefs
-



SPF COMPONENTS

The School Performance Framework is made up of 3 Areas and 5 Categories

1. Academic Performance

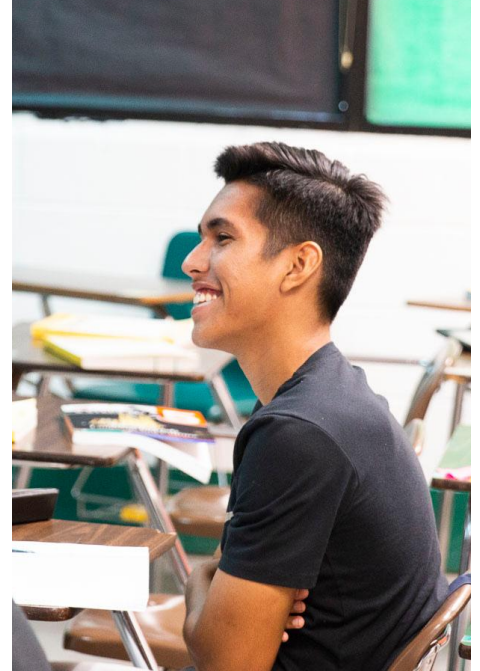
1.1 State Accountability Rating

The Texas Education Agency established three domains for measuring the academic performance of districts and campuses: Student Achievement, School Progress, and Closing the Gaps. Districts and campuses will receive a rating of A, B, C, D, or F for overall performance, as well as for performance in each domain.

1.2 Local Assessments

The following assessments will be administered to provide teachers with accurate, and actionable evidence to help target instruction for each student or groups of students regardless of how far above or below they are from their grade level:

- Reading
- Math
- College and Career Readiness
- Industry Based Certification



2. Student Engagement

2.1 Engagement Measures

The engagement measures provide the percent of student participation rate in four areas:

- Extra-curricular/co-curricular organization and/or participates in a school/club/organization
- Dual Credit, Pre-Advanced Placement, and /or Advanced Placement courses
- Career readiness courses (Career Technical Education courses)
- Student Survey



3. Organizational Soundness

3.1 Local Indicator

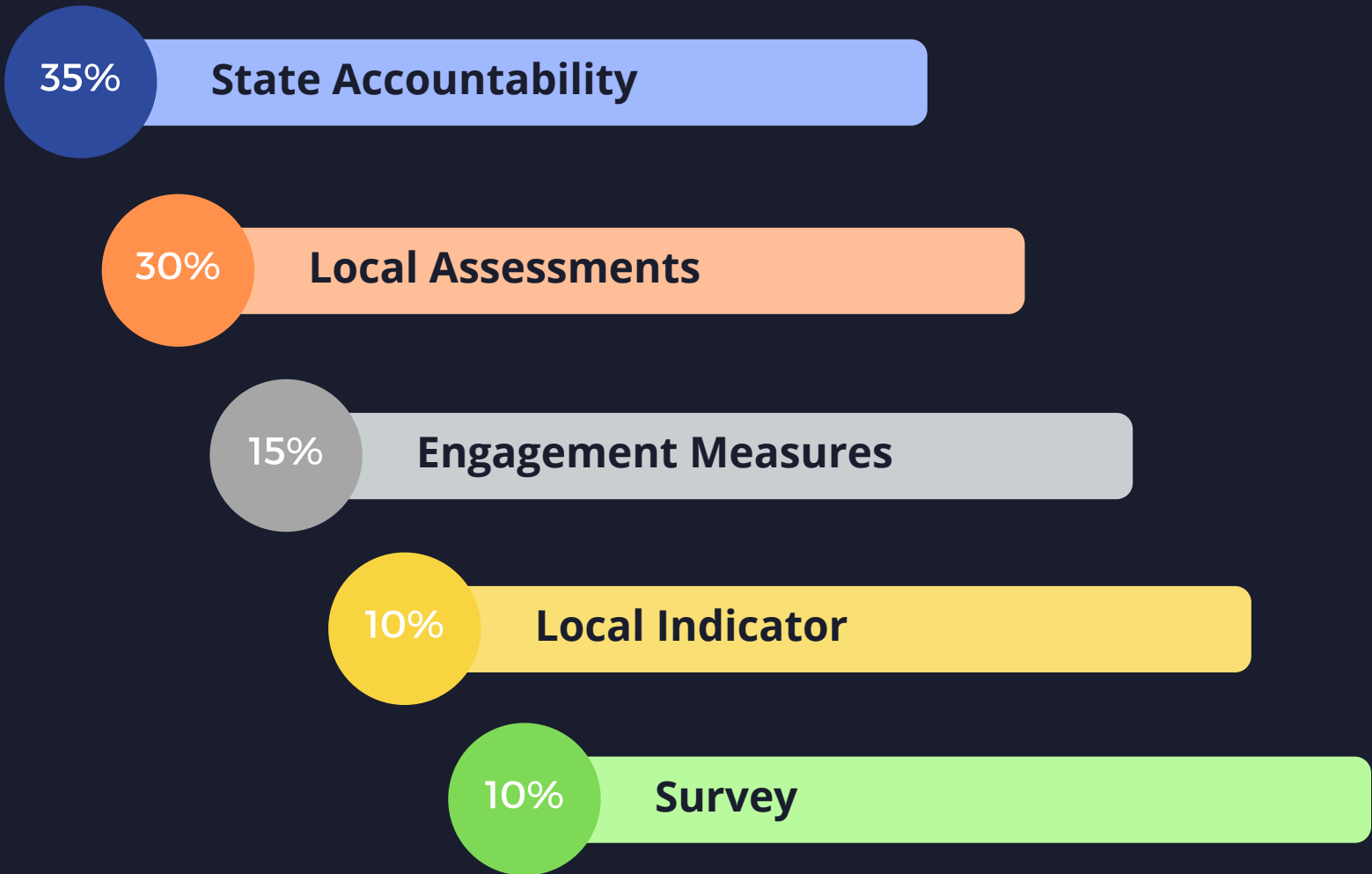
The indicator provides information on high quality teacher retention rate.

3.2 Surveys

The Parent Survey measures School Safety, Barriers to Engagement, and School Climate. The Staff Survey measures School Climate, Professional Learning, School Leadership, and Safety. The Student Survey measures Safety, Bullying, and School Climate.



THE WEIGHTS FOR EACH SPF CATEGORY ARE AS FOLLOWS



A school earns one of five ratings based on how many points a school accumulates in each area.

Rating (Letter Grade and Color)	% of Points Earned	Description
Model - A	80 - 100%	High-quality school that demonstrates strong results across most areas.
Proficient - B	60 - 79%	Quality school that demonstrates above average results in many areas, with a few areas in need of some improvement.
Monitor - C	40 - 59%	School that demonstrates average results in some areas and/or has several areas in need of improvement.
Developing - D	30 - 39%	School that demonstrates low results overall and/or has multiple areas in need of significant improvement.
Intervene - F	0 - 29%	School that demonstrates extremely low results overall and has majority of areas in need of significant improvement.

