Sunnyvale ISD District Rating

2014-2015

District Rating Metrix

	Points Earned	Rating Average
Superior	Above 303	Above 4.28
Exceeds Expectations	254 – 303	3.57 – 4.27
Meets Expectations	213 – 253	3.00 – 3.56
Below Expectations	192 – 212	2.71 – 2.99
Unsatisfactory	Below 192	Below 2.70

District Rating Scoring

Total Items	Points Earned	Average	Rating
57	228	4.00	Exceeds Expectations

Domain Analysis

	# Of Indicators	Pts Scored	Average
Future Readiness	12	45	3.75
21st Century Skills	14	52	3.71
Instructional Practices	8	31	3.88
STAAR Data	14		
Fine Arts	16	70	4.38
Extra / Co - Curricular	7	30	4.29

STAAR Data to be included in Rating after state release in August.

Future Readiness

1) **Duke Testing - % of 7th Grade Students Qualifying for Participation**

Students in the 7th grade will be encouraged to take the Duke test for diagnostic and achievement purposes.

1	2	3	4	5
Fewer than 5% Qualify for Test	Between 5% and 15% Qualify	Between 15% and 25% Qualify	Between 25% and 35% Qualify	Greater than 35% Qualify

2) **Duke Testing - % of Students that Qualified Opt to Test**

1	2	3	4	5
Fewer than 25% Opt to Test	Between 25% and 39% Opt to Test	Between 40% and 54 % Opt to Test	Between 55% and 69% Opt to Test	Greater than 70% Opt to Test

3) **SAT**

SAT performance is a strong indicator of college preparedness. Graduating class performance on the SAT will be measured.

1	2	3	4	5
Graduating class average below 1400	Graduating class average between 1401 to 1440	Graduating class average between 1441 to 1480	Graduating class average between 1481 to 1520	Graduating class average 1521 and above

4) **ACT**

1	2	3	4	5
Graduating class average below 19	Graduating class average between 19.0 to 20.9	Graduating class average between 21.0 to 22.9	Graduating class average between 23.0 to 24.9	Graduating class average 25.0 and above

5) **College-Ready Math**

TEA establishes a component to determine College Ready graduates.

1	2	3	4	5
College Ready graduate rating below 80	Graduating class average between 80 and 84	Graduating class average between 85 and 89	Graduating class average between 90 and 94	Graduating class average 95 and above

6) College-Ready English

TEA establishes a component to determine College Ready graduates.

1	2	3	4	5
College Ready graduate rating below 80	Graduating class average between 80 and 84	Graduating class average between 85 and 89	Graduating class average between 90 and 94	Graduating class average 95 and above

7) Average College Scholarships Earned

1	2	3	4	5
Under $25,000 per graduate	$25,000 to $30,000 per graduate	$30,000 to $35,00 per graduate	$35,000 to $40,000 per graduate	Over $40,000 per graduate

8) Average # of Universities Accepted

Average # of Universities accepted per graduating senior

1	2	3	4	5
Under 1.0	1.01 to 1.75	1.75 to 2.5	2.5 to 3.25	Over 3.25

9) % of students attempting at least one DC class

1	2	3	4	5
Under 35 %	36% to 40%	41% to 45%	46% to 50%	Over 50%

10) Average # DC Hours Earned per Graduate

1	2	3	4	5
Under 9 hours	9 to 12 hours	12 to 15 hours	15 to 18 hours	Over 18 hours

11) Workforce Development

Offering Career & Technical Education (CTE) and Technology Applications courses is an indicator of campus integration and support of 21st Century Workforce Development.

1	2	3	4	5
Campus does not offer any CTE/Tech Apps courses.		Campus offers 6 - 8 CTE/Tech Apps courses.	Campus offers 9 - 12 CTE/Tech Apps courses.	Campus offers 13 or more CTE/Tech Apps courses.

12) Foreign Language Acquisition – % of Graduates Completing 3 or more Foreign Language Courses

1	2	3	4	5
Less than 40%	40% to 40%	50% to 59 %	60% to 69%	70% to 79%

21st Century Skills

1) STEM - Elementary

Students will have the opportunity to participate in hands-on, exploratory lessons relating to science/math core content.

1	2	3	4	5
Some students have access to 45 continuous minutes of weekly STEM lab exploration.	All students have access to 45 continuous minutes of weekly STEM lab exploration.	All students have access to 45 continuous minutes of weekly STEM lab exploration that is an extension of Science TEKS.	All students have access to 45 continuous minutes of weekly STEM lab exploration that is an extension of Science TEKS with integration in some of the 4 STEM areas.	All students have access to 45 continuous minutes of weekly STEM lab exploration that is an extension of Science TEKS with integration in all of the 4 STEM areas.

