



SCHOOL DISTRICT EVALUATION OF PERFORMANCE IN COMMUNITY AND STUDENT ENGAGEMENT; COMPLIANCE

House Bill 5 Section 46

Indicator

District: Gateway Academy (District)
Campus: Sierra Vista Campus (240801002)

Rating

Program/Category

Exemplary

Recognized

Acceptable

Unacceptable

Fine arts

Recognized

Wellness and Physical Education

Recognized

Community and Parental Involvement

Acceptable

21st Century Workforce Development - RATING "A"

Recognized

Dropout Prevention Strategies - RATING "A"

Exemplary

Second Language Acquisition

Recognized

Digital Learning Environment - RATING "A"

Exemplary

Educational Programs for Gifted and Talented

N/A

N/A

N/A

N/A

Statutory Reporting and Policy Requirements

Compliance with statutory reporting and policy requirements by LEA based on criteria that was developed by a local committee:

Yes

Overall Rating

Recognized

Each school district shall evaluate the district's performance of each campus in the district by August 8 of each year. The districts shall report the information to TEA and make the performance ratings public.

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District and Campus Rating

Fine Arts Program Current Rating

Recognized

Fine Arts Program		Unacceptable	Acceptable	Recognized	Exemplary	Data Source	Rating
		High School					
	Program Diversity				X		Recognized
	Indicate the number of TEKS based fine arts programs offered at your campus for credit. (band, choir, dance, orchestra, theater, visual art, or mariachi)	0-1 Program	2 Programs	3-4 Programs	5 or more programs		
6a	Indicate the number of fine arts experiences that are offered year round for extension outside school day only. (i.e. colorguard, show choir, dance groups, jazz band)			1-3 experiences	X	Master Schedule	Recognized
6b	Student Participation				X	Extracurricular Activities Documentation, Activity Reports	Recognized
	What % of the student population are enrolled in TEKS based fine arts programs for credit?	0 - 9%	10%-24%	25% - 49%	X	Participation Rosters, Master Schedule	Recognized
7	Performanc Engagement				X	Master Schedule	Recognized
	Indicate the number of individual ensembles/groups that participated in UIL Concert/Sightreading and One Act Play competition per program in 2013-2014. (i.e. band, orchestra, and choir)	Zero or one group participated	Two to five groups participated	Six to nine groups participated	Ten or more groups participated		Recognized
8a	UIL Concert/Sightreading: UIL One Act Play and Theatrical Design; UIL medium ensemble for HS mariachi and Jazz Band)				X	Extracurricular Activities Documentation, Activity Reports	Recognized
8b	Indicate the number of groups that participated in a district sanctioned* competition in 2013-2014. (i.e. drill or dance team including folklorico; HS winter guard; HS drumline).			One to two groups participated	Three or more groups participated	Extracurricular Activities Documentation, Activity Reports	Recognized

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District and Campus Rating

Fine Arts Program Current Rating →

Indicator	Fine Arts Program	Unacceptable	Fine Arts Program Current Rating			Exemplary	Recognized		Data Source	Rating
			Acceptable	1-2 groups earned distinction	3+ groups earned distinction					
9b	Indicate the number of drill team/dance, folklorico, winter guard or winter drumline groups that earned distinction in district sanctioned* competitions in 2013-2014.				X				Extracurricular Activities Documentation, Activity Reports	Recognized
9c	Indicate the number of individual student recognition POINTS as determined by worksheet Sheet4, which weighs distinctions by advancement. Sheet4 current value = 0	X	0 - 299 points	300 - 499 points	500+ points				Extracurricular Activities Documentation, Activity Reports	Unacceptable
10a	Teacher Instructional Support									
	Fine Arts Local Professional Development	Fine arts teachers are not permitted to attend district fine arts professional development or no district fine arts professional development is offered.	Fine arts teachers are permitted to attend district fine arts professional development.	Fine arts teachers are encouraged to attend district fine arts professional development.	X	Fine arts teachers are required to attend district fine arts professional development.			Professional Development Calendar	Recognized
10b	Fine Arts Regional and State Professional Development	Fine arts teachers are not permitted to attend regional and state professional development.	Fine arts teachers are permitted to attend regional and state professional development.	X		Fine arts teachers receive funding to attend regional and state professional development.			Professional Development Calendar	Acceptable
10c	Facilities	None of the fine arts programs have a dedicated classroom/facility that supports the instructional needs of the program.	Some of the fine arts programs have dedicated classroom/facility that supports the instructional needs of the program.	X		All of the fine arts programs have dedicated classroom/facility that supports the instructional needs of the program.				
	Instructional Minutes -- Indicate the number of instructional minutes per week for fine arts classes.	0-224	225-249	250-299	X	300+			Master Schedule	Acceptable
10d									Master Schedule	Recognized