EDGEWOOD ISD SCHOOL PERFORMANCE FRAMEWORK

Area	Category	Indicator	Grade Level	EISD/TEA Approved Instruments	Performance Level				
					Intervene	Develop	Monitor	Proficient	Model
					F	D	C	B	A
1. Academic Performance	1.1 State Accountability	1.1a TEA Accountability Domain I - <i>Student Achievement</i> including CCMR (A-F)	3-EOC	Accountability Scaled Scores	0-59	60-69	70-79	80-89	≥ 90
		1.1b TEA Accountability Domain II - <i>School Progress</i> (A-F)	3-EOC		0-59	60-69	70-79	80-89	≥ 90
		1.1c TEA Accountability Domain III - <i>Closing the Gaps</i> (A-F)	3-EOC		0-59	60-69	70-79	80-89	≥ 90
	1.2 Local Assessments	1.2a Students will attain Pre-Kindergarten 4-year old phonological awareness proficiency using a valid literacy instrument.	Pre-K	Center for Improving the Readiness of Children for Learning and Education (CIRCLE) and GOLD Literacy	0-59%	60-69%	70-79%	80-89%	≥ 90%
		1.2b Students will attain Pre-Kindergarten 4-year old <i>mathematics proficiency</i> using a valid mathematics instrument.	Pre-K	Center for Improving the Readiness of Children for Learning and Education (CIRCLE) and GOLD Mathematics	0-59%	60-69%	70-79%	80-89%	≥ 90%
		1.2c Students will attain grade level <i>reading proficiency</i> using a valid reading instrument.	K-2	mCLASS and GOLD Literacy	0-49%	50-59%	60-69%	70-79%	≥ 80%
		1.2d Students will attain grade level <i>reading proficiency</i> using a valid reading instrument.	3-5	mCLASS and NWEA MAP Reading	0-49%	50-59%	60-69%	70-79%	≥ 80%
		1.2e Students will attain grade level <i>mathematics proficiency</i> using a valid mathematics instrument.	K-2	NWEA MAP Math and GOLD Mathematics	0-49%	50-59%	60-69%	70-79%	≥ 80%
		1.2f Students will attain grade level <i>mathematics proficiency</i> using a valid mathematics instrument.	3-5	NWEA MAP Math	0-49%	50-59%	60-69%	70-79%	≥ 80%
		1.2g Students will attain grade level <i>reading proficiency</i> using a valid reading instrument.	6-8	NWEA MAP Reading	0-49%	50-59%	60-69%	70-79%	≥ 80%
		1.2h Students will attain grade level <i>mathematics proficiency</i> using a valid mathematics instrument.	6-7	NWEA MAP Math	0-49%	50-59%	60-69%	70-79%	≥ 80%
		1.2i The percent of students at <i>national benchmark</i> on a valid reading and writing college-readiness assessment	8	PSAT (Pre-Sat) Evidence -Based Reading and Writing (EBRW) score	0-9%	10-15%	16-30%	31-44%	≥ 45%
		1.2j The percent of students at <i>national benchmark</i> on a valid mathematics college-readiness assessment	8	PSAT (Pre-SAT) Mathematics score	0-9%	10-15%	16-30%	31-44%	≥ 45%
		1.2k The percent of students demonstrating <i>growth</i> of at least 1 year on a valid reading and writing college-readiness assessment	9-11	PSAT (Pre-SAT) Evidence -Based Reading and Writing (EBRW) score	0-19%	20-40%	41-60%	61-79%	> 80%
		1.2l The percent of students demonstrating <i>growth</i> of at least 1 year on a valid mathematics college-readiness assessment	9-11	PSAT (Pre-Sat) Mathematics score	0-19%	20-40%	41-60%	61-79%	≥ 80%
1.2m The percent of students earning a valid <i>industry certification</i> .	9-11	Approved TEA Industry Certification List	0-0.5%	0.6-1%	1.1-2.9%	3-4.9%	≥ 5%		
WEIGHTED POINTS (65%)					0	1	2	3	4
2. Student Engagement	2.1 Engagement Measures	2.1a <i>Unduplicated student participation rate</i> in an extra-curricular/co-curricular organization and/or participates in a school club/ organization	3-12	Texas Student Data System (TSDS)	0-49%	50-59%	60-74%	75-89%	≥ 90%
		2.1b <i>Unduplicated student participation rate</i> in college readiness courses (Dual Credit, Pre-Advanced Placement, and/or Advanced Placement)	6-12	Texas Student Data System (TSDS)	0-19%	20-29%	30-39%	40-49%	≥ 50%
		2.1c <i>Unduplicated student participation rate</i> in career readiness courses (Career Technical Education courses)	6-12	Texas Student Data System (TSDS)	0-49%	50-59%	60-74%	75-89%	≥ 90%
		2.1d Student Survey - <i>School Engagement</i>	3-12	EISD Developed Instrument	0-49%	50-59%	60-74%	75-89%	> 90%
WEIGHTED POINTS (15%)					0	1	2	3	4
3. Organizational Soundness	3.1 Local Indicators	3.1a Annual <i>High Quality Teacher retention rate</i>	PK-12	Texas Teacher Evaluation and Support System (T-TESS)	0-69%	70-74.9%	75-79.9%	80-89.9%	> 90%
	3.2 Survey	3.2a Parent Survey - <i>School Safety, Barriers to Engagement, and School Climate</i>	PK-12	EISD Developed Instrument	0-49%	50-59%	60-74%	75-89%	≥ 90%
		3.2b Staff Survey - <i>School Climate, Professional Learning, School Leadership, and Safety</i>	PK-12	EISD Developed Instrument	0-49%	50-59%	60-74%	75-89%	≥ 90%
		3.2c Student Survey - <i>Safety, Bullying and School Climate</i>	3-12	EISD Developed Instrument	0-49%	50-59%	60-74%	75-89%	≥ 90%
WEIGHTED POINTS (20%)					0	1	2	3	4