2) Soft Skills - Elementary

Students are introduced to workforce/soft skills through the 4 “C”s (Communication, Collaboration, Creativity, and Critical Thinking). These skills are developed using various activities throughout the curriculum.

1	2	3	4	5
There is no evidence that workforce/soft skills are taught.		Lessons which foster development of the 4 “C”s are evident in curricular plans.		Lessons which foster development of the 4 "C"s are well-developed and implemented throughout content areas and grade levels.

3) Technology Learning - Elementary

Students use technology for authentic learning and the acquisition of the knowledge, skills and attitudes to perform in the 21st century world. (SAMR Model)

1	2	3	4	5
Students use little or no technology.	Students use software for skill reinforcement. (Substitution)	Students use technology to access, communicate and present information. (Augmentation)	Students evaluate and analyze data to solve problems. (Modification)	Students propose, assess, and implement solutions to problems using databases and digital tools. (Redefinition)

4) Engagement Measure - Elementary

Average Percentage of Yes responses from the Student Instructional Survey

My teacher helps me learn new things.
I get to work with my classmates when I am learning.
I get to participate in classroom discussions.
I enjoy coming to school.

1	2	3	4	5
1-19%	20-39%	40-59%	60-79%	80-100%

5) STEM – Middle School

1	2	3	4	5
Students have access to one STEM elective course.	Students have access to more than one STEM elective.	Students have access to more than one STEM elective, and science teachers integrate STEM instruction, with resources such as STEMscopes.	Students have access to more than one STEM course, and math/science teachers integrate STEM instruction, with resources such as STEMscopes.	Students have access to more than one STEM course, math/science teachers integrate STEM instruction, and relevant STEM career exploration is integrated into instruction.

6) Soft Skills- Middle School

Student introduction to workforce/soft skills through the 4 “C”s (Communication, Collaboration, Creativity, and Critical Thinking). These skills are developed using various activities throughout the curriculum.

1	2	3	4	5
There is no evidence that workforce/soft skills are taught.		Lessons which foster development of the 4 “C”s are evident in instructional plans.		Lessons which foster development of the 4 "C"s are well developed and implemented throughout content areas and grade levels.

7) Technology Learning – Middle School

Students use technology for authentic learning and the acquisition of the knowledge, skills and attitudes to perform in the 21st century world. (SAMR Model)

1	2	3	4	5
Students use little or no technology.	Students use software for skill reinforcement. (Substitution)	Students use technology to access, communicate and present information. (Augmentation)	Students evaluate and analyze data to solve problems. (Modification)	Students propose, assess, and implement solutions to problems using databases and digital resources. (Redefinition)

8) Engagement Measure – Middle School

Average Percentage Definitely or Yes responses from the Student Instructional Survey

My teacher plans lessons that help me learn new things.
My teacher challenges me to do my best.
I have choices in how I show my teacher what I have learned.
I get to participate in class discussions.
I get a chance to work with my classmates.
I enjoy coming to school.

1	2	3	4	5
1-19%	20-39%	40-59%	60-79%	80-100%

9) STEM – High School

1	2	3	4	5
Students have access to one STEM elective course.	Students have access to more than one STEM elective.	Students have access to more than one STEM elective, and science teachers integrate STEM instruction.	Students have access to more than two STEM courses, and math/science teachers integrate STEM instruction.	Students have access to a STEM pathway, math/science teachers integrate STEM instruction, and relevant STEM career exploration is integrated into instruction.

10) Soft Skills- High School

Student introduction to workforce/soft skills through the 4 “C”s (Communication, Collaboration, Creativity, and Critical Thinking). These skills are developed using various activities throughout the curriculum.

1	2	3	4	5
There is no evidence that workforce/soft skills are taught.		Lessons which foster development of the 4 “C”s are evident in instructional plans.		Lessons which foster development of the 4 "C"s are well developed and implemented throughout content areas and grade levels.

11) Technology Learning – High School

Students use technology for authentic learning and the acquisition of the knowledge, skills and attitudes to perform in the 21st century world. (SAMR Model)

1	2	3	4	5
Students use little or no technology.	Students use software for skill reinforcement. (Substitution)	Students use technology to access, communicate and present information. (Augmentation)	Students evaluate and analyze data to solve problems. (Modification)	Students propose, assess, and implement solutions to problems using databases and digital resources. (Redefinition)

12) Engagement Measure – High School

Average Percentage Definitely or Yes responses from the Student Instructional Survey

My teacher plans lessons that help me learn new things. My teacher challenges me to do my best. I have choices in how I show my teacher what I have learned. I get to participate in class discussions. I get a chance to work with my classmates. I enjoy coming to school.