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Fine Arts Program

Fine Arts Program Current Rating

District and Campus Rating

Recognized

	Indicator	Unacceptable	Fine Arts Program Current Rating		Recognized	Exemplary	Data Source	Rating
			Acceptable	Recognized				
7	Does the district have a policy in place that meets the HB5 requirement related to pullouts? (HB5)	No		X	Yes			
8	Did every 8th grade student complete a single fine arts course before leaving middle school? (HB3)	No	X		Yes		Policy Manuel	Recognized
9	Is there a designated individual whose primary responsibility is to supervise the fine arts?	No	X		Yes		N/A	Unacceptable
10	Indicate how many of the following TEKS-based fine arts programs are offered district-wide during the school day at the secondary level. (band, choir, dance, orchestra, theater, visual art, or mariachi)	0-1 Program	2 Programs	3-4 Programs	5 or more programs		N/A	Unacceptable
11	How many fine arts specialists are degreed and certified within the fine arts areas they are teaching?	None	Some	Most	All		Master Schedule	Recognized
				X			PEIMS Teacher Qualifications	Recognized

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District and Campus Rating

Wellness and Physical Education Current Rating

Recognized

Wellness and Physical Education		Unacceptable	Acceptable	Recognized	Exemplary	Data Source	Rating
III. Mental Health/Counseling Services							
Campus administrators provide staff trainings on positive behavior and intervention supports	No evidence of staff training	2 trainings a semester	4-5 trainings a semester	X	trainings provided on a monthly basis	Professional Development Calendar	Recognized
At risk counselors train on suicide and violence risk assessment	No evidence of training	2 trainings a semester	4-5 trainings a semester	X	6+ trainings provided on a monthly basis	Development Calendar	Recognized
Campus staff will request crisis response as appropriate for suicide attempt, violence, etc.	Campus staff does not request crisis response for suicide attempt, violence, etc.	Campus staff does request crisis response as appropriate	Campus staff does request crisis response as appropriate. Campus staff is certified with NIMS and conducts drills.	X	Campus staff does request crisis response as appropriate. Campus staff is certified with NIMS and conducts drills and tabletop exercises.	Critical Response Team Documentation	Recognized
Campus staff will request bullying prevention and interventions as appropriate	Campus staff does not request bullying prevention and interventions as appropriate.	Campus staff does request crisis response for bullying prevention and interventions as appropriate.	Campus staff does request crisis response for bullying prevention and interventions as appropriate. Bullying prevention training is offered to campus.	X	Campus staff does request crisis response for bullying prevention and interventions as appropriate. Bullying prevention training is offered to campus, parents, and community.	Bullying Prevention Curriculum	Recognized
IV. Child Nutrition							
District breakfast and lunch menus meet need the nutritional guidelines according to age groups.	No evidence of menus nutritional guidelines.	Menus meet the nutritional guidelines.	Menus meet the nutritional guidelines and encourage healthy eating for students. (Variety of nutritional selections are offered daily)	X	Menus meet the nutritional guidelines and encourage and promote health eatings to students, parents, and community. (Nutritional analysis and nutrition information provided through program website)	Child Nutrition Program Documentation	Recognized

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Wellness and Physical Education Current Rating

Recognized

Wellness and Physical Education		Unacceptable		Acceptable	Recognized	Exemplary	Data Source	Rating
	Compliance with USDA/TDA regulations	Evidence of non-compliance.	Students have enough time to consume their meal.	Students have enough time to consume their meal. Meals are not utilized as a means of punishment. 80% of the students present their student ID card or number on a daily basis for meal counting and claiming.	X	Students have more than enough time to consume their meal. Meals are not utilized as a means of punishment. 100 % of the students present their student ID card or number on a daily basis for meal counting and claiming.	Child Nutrition Program Documentation	Recognized
V. Staff Wellness								
	Host voluntary Health/Wellness (Health Fairs, Wellness Wednesday, Fit Fridays, Family Fun fitness, etc.)	None	1st annual	2nd annual	X	3rd annual and above	Nurse Records	Recognized
VI. Physical Education								
	State mandated TEKS based physical education curriculum and the use of TEA approved Coordinated School Health programs (CATCH, SPARKE Healthy and Wise, etc)	Less than State Mandates	All students participate in the State mandated TEKS based physical education curriculum and the in TEA approved Coordinated School Health programs. (CSH)	In addition to all students participating in State mandated TEKS based curriculum and TEA approved CSH programs, students are not pulled out of scheduled PE class for more than 10% of the time.	X	In addition to all students participating in the State mandated TEKS based curriculum and TEA approved CSH programs, students are not pulled out of scheduled PE class for more than 10% of the time, physical education activity-recess is not treated as a punishment	Curriculum Documentation	Recognized