EDGEWOOD ISD SCHOOL PERFORMANCE FRAMEWORK - GRADES PK-2

Area	Category	Indicator	Grade Levels	EISD/TEA Approved Instruments	Performance Level				
					Intervene	Develop	Monitor	Proficient	Model
					F	D	C	B	A
Academic Performance	1.1 State Accountability	1.1a TEA Accountability Domain I - <i>Student Achievement</i> including CCMR (A-F)	N/A	Accountability Scaled Scores	0-59	60-69	70-79	80-89	> 90
		1.1b TEA Accountability Domain II - <i>School Progress</i> (A-F)	N/A		0-59	60-69	70-79	80-89	≥ 90
		1.1c TEA Accountability Domain III - <i>Closing the Gaps</i> (A-F)	N/A		60-69	60-69	70-79	80-89	≥ 90
	1.2 Local Assessments	1.2a Students will attain Pre-Kindergarten 4- year old <i>phonological awareness</i> proficiency using a valid literacy instrument.	Pre-K	Center for Improving the Readiness of Children for Learning and Education (CIRCLE) and GOLD Literacy	0-59%	60-69%	70-79%	80-89%	> 90%
		1.2b Students will attain Pre-Kindergarten 4- year old <i>mathematics</i> proficiency using a valid mathematics instrument.	Pre-K	Center for Improving the Readiness of Children for Learning and Education (CIRCLE) and GOLD Mathematics	0-59%	60-69%	70-79%	80-89%	≥ 90%
		1.2c Students will attain grade level <i>reading proficiency</i> using a valid reading instrument.	K-2	mCLASS and GOLD Literacy	0-49%	50-59%	60-69%	70-79%	≥ 80%
		1.2e Students will attain grade level <i>mathematics proficiency</i> using a valid mathematics instrument.	K-2	mCLASS and GOLD Mathematics	0-49%	50-59%	60-69%	70-79%	> 80%
WEIGHTED POINTS (65%)					0	1	2	3	4
Student Engagement	2.1 Engagement Measures	Currently under review for the '22-'23 SY	PK-2	Currently under review for the '22-'23 SY	0-49%	50-59%	60-74%	75-89%	> 90%
		Currently under review for the '22-'23 SY	PK-2	Currently under review for the '22-'23 SY	0-49%	50-59%	60-74%	75-89%	> 90%
WEIGHTED POINTS (15%)					0	1	2	3	4
Organizational Soundness	3.1 Local Indicators	3.1a Annual <i>High Quality Teacher Retention Rate</i>	PK-2	Texas Teacher Evaluation and Support System (T-TESS)	0-69%	70-74.9%	75-79.9%	80-89.9%	> 90%
	3.2 Survey	3.2a Parent Survey - <i>School Safety, Barriers to Engagement, & School Climate</i>	PK-2	EISD Developed Instrument	0-49%	50-59%	60-74%	75-89%	> 90%
		2. Staff Survey - <i>School Climate, Professional Learning, School Leadership, and Safety</i>	PK-2	EISD Developed Instrument	0-49%	50-59%	60-74%	75-89%	≥ 90%
WEIGHTED POINTS (20%)					0	1	2	3	4

EDGEWOOD ISD SCHOOL PERFORMANCE FRAMEWORK - GRADES PK-5

Area	Category	Indicator	Grade Level	EISD/TEA Approved Instruments	Performance Level				
					Intervene	Develop	Monitor	Proficient	Model
					F	D	C	B	A
1. Academic Performance	1.1 State Accountability	1.1a TEA Accountability Domain I - <i>Student Achievement</i> including CCMR (A-F)	3-5	Accountability Scaled Scores	0-59	60-69	70-79	80-89	≥ 90
		1.1b TEA Accountability Domain II - <i>School Progress</i> (A-F)	3-5		0-59	60-69	70-79	80-89	≥ 90
		1.1c TEA Accountability Domain III - <i>Closing the Gaps</i> (A-F)	3-5		0-59	60-69	70-79	80-89	≥ 90
	1.2 Local Assessments	1.2a Students will attain Pre-Kindergarten 4-year old <i>phonological awareness proficiency</i> using a valid literacy instrument.	Pre-K	Center for Improving the Readiness of Children for Learning and Education (CIRCLE) and GOLD Literacy	0-59%	60-69%	70-79%	80-89%	≥ 90%
		1.2b Students will attain Pre-Kindergarten 4-year old <i>mathematics proficiency</i> using a valid mathematics instrument.	Pre-K	Center for Improving the Readiness of Children for Learning and Education (CIRCLE) and GOLD Mathematics	0-59%	60-69%	70-79%	80-89%	≥ 90%
		1.2c Students will attain grade level <i>reading proficiency</i> using a valid reading instrument.	K-2	mCLASS and GOLD Literacy	0-49%	50-59%	60-69%	70-79%	≥ 80%
		1.2d Students will attain grade level <i>reading proficiency</i> using a valid reading instrument.	3-5	mCLASS, and NWEA MAP Reading	0-49%	50-59%	60-69%	70-79%	≥ 80%
		1.2e Students will attain grade level <i>mathematics proficiency</i> using a valid mathematics instrument.	K-2	NWEA MAP Math and GOLD Mathematics	0-49%	50-59%	60-69%	70-79%	≥ 80%
		1.2f Students will attain grade level <i>mathematics proficiency</i> using a valid mathematics instrument.	3-5	NWEA MAP Math	0-49%	50-59%	60-69%	70-79%	≥ 80%
	WEIGHTED POINTS (65%)					0	1	2	3
2. Student Engagement	2.1 Engagement Measures	2.1a <i>Unduplicated student participation rate</i> in an extra-curricular/co-curricular organization and/or participates in a school club/ organization	3-5	Texas Student Data System (TSDS)	0-49%	50-59%	60-74%	75-89%	≥ 90%
		2.1d Student Survey - <i>School Engagement</i>	3-5	EISD Developed Instrument	0-49%	50-59%	60-74%	75-89%	> 90%
WEIGHTED POINTS (15%)					0	1	2	3	4
3. Organizational Soundness	3.1 Local Indicators	3.1a Annual <i>High Quality Teacher retention rate</i>	PK-5	Texas Teacher Evaluation and Support System (T-TESS)	0-69%	70-74.9%	75-79.9%	80-89.9%	> 90%
	3.2 Survey	3.2a Parent Survey - <i>School Safety, Barriers to Engagement, and School Climate</i>	PK-5	EISD Developed Instrument	0-49%	50-59%	60-74%	75-89%	≥ 90%
		3.2b Staff Survey - <i>School Climate, Professional Learning, School Leadership, and Safety</i>	PK-5	EISD Developed Instrument	0-49%	50-59%	60-74%	75-89%	≥ 90%
		3.2c Student Survey - <i>Safety, Bullying and School Climate</i>	3-5	EISD Developed Instrument	0-49%	50-59%	60-74%	75-89%	≥ 90%
WEIGHTED POINTS (20%)					0	1	2	3	4