1	2	3	4	5
1-19%	20-39%	40-59%	60-79%	80-100%

13) Community Service Projects and Hours Earned – Average hours completed per graduate

1	2	3	4	5
Average less than 60 hours	Between 61 and 70 hours	Between 71 and 80 hours	Between 81 and 90 hours	Over 90 hours

14) Senior Project Completion - % of graduates completing Senior Project

1	2	3	4	5
Less than 50%	Between 51% and 60 %	Between 61% and 70 %	Between 71% and 80 %	Over 80%

Instructional Practices

1) Technology Teaching - Elementary

Teachers use technology to provide students with authentic learning opportunities and promote student acquisition of the knowledge, skills and attitudes needed in the 21st century. (SAMR Model)

1	2	3	4	5
Little or no technology is integrated into instruction.	Teachers use technology to supplement instruction, streamline management functions, and present teacher facilitated instruction. (Tool Substitution)	Teachers use technology to direct instruction, improve productivity, model technology skills, and direct students in the use of applications for technology integration. (Augmentation)	Teachers use technology in teacher and some student-centered instruction to develop critical thinking skills and provide opportunities for collaboration with content experts, peers, parents, and teachers. (Modification and Task Redesign)	Teachers integrate technology in a student-centered learning environment where technology is used to solve real world problems. Technology allows for redefinition in the creation of new tasks. (Redefinition/SAMR model)

2) Professional Development, GT – Elementary

1	2	3	4	5
Teachers serving GT students have not had 30 hours of state GT training.		Teachers serving GT students have received the 30 hour GT training and annual updates. Administrators and counselors have received the initial 6 hours.		Teachers serving GT students have received the 30 hour GT training and updates. Administrators and counselors have received initial 6 hours and annual updates.

3) Instructional Time, GT – Elementary

1	2	3	4	5
Fewer than 28 weeks of instruction		28-30 weeks of instruction	31 weeks of instruction	32 weeks of instruction

4) Technology Teaching – Middle School

Teachers use technology to provide students with authentic learning opportunities and to promote student acquisition of the knowledge, skills and attitudes needed to perform in the 21st century world. (SAMR Model)

1	2	3	4	5
Little or no technology is integrated into instruction.	Teachers use technology to supplement instruction, streamline management functions, and present teacher facilitated instruction. (Tool Substitution)	Teachers use technology to direct instruction, improve productivity, model technology skills, and direct students in the use of applications for technology integration. (Augmentation)	Teachers use technology in teacher and student-centered instruction to develop critical thinking skills and provide opportunities for collaboration with content experts, peers, parents, and teachers. (Modification and Task Redesign)	Teachers integrate technology in a student-centered learning environment where technology is used to solve real world problems. Technology allows for redefinition in the creation of new tasks. (Redefinition)

5) GT Differentiation in Regular Classes – Middle School

1	2	3	4	5
Gifted/talented students remain at the pace of the general class. There is no evidence of acceleration or differentiation.		There is evidence of administrative support, professional development and GT teacher coaching that supports regular classroom teachers. Teachers integrate GT and differentiation strategies in core areas with guidance, supervision, and feedback from the GT specialist.		A continuum of learning experiences is provided regularly in the four core areas leading to accelerated and enriched learning. Student choice in project / products is encourage and students are provided opportunities to extend learning.

6) Professional Development, GT – Middle School

1	2	3	4	5
Teachers serving GT students have not had 30 hours of state GT training.		Teachers serving GT students have received the 30 hour GT training and annual updates. Administrators and counselors have received the initial 6 hours.		Teachers serving GT students have received the 30 hour GT training and updates. Administrators and counselors have received initial 6 hours and annual updates.

7) Technology Teaching – High School

Teachers use technology to provide students with authentic learning opportunities and to promote student acquisition of the knowledge, skills and attitudes needed to perform in the 21st century world. (SAMR Model)

1	2	3	4	5
Little or no technology is integrated into instruction.	Teachers use technology to supplement instruction, streamline management functions, and present teacher facilitated instruction. (Tool Substitution)	Teachers use technology to direct instruction, improve productivity, model technology skills, and direct students in the use of applications for technology integration. (Augmentation)	Teachers use technology in teacher and student-centered instruction to develop critical thinking skills and provide opportunities for collaboration with content experts, peers, parents, and teachers. (Modification and Task Redesign)	Teachers integrate technology in a student-centered learning environment where technology is used to solve real world problems. Technology allows for redefinition in the creation of new tasks. (Redefinition)

8) GT – High School

The four core areas are English Language Arts, Science, Social Studies and Math at the Honors and Dual Credit level.