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Community and Parental Involvement

District and Campus Rating

Community and Parental Involvement Current Rating

Community and Parental Involvement		Unacceptable		Acceptable		Recognized		Exemplary		Data Source	Rating
I. Opportunities for parents to assist students in preparing for assessments											
A.	Conduct parent sessions with emphasis on all content areas and provide strategies to prepare students for the state assessment.	No evidence of parents sessions provided	1-2 parent sessions provided per semester	X	3-4 parent sessions provided per semester	5 or more parent sessions provided per semester		Agendas Sign Ins	Acceptable		
B.	Provide parent meetings relevant to District Programs and Services	No evidence of parents meetings	1-2 parent sessions provided per semester	X	3-4 parent sessions provided per semester	5 or more parent sessions provided per semester		Agendas Sign Ins	Acceptable		
C.	Provide parents the opportunity to participate in campus decision-making committees to provide input about preparations methods for state assessment	No evidence of parent input through SBDM	Some evidence of parent participation in SBDM (50% of the time)	X	Regular parent participation in SBDM (80% of the time)	Consistent evidence of parent participation in SBDM (100% of the time)		Agendas Sign Ins	Acceptable		
II. Tutoring Programs that Support Students taking State Assessments											
A.	Academic tutorials	No evidence of academic tutorials to support state assessment knowledge and skills	There is some evidence that attendance in academic tutorials are taking place for targeted student populations (50% attendance)	X	There is evidence that regular attendance in academic tutorials are taking place for targeted student populations (80% attendance)	There is a consistent evidence that attendance in academic tutorials is taking place for targeted student populations (100% attendance)		Sign In Sheets	Acceptable		
B.	Assessment tutorials	No evidence of tutorials that focus on test taking strategies	There is some evidence that attendance in academic tutorials is taking place (50% attendance)	X	There is some evidence that attendance in academic tutorials is taking place (70% attendance)	There is some evidence that attendance in academic tutorials is taking place (90% attendance)		Sign In Sheets	Acceptable		
III. Opportunities for Students to Participate in Community Service Projects											
A.	Campus based community service projects	0-3 community service projects per year	4-5 community service projects per year	X	7-9 community service projects per year	10 or more community service projects per year		Project	Acceptable		

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District and Campus Rating

Dropout Prevention Strategies Current Rating

Exemplary

Dropout Prevention Strategies	Dropout Prevention Strategies Current Rating			Exemplary		Rating
	Unacceptable	Acceptable	Recognized	Exemplary	Data Source	
Optional/flexible schedule	Less than five strategies	Five strategies	Six - nine strategies	Ten or more strategies	District/Campus Plan, PEIMS, Local Activity Logs/Sign-in Logs, Agendas	Exemplary
Dropout prevention planning	Less than five strategies	Five strategies	Six - nine strategies	Ten or more strategies	District/Campus Plan, PEIMS, Local Activity Logs/Sign-in Logs, Agendas	Exemplary
Online cohort system (PEIMS, TEASE)	Less than five strategies	Five strategies	Six - nine strategies	Ten or more strategies	District/Campus Plan, PEIMS, Local Activity Logs/Sign-in Logs, Agendas	Exemplary
Intervention strategist, at-risk counselor	Less than five strategies	Five strategies	Six - nine strategies	Ten or more strategies	District/Campus Plan, PEIMS, Local Activity Logs/Sign-in Logs, Agendas	Exemplary
Option schools	Less than five strategies	Five strategies	Six - nine strategies	Ten or more strategies	District/Campus Plan, PEIMS, Local Activity Logs/Sign-in Logs, Agendas	Exemplary
Smaller teacher/student ratios	Less than five strategies	Five strategies	Six - nine strategies	Ten or more strategies	District/Campus Plan, PEIMS, Local Activity Logs/Sign-in Logs, Agendas	Exemplary
Recovery program	Less than five strategies	Five strategies	Six - nine strategies	Ten or more strategies	District/Campus Plan, PEIMS, Local Activity Logs/Sign-in Logs, Agendas	Exemplary
Ninth grade academy	Less than five strategies	Five strategies	Six - nine strategies	Ten or more strategies	District/Campus Plan, PEIMS, Local Activity Logs/Sign-in Logs, Agendas	Exemplary
Boot camp	Less than five strategies	Five strategies	Six - nine strategies	Ten or more strategies	N/A	Unacceptable
Smaller teacher/student ratio	Less than five strategies	Five strategies	Six - nine strategies	Ten or more strategies	District/Campus Plan, PEIMS, Local Activity Logs/Sign-in Logs, Agendas	Exemplary
Credit recovery Programs/accelerated block scheduling	Less than five strategies	Five strategies	Six - nine strategies	Ten or more strategies	District/Campus Plan, PEIMS, Local Activity Logs/Sign-in Logs, Agendas	Exemplary