EDGEWOOD ISD SCHOOL PERFORMANCE FRAMEWORK - GRADES K-5

Area	Category	Indicator	Grade Level	EISD/TEA Approved Instruments	Performance Level					
					Intervene	Developed	Monitor	Proficient	Model	
					F	D	C	B	A	
1. Academic Performance	1.1 State Accountability	1.1a TEA Accountability Domain I - <i>Student Achievement</i> including CCMR (A-F)	3-5	Accountability Scaled Scores	0-59	60-69	70-79	80-89	≥ 90	
		1.1b TEA Accountability Domain II - <i>School Progress</i> (A-F)	3-5		0-59	60-69	70-79	80-89	≥ 90	
		1.1c TEA Accountability Domain III - <i>Closing the Gaps</i> (A-F)	3-5		0-59	60-69	70-79	80-89	≥ 90	
	1.2 Local Accountability		1.2c Students will attain grade level <i>reading proficiency</i> using a valid reading instrument.	K-2	mCLASS and GOLD Literacy	0-49%	50-59%	60-69%	70-79%	≥ 80%
			1.2d Students will attain grade level <i>reading proficiency</i> using a valid reading instrument.	3-5	mCLASS, NWEA MAP Reading	0-49%	50-59%	60-69%	70-79%	≥ 80%
			1.2e Students will attain grade level <i>mathematics proficiency</i> using a valid mathematics instrument.	K-2	NWEA MAP Math and GOLD Mathematics	0-49%	50-59%	60-69%	70-79%	≥ 80%
			1.2f Students will attain grade level <i>mathematics proficiency</i> using a valid mathematics instrument.	3-5	NWEA MAP Math and GOLD Mathematics	0-49%	50-59%	60-69%	70-79%	≥ 80%
	WEIGHTED POINTS (65%)					0	1	2	3	4
	2. Student Engagement	2.1 Engagement Measures	2.1a <i>Unduplicated student participation rate</i> in an extra-curricular/co-curricular organization and/or participates in a school club/ organization	3-5	Texas Student Data System (TSDS)	0-49%	50-59%	60-74%	75-89%	≥ 90%
			2.1d Student Survey - <i>School Engagement</i>	3-5	EISD Developed Instrument	0-49%	50-59%	60-74%	75-89%	≥ 90%
WEIGHTED POINTS (15%)					0	1	2	3	4	
3. Organizational Soundness	3.1 Local Indicators	3.1a Annual <i>High-Quality Teacher retention rate</i>	K-5	Texas Teacher Evaluation and Support System (T-TESS)	0-69%	70-74.9%	75-79.9%	80-89.9%	> 90%	
	3.2 Survey	3.2a Parent Survey - <i>School Safety, Barriers to Engagement, and School Climate</i>	K-5	EISD Developed Instrument	0-49%	50-59%	60-74%	75-89%	≥ 90%	
		3.2b Staff Survey - <i>School Climate, Professional Learning, School Leadership, and Safety</i>	K-5	EISD Developed Instrument	0-49%	50-59%	60-74%	75-89%	≥ 90%	
		3.2c Student Survey - <i>Safety, Bullying and School Climate</i>	3-5	EISD Developed Instrument	0-49%	50-59%	60-74%	75-89%	≥ 90%	
WEIGHTED POINTS (20%)					0	1	2	3	4	

EDGEWOOD ISD SCHOOL PERFORMANCE FRAMEWORK - GRADES K-8

Area	Category	Indicator	Grade Level	EISD/TEA Approved Instruments	Performance Level				
					Intervene	Develop	Monitor	Proficient	Model
					F	D	C	B	A
1. Academic Performance	1.1 State Accountability	1.1a TEA Accountability Domain I - <i>Student Achievement</i> including CCMR (A-F)	3-EOC	Accountability Scaled Scores	0-59	60-69	70-79	80-89	≥ 90
		1.1b TEA Accountability Domain II - <i>School Progress</i> (A-F)	3-EOC		0-59	60-69	70-79	80-89	≥ 90
		1.1c TEA Accountability Domain III - <i>Closing the Gaps</i> (A-F)	3-EOC		0-59	60-69	70-79	80-89	≥ 90
	1.2 Local Assessments	1.2c Students will attain grade level <i>reading proficiency</i> using a valid reading instrument.	K-2	mCLASS and GOLD Literacy	0-49%	50-59%	60-69%	70-79%	≥ 80%
			3-5	mCLASS, NWEA MAP Reading	0-49%	50-59%	60-69%	70-79%	≥ 80%
		1.2e Students will attain grade level <i>mathematics proficiency</i> using a valid mathematics instrument.	K-2	NWEA MAP Math and GOLD Mathematics	0-49%	50-59%	60-69%	70-79%	≥ 80%
			3-5	NWEA MAP Math	0-49%	50-59%	60-69%	70-79%	≥ 80%
		1.2g Students will attain grade level <i>reading proficiency</i> using a valid reading instrument.	6-8	NWEA MAP Reading	0-49%	50-59%	60-69%	70-79%	≥ 80%
		1.2h Students will attain grade level <i>mathematics proficiency</i> using a valid mathematics instrument.	6-7	NWEA MAP Math	0-49%	50-59%	60-69%	70-79%	≥ 80%
		1.2i The percent of students at <i>national benchmark</i> on a valid reading and writing college-readiness assessment	8	PSAT (Pre-Sat) Evidence -Based Reading and Writing (EBRW) score	0-9%	10-15%	16-30%	31-44%	≥ 45%
		1.2j The percent of students at <i>national benchmark</i> on a valid mathematics college-readiness assessment	8	PSAT (Pre-SAT) Mathematics score	0-9%	10-15%	16-30%	31-44%	≥ 45%
WEIGHTED POINTS (65%)					0	1	2	3	4
2. Student Engagement	2.1 Engagement Measures	2.1a <i>Unduplicated student participation rate</i> in an extra-curricular/co-curricular organization and/or participates in a school club/ organization	3-8	Texas Student Data System (TSDS)	0-49%	50-59%	60-74%	75-89%	≥ 90%
		2.1b <i>Unduplicated student participation rate in college readiness</i> courses (Dual Credit, Pre-Advanced Placement, and/or Advanced Placement courses)	6-8	Texas Student Data System (TSDS)	0-19%	20-29%	30-39%	40-49%	≥ 50%
		2.1c <i>Unduplicated student participation rate in career readiness</i> courses (Career Technical Education courses)	6-8	Texas Student Data System (TSDS)	0-49%	50-59%	60-74%	75-89%	≥ 90%
		2.1d Student Survey - <i>School Engagement</i>	3-8	EISD Developed Instrument	0-49%	50-59%	60-74%	75-89%	> 90%
WEIGHTED POINTS (15%)					0	1	2	3	4
3. Organizational Soundness	3.1 Local Indicators	3.1a Annual <i>High Quality Teacher retention rate</i>	K-8	Texas Teacher Evaluation and Support System (T-TESS)	0-69%	70-74.9%	75-79.9%	80-89.9%	> 90%
	3.2 Survey	3.2a Parent Survey - <i>School Safety, Barriers to Engagement, and School Climate</i>	K-8	EISD Developed Instrument	0-49%	50-59%	60-74%	75-89%	≥ 90%
		3.2b Staff Survey - <i>School Climate, Professional Learning, School Leadership, and Safety</i>	K-8	EISD Developed Instrument	0-49%	50-59%	60-74%	75-89%	≥ 90%
		3.2c Student Survey - <i>Safety, Bullying and School Climate</i>	3-8	EISD Developed Instrument	0-49%	50-59%	60-74%	75-89%	≥ 90%
WEIGHTED POINTS (20%)					0	1	2	3	4