1	2	3	4	5
Gifted/talented students are assigned to classes without any consideration of differentiation.		Gifted/talented students will be permitted entrance into Honors courses within the four core areas.	Gifted/talented students are ensured opportunities to collaborate (clustering) and are ensured differentiation of	Gifted/talented students are ensured opportunities to collaborate (clustering) and are ensured differentiation of

			core curriculum. Flexible grouping patterns and independent investigations are evidenced in the four core areas.	Flexible grouping patterns and independent investigations are evidenced in the four core areas. Services for gifted/talented students are comprehensive, structured, sequenced and are appropriately challenging in areas of arts, leadership and creativity.

Fine Arts Programs

1) Art - Elementary

1	2	3	4	5
Participation in no district sponsored art exhibits		Participation in 1 district sponsored art exhibit	Participation in 2 district sponsored art exhibits	Participation in 3 district sponsored art exhibits

2) Music - Elementary

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

3) All Region Band – Middle School

All-Region Band Auditions -% of all band students in grades 7 & 8 making All Region Band

1	2	3	4	5
Fewer than 10 % of Band students were named All Region	Between 10% and 15% of Band students were named All Region	Between 15% and 19% of Band students were named All Region	Between 20% and 24% of Band students were named All Region	More than 25% of Band students were named All Region

4) All Region Choir – Middle School

All-Region Choir Auditions -% of all choir students in grades 7 & 8 making All Region Choir

1	2	3	4	5
Fewer than 10% of Choir students were named All Region	Between 10% and 14% of Choir students were named All Region	Between15 % and 19% of Choir students were named All Region	Between 20% and 24% of Choir students were named All Region	More than 25% of Choir students were named All Region

5) VASE Art – Middle School

VASE Art Levels I-II

1	2	3	4	5
No students participated	Less than 5% of art students participated	5% of art students participated	6-9% of art students participated	10% or more of art students participated

6) Fine Arts Enrollment – Middle School

6th - 8th grade student enrollment in Band, Choir, Art, or Theatre

1	2	3	4	5
<29%	30-44%	45-59%	60-70%	>70%

7) One Act Play – Middle School

1	2	3	4	5
Campus fails to place in top 3 of District / Zone		Campus places in top 3 of District / Zone	Campus places in top 2 of District / Zone	Campus wins District / Zone Championship

8) All Region Band - High School

1	2	3	4	5
Fewer than 10 % of Band students were named All Region	Between 10% and 15% of Band students were named All Region	Between 15% and 19% of Band students were named All Region	Between 20% and 24% of Band students were named All Region	More than 25% of Band students were named All Region

9) Marching Band Contest – High School

1	2	3	4	5
Band receives 3 at UIL Marching Contest		Band receives 2 at UIL Marching Contest	Band receives 1 at UIL Marching Contest	Band receives Sweepstakes at UIL Marching Contest

10) UIL Band Concert & Sightreading Contest

1	2	3	4	5
Band receives 3 at UIL Concert Contest		Band receives 2 at UIL Concert Contest	Band receives 1 at UIL Concert Contest	Band receives Sweepstakes at UIL Concert Contest

11) All Region Choir - High School

1	2	3	4	5
Fewer than 10% of Choir students were named All Region	Between 10% and 14% of Choir students were named All Region	Between15 % and 19% of Choir students were named All Region	Between 20% and 24% of Choir students were named All Region	More than 25% of Choir students were named All Region

12) UIL Choir Concert & Sightreading Contest

1	2	3	4	5
Varsity Choir receives 3 at UIL Concert Contest		Varsity Choir receives 2 at UIL Concert Contest	Varsity Choir receives 1 at UIL Concert Contest	Varsity Choir receives Sweepstakes at UIL Concert Contest

13) Theatrical Design – High School

1	2	3	4	5
No students participated	1-3 theater students participated	4-6 theater students participated	7-9 theater students participated	10 or more theater students participated (max. 12)

14) One Act Play – High School

1	2	3	4	5
OAP does not advance out of District		OAP advances to Bi - District	OAP advances to Area	OAP advances to Region

15) VASE Art – High School

VASE Art Levels I-II

1	2	3	4	5
No students participated	Less than 5% of art students participated	5% of art students participated	6-9% of art students participated	10% or more of art students participated

16) Fine Arts Enrollment

HS student enrollment in Art, Band, Choir, Theater, Debate, or Extemp Speech

1	2	3	4	5
<19%	20-34%	35-49%	50-60%	>60%

Extra / Co – Curricular Programs

1) Acad UIL Success - Elementary

1	2	3	4	5
Campus fails to place in top 3 of District / Zone		Campus places in top 3 of District / Zone	Campus places in top 2 of District / Zone	Campus wins District / Zone Championship