EDGEWOOD ISD SCHOOL PERFORMANCE FRAMEWORK - GRADES 3-5

Area	Category	Indicator	Grade Levels	EISD/TEA Approved Instruments	Performance Level				
					Intervene	Develop	Monitor	Proficient	Model
					F	D	C	B	A
Academic Performance	1.1 State Accountability	1.1a TEA Accountability Domain I - <i>Student Achievement</i> including CCMR (A-F)	3-5	Accountability Scaled Scores	0-59	60-69	70-79	80-89	> 90
		1.1b. TEA Accountability Domain II - <i>School Progress</i> (A-F)	3-5		0-59	60-69	70-79	80-89	≥ 90
		1.1c TEA Accountability Domain III - <i>Closing the Gaps</i> (A-F)	3-5		60-69	60-69	70-79	80-89	≥ 90
	1.2 Local Assessments	1.2d Students will attain grade level <i>reading</i> proficiency using a valid reading instrument	3-5	mCLASS and NWEA MAP Reading	0-59%	60-69%	70-79%	80-89%	> 90%
		1.2f Students will attain grade level <i>mathematics</i> proficiency using a valid mathematics instrument	3-5	NWEA MAP Math	0-59%	60-69%	70-79%	80-89%	≥ 90%
WEIGHTED POINTS (65%)					0	1	2	3	4
Student Engagement	2.1 Engagement Measures	2.1a <i>Unduplicated student participation rate</i> in an extra-curricular/co-curricular organization and/or participates in a school club/organization.	3-5	Texas Student Data System (TSDS)	0-49%	50-59%	60-74%	75-89%	> 90%
		2.1d Student Survey - <i>School Engagement</i>	3-5	Texas Student Data System (TSDS)	0-49%	50-59%	60-74%	75-89%	> 90%
WEIGHTED POINTS (15%)					0	1	2	3	4
Organizational Soundness	3.1 Local Indicators	3.1a Annual <i>High Quality Teacher Retention Rate</i>	3-5	Texas Teacher Evaluation and Support System (T-TESS)	0-69%	70-74.9%	75-79.9%	80-89.9%	> 90%
	3.2 Survey	3.2a Parent Survey - <i>School Safety, Barriers to Engagement, & School Climate</i>	3-5	EISD Developed Instrument	0-49%	50-59%	60-74%	75-89%	> 90%
		2. Staff Survey - <i>School Climate, Professional Learning, School Leadership, and Safety</i>	3-5	EISD Developed Instrument	0-49%	50-59%	60-74%	75-89%	≥ 90%
		3. Student Survey - <i>Safety, Bullying and School Climate</i>	3-5	EISD Developed Instrument	0-49%	50-59%	60-74%	75-89%	> 90%
WEIGHTED POINTS (20%)					0	1	2	3	4

EDGEWOOD ISD SCHOOL PERFORMANCE FRAMEWORK - GRADES 6-8

Area	Category	Indicator	Grade Level	EISD/TEA Approved Instruments	Performance Level				
					Intervene	Develop	Monitor	Proficient	Model
					F	D	C	B	A
1. Academic Performance	1.1 State Accountability	1.1a TEA Accountability Domain I - <i>Student Achievement</i> including CCMR (A-F)	6-EOC	Accountability Scaled Scores	0-59	60-69	70-79	80-89	≥ 90
		1.1b TEA Accountability Domain II - <i>School Progress</i> (A-F)	6-EOC		0-59	60-69	70-79	80-89	≥ 90
		1.1c TEA Accountability Domain III - <i>Closing the Gaps</i> (A-F)	6-EOC		0-59	60-69	70-79	80-89	≥ 90
	1.2 Local Assessments	1.2g Students will attain grade level <i>reading proficiency</i> using a valid reading instrument.	6-8	NWEA MAP Reading	0-49%	50-59%	60-69%	70-79%	≥ 80%
		1.2h Students will attain grade level <i>mathematics proficiency</i> using a valid mathematics instrument.	6-7	NWEA MAP Math	0-49%	50-59%	60-69%	70-79%	≥ 80%
		1.2i The percent of students at <i>national benchmark</i> on a valid reading and writing college-readiness assessment	8	PSAT (Pre-Sat) Evidence - Based Reading and Writing (EBRW) score	0-9%	10-15%	16-30%	31-44%	≥ 45%
		1.2j The percent of students at <i>national benchmark</i> on a valid mathematics college-readiness assessment	8	PSAT (Pre-SAT) Mathematics score	0-9%	10-15%	16-30%	31-44%	≥ 45%
WEIGHTED POINTS (65%)					0	1	2	3	4
2. Student Engagement	2.1 Engagement Measures	2.1a <i>Unduplicated student participation rate</i> in an extra-curricular/co-curricular organization and/or participates in a school club/ organization	6-8	Texas Student Data System (TSDS)	0-49%	50-59%	60-74%	75-89%	≥ 90%
		2.1b <i>Unduplicated student participation rate in college readiness courses</i> (Dual Credit, Pre-Advanced Placement, and/or Advanced Placement courses)	6-8	Texas Student Data System (TSDS)	0-10%	11-20%	21-39%	40-49%	≥ 50%
		2.1c <i>Unduplicated student participation rate in career readiness courses</i> (Career Technical Education courses)	6-8	Texas Student Data System (TSDS)	0-49%	50-59%	60-74%	75-89%	≥ 90%
		2.1d Student Survey - <i>School Engagement</i>	6-8	EISD Developed Instrument	0-49%	50-59%	60-74%	75-89%	> 90%
WEIGHTED POINTS (15%)					0	1	2	3	4
3. Organizational Soundness	3.1 Local Indicators	3.1a Annual <i>High Quality Teacher retention rate</i>	6-8	Texas Teacher Evaluation and Support System (T-TESS)	0-69%	70-74.9%	75-79.9%	80-89.9%	> 90%
	3.2 Survey	3.2a Parent Survey - <i>School Safety, Barriers to Engagement, and School Climate</i>	6-8	EISD Developed Instrument	0-49%	50-59%	60-74%	75-89%	≥ 90%
		3.2b Staff Survey - <i>School Climate, Professional Learning, School Leadership, and Safety</i>	6-8	EISD Developed Instrument	0-49%	50-59%	60-74%	75-89%	≥ 90%
		3.2c Student Survey - <i>Safety, Bullying and School Climate</i>	6-8	EISD Developed Instrument	0-49%	50-59%	60-74%	75-89%	≥ 90%
WEIGHTED POINTS (20%)					0	1	2	3	4

EDGEWOOD ISD SCHOOL PERFORMANCE FRAMEWORK - GRADES 6 - 12

Area	Category	Indicator	Grade Level	EISD/TEA Approved Instruments	Performance Level					
					Intervene	Develop	Monitor	Proficient	Model	
					F	D	C	B	A	
1. Academic Performance	1.1 State Accountability	1.1a TEA Accountability Domain I - <i>Student Achievement</i> including CCMR (A-F)	6-EOC	Accountability Scaled Scores	0-59	60-69	70-79	80-89	≥ 90	
		1.1b TEA Accountability Domain II - <i>School Progress</i> (A-F)	6-EOC		0-59	60-69	70-79	80-89	≥ 90	
		1.1c TEA Accountability Domain III - <i>Closing the Gaps</i> (A-F)	6-EOC		0-59	60-69	70-79	80-89	≥ 90	
	1.2 Local Assessments		1.2g Students will attain grade level <i>reading proficiency</i> using a valid reading instrument.	6-8	NWEA MAP Reading	0-49%	50-59%	60-69%	70-79%	≥ 80%
			1.2h Students will attain grade level <i>mathematics proficiency</i> using a valid mathematics instrument.	6-7	NWEA MAP Math	0-49%	50-59%	60-69%	70-79%	≥ 80%
			1.2i The percent of students at <i>national benchmark</i> on a valid reading and writing college-readiness assessment	8	PSAT (Pre-Sat) Evidence -Based Reading and Writing (EBRW) score	0-9%	10-15%	16-30%	31-44%	≥ 45%
			1.2j The percent of students at <i>national benchmark</i> on a valid mathematics college-readiness assessment	8	PSAT (Pre-SAT) Mathematics score	0-9%	10-15%	16-30%	31-44%	≥ 45%
			1.2k The percent of students demonstrating <i>growth</i> of at least 1 year on a valid reading and writing college-readiness assessment	9-11	PSAT (Pre-SAT) Evidence -Based Reading and Writing (EBRW) score	0-19%	20-40%	41-60%	61-79%	> 80%
			1.2l The percent of students demonstrating <i>growth</i> of at least 1 year on a valid mathematics college-readiness assessment	9-11	PSAT (Pre-Sat) Mathematics score	0-19%	20-40%	41-60%	61-79%	≥ 80%
			1.2m The percent of students earning a valid <i>industry certification</i> .	9-11	Approved TEA Industry Certification List	0-0.5%	0.6-1%	1.1-2.9%	3-4.9%	≥ 5%
	WEIGHTED POINTS (65%)					0	1	2	3	4
	2. Student Engagement	2.1 Engagement Measures	2.1a <i>Unduplicated student participation rate</i> in an extra-curricular/co-curricular organization and/or participates in a school club/organization	6-12	Texas Student Data System (TSDS)	0-49%	50-59%	60-74%	75-89%	≥ 90%
			2.1b <i>Unduplicated student participation rate</i> in college readiness courses (Dual Credit, Pre-Advanced Placement, and/or Advanced Placement courses)	6-12	Texas Student Data System (TSDS)	0-10%	11-20%	21-39%	40-49%	≥ 50%
2.1c <i>Unduplicated student participation rate</i> in career readiness courses (Career Technical Education courses)			6-12	Texas Student Data System (TSDS)	0-49%	50-59%	60-74%	75-89%	≥ 90%	
2.1d Student Survey - <i>School Engagement</i>			6-12	EISD Developed Instrument	0-49%	50-59%	60-74%	75-89%	> 90%	
WEIGHTED POINTS (15%)					0	1	2	3	4	
3. Organizational Soundness	3.1 Local Indicators	3.1a Annual <i>High Quality Teacher retention rate</i>	6-12	Texas Teacher Evaluation and Support System (T-TESS)	0-69%	70-74.9%	75-79.9%	80-89.9%	> 90%	
	3.2 Survey	3.2a Parent Survey - <i>School Safety, Barriers to Engagement, and School Climate</i>	6-12	EISD Developed Instrument	0-49%	50-59%	60-74%	75-89%	≥ 90%	
		3.2b Staff Survey - <i>School Climate, Professional Learning, School Leadership, and Safety</i>	6-12	EISD Developed Instrument	0-49%	50-59%	60-74%	75-89%	≥ 90%	
		3.2c Student Survey - <i>Safety, Bullying and School Climate</i>	6-12	EISD Developed Instrument	0-49%	50-59%	60-74%	75-89%	≥ 90%	
WEIGHTED POINTS (20%)					0	1	2	3	4	

EDGEWOOD ISD SCHOOL PERFORMANCE FRAMEWORK - GRADES 9-12

Area	Category	Indicator	Grade Level	EISD/TEA Approved Instruments	Performance Level				
					Intervene	Develop	Monitor	Proficient	Model
					F	D	C	B	A
1. Academic Performance	1.1 State Accountability	1.1a TEA Accountability Domain I - <i>Student Achievement</i> including CCMR (A-F)	EOC	Accountability Scaled Scores	0-59	60-69	70-79	80-89	≥ 90
		1.1b TEA Accountability Domain II - <i>School Progress</i> (A-F)	EOC		0-59	60-69	70-79	80-89	≥ 90
		1.1c TEA Accountability Domain III - <i>Closing the Gaps</i> (A-F)	EOC		0-59	60-69	70-79	80-89	≥ 90
	1.2 Local Assessments	1.2k The percent of students demonstrating <i>growth</i> of at least 1 year on a valid reading and writing college-readiness assessment	9-11	PSAT (Pre-SAT) Evidence -Based Reading and Writing (EBRW) score	0-19%	20-40%	41-60%	61-79%	> 80%
		1.2l The percent of students demonstrating <i>growth</i> of at least 1 year on a valid mathematics college-readiness assessment	9-11	PSAT (Pre-Sat) Mathematics score	0-19%	20-40%	41-60%	61-79%	≥ 80%
		1.2m The percent of students earning a valid <i>industry certification</i> .	9-11	Approved TEA Industry Certification List	0-0.5%	0.6-1%	1.1-2.9%	3-4.9%	≥ 5%
WEIGHTED POINTS (65%)					0	1	2	3	4
2. Student Engagement	2.1 Engagement Measures	2.1a <i>Unduplicated student participation rate in an extra-curricular/co-curricular organization and/or participates in a school club/ organization</i>	9-12	Texas Student Data System (TSDS)	0-49%	50-59%	60-74%	75-89%	≥ 90%
		2.1b <i>Unduplicated student participation rate in college readiness courses (Dual Credit, Pre-Advanced Placement, and/or Advanced Placement courses)</i>	9-12	Texas Student Data System (TSDS)	0-10%	11-20%	21-39%	40-49%	≥ 50%
		2.1c <i>Unduplicated student participation rate in career readiness courses (Career Technical Education courses)</i>	9-12	Texas Student Data System (TSDS)	0-49%	50-59%	60-74%	75-89%	≥ 90%
		2.1d <i>Student Survey - School Engagement</i>	9-12	EISD Developed Instrument	0-49%	50-59%	60-74%	75-89%	> 90%
WEIGHTED POINTS (15%)					0	1	2	3	4
3. Organizational Soundness	3.1 Local Indicators	3.1a <i>Annual High Quality Teacher retention rate</i>	9-12	Texas Teacher Evaluation and Support System (T-TESS)	0-69%	70-74.9%	75-79.9%	80-89.9%	> 90%
	3.2 Survey	3.2a <i>Parent Survey - School Safety, Barriers to Engagement, and School Climate</i>	9-12	EISD Developed Instrument	0-49%	50-59%	60-74%	75-89%	≥ 90%
		3.2b <i>Staff Survey - School Climate, Professional Learning, School Leadership, and Safety</i>	9-12	EISD Developed Instrument	0-49%	50-59%	60-74%	75-89%	≥ 90%
		3.2c <i>Student Survey - Safety, Bullying and School Climate</i>	9-12	EISD Developed Instrument	0-49%	50-59%	60-74%	75-89%	≥ 90%
WEIGHTED POINTS (20%)					0	1	2	3	4

A photograph of several young girls sitting on a colorful merry-go-round at a playground. The girls are smiling and looking towards the camera. The merry-go-round has yellow and green bars. The background is a red and white checkered fence.