2) Athletic Participation – Middle School

1	2	3	4	5
Less than 50%	51% to 60%	61% to 70 %	71% to 80%	Over 80%

3) Academic UIL – Middle School

1	2	3	4	5
Campus fails to place in top 3 of District / Zone		Campus places in top 3 of District / Zone	Campus places in top 2 of District / Zone	Campus wins District / Zone Championship

4) Destination Imagination Participation - Middle School

1	2	3	4	5
No Destination Imagination Teams		At least 2 Destination Imagination Teams	At least 3 Destination Imagination Teams	At least 4 Destination Imagination Teams

5) Academic UIL Performance – High School

1	2	3	4	5
High School team places outside top 3 in district		High School team places 3rd in district	High School team places 2nd in district	High School team wins district

6) Athletic Participation

Percent of high school students that participate in 1 or more athletic teams

1	2	3	4	5
Less than 50%	51% to 60%	61% to 70 %	71% to 80%	Over 80%

7) Varsity Athletic Performance

Sunnyvale ISD currently competes in 12 sports for District championships

1	2	3	4	5
No teams win district championship	At least 2 teams win district championship	At least 4 teams win district championship	At least 6 teams win district championship	At least 8 teams win district championship

STAAR Data

Campus	Indicator	Level 1	Level 2	Level 3	Level 4	Level 5
	% Met Progress					
	Reading	<45%	45-54%	55-64%	65-74%	>75%
	Math	<45%	45-54%	55-64%	65-74%	>75%
SES	Total Points for Met Progress:			Average Score:		
SMS	Total Points for Met Progress:			Average Score:		
SHS	Total Points for Met Progress:			Average Score:		
SES SMS SHS	**% Exceeded Progress**					
	Reading	<10%	10-14%	15-19%	20-24%	>25%
	Math	<10%	10-14%	15-19%	20-24%	>25%
SES	Total Points for Exceeded Progress:			Average Score:		
SMS	Total Points for Exceeded Progress:			Average Score:		
SHS	Total Points for Exceeded Progress:			Average Score:		
	% Level II					
	Reading	<60%	60-69%	70-79%	80-89%	>90%
SES	Math	<60%	60-69%	70-79%	80-89%	>90%
SMS	Writing	<60%	60-69%	70-79%	80-89%	>90%
	Science	<60%	60-69%	70-79%	80-89%	>90%
	Social Studies	<60%	60-69%	70-79%	80-89%	>90%
	% Level II					
SHS	ELA	<60%	60-69%	70-79%	80-89%	>90%
	Math	<60%	60-69%	70-79%	80-89%	>90%

	Science	<60%	60-69%	70-79%	80-89%	>90%
	Social Studies	<60%	60-69%	70-79%	80-89%	>90%
SES	Total Points for Level II, Met Standard:			Average Score:		
SMS	Total Points for Level II, Met Standard:			Average Score:		
SHS	Total Points for Level II, Met Standard:			Average Score:		
	% Level III					
	Reading	<20%	20-24%	25-29%	30-34%	>35%
SES	Math	<15%	15-19%	20-24%	25-29%	>30%
SMS	Writing	<5%	5-9%	10-14%	15-19%	>20%
	Science	<10%	10-14%	15-19%	20-24%	>25%
	Social Studies	<20%	20-24%	25-29%	30-34%	>35%
	% Level III					
	ELA	<20%	20-24%	25-29%	30-34%	>35%
SHS	Math	<15%	15-19%	20-24%	25-29%	>30%
	Science	<10%	10-14%	15-19%	20-24%	>25%
	Social Studies	<20%	20-24%	25-29%	30-34%	>35%
SES	Total Points for Level III, Advanced:			Average Score:		
SMS	Total Points for Level III, Advanced:			Average Score:		
SHS	Total Points for Level III, Advanced:			Average Score:		
	% Post-secondary					
	2 or More	<45%	45-49%	50-54%	55-59%	>60%
	ELA	<55%	55-59%	60-64%	65-69%	>70%
SHS	Math	<40%	40-44%	45-49%	50-54%	>55%
	Writing	<35%	35-39%	40-44%	45-49%	>50%
	Science	<45%	45-49%	50-54%	55-59%	>60%
	Social Studies	<45%	45-49%	50-54%	55-59%	>60%
	Total Points for Post-Sec Readiness: 25			Average Score: 5		
SISD combined	**# of Distinctions**	0	1-3	4-6	7-9	>10