SPF CALCULATIONS

The following pages detail how the SPF rating is calculated

SCHOOL PERFORMANCE FRAMEWORK SCORING RUBRIC

Area	Category	Indicators							
		PK - 2	PK - 5	K - 5	K - 8	3 - 5	6 - 8	6 - 12	9 - 12
Academic Performance	<i>State Accountability Indicators</i>	0	3	3	3	3	3	3	3
	<i>Local Assessment Indicators</i>	4	6	4	8	2	4	7	3
	<i>Total Indicators</i>	4	9	7	11	5	7	10	6
	<i>Maximum Points (4 points/indicator)</i>	16	36	28	44	20	28	40	24
	Maximum Weighted Points (Maximum Points X 65%)	10.4	23.4	18.2	28.6	13	18.2	26	15.6
Student Engagement	<i>Engagement Measures</i>	2	2	2	4	2	4	4	4
	<i>Total Indicators</i>	2	2	2	4	2	4	4	4
	<i>Maximum Points (4 points/indicator)</i>	8	8	8	16	8	16	16	16
	Maximum Weighted Points (Maximum Points X 15%)	1.2	1.2	1.2	2.4	1.2	2.4	2.4	2.4
Organizational Soundness	<i>Local Indicator</i>	1	1	1	1	1	1	1	1
	<i>Survey</i>	2	3	3	3	3	3	3	3
	<i>Total Indicators</i>	3	4	4	4	4	4	4	4
	<i>Maximum Points (4 points/indicator)</i>	12	16	16	16	16	16	16	16
	Maximum Weighted Points (Maximum Points X 20%)	2.4	3.2	3.2	3.2	3.2	3.2	3.2	3.2
Total Number of Indicators		7	15	13	19	11	15	18	14
Maximum Points		28	60	52	76	44	60	72	56
Maximum Weighted Points		14.0	27.8	22.6	34.2	17.4	23.8	31.6	21.2

OVERALL RATING SCALE

OVERALL RATING SCALE									
OVERALL RATING		SCHOOL LEVEL CATEGORIES							
		PK - 2	PK - 5	K - 5	K - 8	3 - 5	6 - 8	6 - 12	9 - 12
MODEL (80 - 100%)	A	11.2 - 14.0	22.2 - 27.8	18.1 - 22.6	27.4 - 34.2	13.8 - 17.0	19.1 - 23.8	25.3 - 31.6	17.0 - 21.2
PROFICIENT (60 - 79%)	B	8.4 - 11.1	16.7 - 22.1	13.6 - 18	20.6 - 27.3	10.3 - 13.7	14.3 - 19.0	19.0 - 25.2	12.8 - 16.9
MONITOR (40 - 59%)	C	5.6 - 8.3	11.3 - 16.6	9.1 - 13.5	13.7 - 20.5	6.9 - 10.2	9.6 - 14.2	12.7 - 18.9	8.5 - 12.7
DEVELOPING (30-39%)	D	4.2 - 5.5	8.4 - 11.2	6.8 - 9.0	10.3 - 13.6	5.1 - 6.8	7.2 - 9.5	9.5 - 12.6	6.4 - 8.4
INTERVENE (0 - 29%)	F	0 - 4.1	0 - 8.3	0 - 6.7	0 - 10.2	0 - 5.0	0 - 7.1	0 - 9.4	0 - 6.3

Based on total **weighted points** a school acquires, the school will earn one of the above ratings.

DEFINITION OF EACH INDICATOR

1. ACADEMIC PERFORMANCE

1.1 State Accountability

1.1a TEA Accountability Domain I - Student Achievement including CCMR, and Graduation Rate (A-F)

1.1b TEA Accountability Domain II - School Progress (A-F)

1.1c TEA Accountability Domain III - Closing the Gaps (A-F)

Standard of Performance Defined – Proficiency is determined by TEA score/rating for each Domain.

Performance Level Standards

Intervene	Develop	Monitor	Proficient	Model
F	D	C	B	A
0-59	60-69	70-79	80-89	>90

1.2 Local Assessments

1.2a Students will attain Pre-Kindergarten 4-year old phonological awareness proficiency using a valid literacy instrument.

1.2b Students will attain Pre-Kindergarten 4-year old mathematics proficiency using a valid mathematics instrument.

Standard of performance Defined – Proficiency is determined by the percent meeting "On-Track" status. The percent of "On-Track" is determined by whether or not a student is within the expected score range for a student between the ages 3.0 to 4.9. Total test-takers and percent met includes both English and Spanish combined. It does not necessarily indicate that a student is performing at grade level.

Approved Instruments:

- CIRCLE
- GOLD (PreK4SA)

Performance Level Standards

Intervene	Develop	Monitor	Proficient	Model
F	D	C	B	A
0-59%	60-69%	70-79%	80-89%	>90%

1. ACADEMIC PERFORMANCE CONTINUED

1.2 Local Assessments Continued

1.2c Students in grades K-2 will attain grade level reading proficiency using a valid reading instrument.

1.2d Students in grades 3-5 will attain grade level reading proficiency using a valid reading instrument.

Standard of Performance Defined – Proficiency is determined by percent meeting grade level status or "On-Track" status. The percent of meeting grade level is determined by whether or not a student is within the expected score range for a student in that grade. Percent met combines English and Spanish.

Approved Instruments:

- mCLASS – (K-3)
- GOLD Literacy - (K-2) (PreK4SA)
- NWEA MAP Reading (4-5)

Performance Level Standards

Intervene	Develop	Monitor	Proficient	Model
F	D	C	B	A
0-49%	50-59%	60-69%	70-79%	>80%

1.2e Students in grades K-2 will attain grade level mathematics proficiency using a valid mathematics instrument.

1.2f Students in grades 3-5 will attain grade level mathematics proficiency using a valid mathematics instrument.

Standard of performance Defined – Proficiency is determined by percent meeting grade level status or "On-track" status. The percent meeting grade level is determined by whether a student is within the expected score range for their grade level. Percent met combines English and Spanish.

Approved Instruments:

- NWEA MAP Math
- GOLD Mathematics (K-2) (PreK4SA)

Performance Level Standards

Intervene	Develop	Monitor	Proficient	Model
F	D	C	B	A
0-49%	50-59%	60-69%	70-79%	>80%

1. ACADEMIC PERFORMANCE CONTINUED

1.2 Local Assessments Continued

1.2g Students in grades 6-8 will attain grade level reading proficiency using a valid reading instrument.

Standard of performance Defined – Proficiency is determined by percentage meeting grade level status or "On-track" status. The percentage meeting grade level is determined by whether a student is within the expected score range for their grade level. **Approved Instruments:**

- NWEA MAP Reading

Performance Level Standards

Intervene	Develop	Monitor	Proficient	Model
F	D	C	B	A
0-49%	50-59%	60-69%	70-79%	>80%

1.2h Students in grades 6-7 will attain grade level mathematics proficiency using a valid mathematics instrument.

Standard of performance Defined – Proficiency is determined by percent meeting grade level status. or "On-track" status. The percent meeting grade level is determined by whether or not a student is within the expected score range for their grade level. **Approved Instruments:**

- NWEA MAP Math

Performance Level Standards

Intervene	Develop	Monitor	Proficient	Model
F	D	C	B	A
0-49%	50-59%	60-69%	70-79%	>80%

1.2i The percent of students at national benchmark on a valid reading and writing college-readiness assessment

1.2j The percent of students at national benchmark on a valid mathematics college-readiness assessment

Standard of Performance Defined – Performance is based on whether or not *students' PSAT scale scores meet national benchmarks for college-readiness standards. At 8th grade students must have a scale score of at least a 390 in Evidence-based Reading and Writing (EBRW) and a scale score of 430 in Mathematics.

(*Students = Snapshot, Active and Inactive)

Approved Instruments:

- PSAT Evidence-Based Reading and Writing (EBRW) score

Performance Level Standards

Intervene	Develop	Monitor	Proficient	Model
F	D	C	B	A
0-9%	10-15%	16-30%	31-44%	>45%

1. ACADEMIC PERFORMANCE CONTINUED

1.2 Local Assessments Continued

1.2k The percent of students in grades 9-11 demonstrating growth of at least 1 year on a valid reading and writing college-readiness assessment.

1.2l The percent of students in grades 9-11 demonstrating growth of at least 1 year on a valid mathematics college-readiness assessment.

Standard of Performance Defined – Performance is based on whether or not *students' PSAT scale score growth from one year to the next year keeps pace with the expected scale score gain according to the PSAT growth measure. (*Students = Snapshot, Active and Inactive)

Approved Instruments:

- PSAT Evidence-Based Reading and Writing (EBRW) score
- PSAT Mathematics score

PSAT Growth in Evidenced-Based Reading/Writing (EBRW) and Mathematics Grades 9-11

Grade Transition	Expected EBRW Point Gain	Expected Math Point Gain
Grade 8 to Grade 9	20	20
Grade 9 to Grade 10	20	30
Grade 10 to Grade 11	30	30

Performance Level Standards

Intervene	Develop	Monitor	Proficient	Model
F	D	C	B	A
0-19%	20-40%	41-60%	61-79%	>80%

1.2m The percent of students in grades 9-11 earning a valid industry certification.

Standard of Performance Defined – Performance is based on whether or not *students earned a valid industry certification from TEA approved industry certification list. Total CTE students divided by students earning a valid industry certification. (*Students = Snapshot, Active and Inactive)

Approved Instruments:

- Approved TEA Industry Certification List

Performance Level Standards

Intervene	Develop	Monitor	Proficient	Model
F	D	C	B	A
0-0.4%	0.5-1%	1.5-2%	2.5-3%	>3.5%

2. STUDENT ENGAGEMENT

2.1 Engagement Measures

2.1a Unduplicated student participation rate in grades 3-12 in an extra-curricular/co-curricular organization and/or participates in a school club/ organization.

Standard of Performance Defined – Performance is based on whether or not *students participated in an extra-curricular/co-curricular organization and/or participates in a school club/ organization.

(*Student = Snapshot, Active and Inactive)

Approved Instruments:

- Texas Student Data System (TSDS)

Performance Level Standards

Intervene	Develop	Monitor	Proficient	Model
F	D	C	B	A
0-49%	50-59%	60-74%	75-89%	≥90%

2.1b Unduplicated student participation rate in grades 6-12 in college readiness courses (Dual Credit, On Ramps, Pre-Advanced Placement, and/or Advanced Placement courses)

Standard of Performance Defined – Participation performance is determined by whether or not *students enrolled and completed a college readiness course and/or enrollment in advanced courses designed to prepare students for college level academics. (*Students = Snapshot, Active and Inactive)

Approved Instruments:

- Texas Student Data System (TSDS)

Performance Level Standards

Intervene	Develop	Monitor	Proficient	Model
F	D	C	B	A
0-10%	11-20%	21-39%	40-49%	50%

2. STUDENT ENGAGEMENT CONTINUED

2.1 Engagement Measures Continued

2.1c Unduplicated student participation rate in grades 6-12 in career readiness courses (Career Technical Education courses) (CTE and PLTW)

Standard of Performance Defined – Student performance is determined by whether or not *students enrolled and completed a career readiness course and/or enrollment in courses designed to prepare students for technical careers. (*Students = Snapshot, Active and Inactive)

Approved Instruments:

- Texas Student Data System (TSDS)

Performance Level Standards

Intervene	Develop	Monitor	Proficient	Model
F	D	C	B	A
0-49%	50-59%	60-74%	75-89%	≥90%

2.1d Student Survey – School Engagement Grades 3-12

Standard of Performance Defined – Engagement is determined by the percentage of students who indicated they are at least 80% or more engaged.

Approved Instruments:

- EISD Developed Instrument

Performance Level Standards

Intervene	Develop	Monitor	Proficient	Model
F	D	C	B	A
0-49%	50-59%	60-74%	75-89%	≥90%

3. ORGANIZATIONAL SOUNDNESS

3.1 Local Indicator

3.1a Annual High Quality Teacher Retention Rate Grades PK-12

Standard of performance Defined – Annual high quality teacher retention is determined by the Texas Teacher Evaluation and Support System (T-TESS). Teachers at the Proficient and above performance level are considered high quality if all sixteen indicators in each of the four domains are rated at proficient or higher. The number of high quality teachers that are retained is divided by the total number of teachers. **Approved Instruments:**

- Texas Teacher Evaluation and Support System (T-TESS)

Performance Level Standards

Intervene	Develop	Monitor	Proficient	Model
F	D	C	B	A
0-69%	70-74.9%	75-79.9%	80-89.9%	≥90%

3.2 Surveys

3.2a Parent Survey – School Safety, Barriers to Engagement, and School Climate in grades PK-12

Standard of Performance – Performance is determined by the percentage of parents who responded that they are 80% or more confident of the organizational soundness. **Approved Instruments:**

- EISD Developed Instrument

Performance Level Standards

Intervene	Develop	Monitor	Proficient	Model
F	D	C	B	A
0-49%	50-59%	60-74%	75-89%	≥90%

3.2b Staff Survey – School Climate, Professional Learning, School Leadership, and Safety in grades PK-12

Standard of Performance – Performance is determined by the percentage of staff who responded that they are 80% or more confident of the organizational soundness. **Approved Instruments:**

- EISD Developed Instrument

Performance Level Standards

Intervene	Develop	Monitor	Proficient	Model
F	D	C	B	A
0-49%	50-59%	60-74%	75-89%	≥90%

3.2c Student Survey – Safety, Bullying and School Climate in grades 3-12

Standard of performance – Performance is determined by the number of students who responded that they are 80% or more confident of the organizational soundness. **Approved Instruments:**

- EISD Developed Instrument

Performance Level Standards

Intervene	Develop	Monitor	Proficient	Model
F	D	C	B	A
0-49%	50-59%	60-74%	75-89%	≥90%