Indicator

Dropout Prevention Strategies Current Rating ----->

Dropout Prevention Strategies			Unacceptable		Acceptable		Recognized		Exemplary		Data Source	Rating
	Community meetings/parental involvement	Less than five strategies		Five strategies		Six - nine strategies	Ten or more strategies	X	District/Campus Plan, PEIMS, Activity Logs/Sign-In Logs	Exemplary		
	Parental involvement	Less than five strategies	X	Five strategies		Six - nine strategies	Ten or more strategies		District/Campus Plan, PEIMS, Local	Acceptable		
	Plans to bring back campus	Less than five strategies		Five strategies		Six - nine strategies	Ten or more strategies	X	District/Campus Plan, PEIMS, Local	Exemplary		
	Intake center	Less than five strategies	X	Five strategies		Six - nine strategies	Ten or more strategies		District/Campus Plan, PEIMS, Local	Acceptable		
	Social worker	Less than five strategies		Five strategies		Six - nine strategies	Ten or more strategies	X	District/Campus Plan, PEIMS, Activity Logs/Sign-In Logs	Exemplary		
	Counselors specific for at risk students	Less than five strategies		Five strategies		Six - nine strategies	Ten or more strategies		District/Campus Plan, PEIMS, Local	Exemplary		
	Student advisory committee	Less than five strategies	X	Five strategies		Six - nine strategies	Ten or more strategies		N/A	Unacceptable		
	Student mentors	Less than five strategies	X	Five strategies		Six - nine strategies	Ten or more strategies		N/A	Unacceptable		
	Student clubs	Less than five strategies		Five strategies		Six - nine strategies	Ten or more strategies	X	District/Campus Plan, PEIMS, Local	Exemplary		
	Student involvement -transportation Programs, clubs, mentors	Less than five strategies	X	Five strategies		Six - nine strategies	Ten or more strategies		N/A	Unacceptable		

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District and Campus Rating

Second Language Acquisition Current Rating

Recognized

Second Language Acquisition	Unacceptable		Acceptable	Recognized	Exemplary	Data Source	Rating
	Not offered						
Bilingual/ESL education program overview			Provide teachers and administrators with a program description in writing as per district expectations	Training on Bilingual/ESL Education Programs is provided to all new teachers	Training on Bilingual/ESL Education Programs is provided to all teachers, on a yearly basis	Agendas, sign-in sheets, evaluations, surveys, training materials, teacher transcripts, certificates	Recognized
				X			
3							
Spanish and English on grade level TEKS implemented as required by the district's program model	Inconsistent Implementation		Implemented as required by law	Vertical and horizontal alignment is evident in most curriculum documents and delivery of instruction	Vertical and horizontal alignment is evident in all curriculum documents and delivery of instruction	Curriculum documents, lesson plans, walk-throughs	Recognized
ELPS are implemented as required for each student commensurate to their English Language Proficiency Level	Inconsistent Implementation		Implemented as required by law	Vertical and horizontal alignment is evident in most curriculum documents and delivery of instruction	Vertical and horizontal alignment is evident in all curriculum documents and delivery of instruction	Curriculum documents, lesson plans, walk-throughs	Recognized
CCRS are implemented as required for each student	Inconsistent Implementation		Implemented as required by law	Vertical and horizontal alignment is evident in most curriculum documents and delivery of instruction	Vertical and horizontal alignment is evident in all curriculum documents and delivery of instruction	Curriculum documents, lesson plans, walk-throughs	Recognized
Integration of technology for second language acquisition	Not available		Available, but not used consistently	Teacher is using technology consistently to deliver instruction	Students are actively engaged through the use of technology. The teacher is the facilitator in the learning process.	Lesson plans, walk-throughs, student reports, student products	Recognized
Pre-Advanced and Advanced Placement Courses are offered to current and former ELLs	Not offered	X	As required by law	Campus has activities in place to recruit students	Campus recruits and has at least 10% of their current and former ELL students participating in Pre-AP/AP courses	Recruitment plan, calendar, rosters, PEIMS data	Unacceptable
Supplemental materials support second language acquisition (SLA)	Materials purchased do not support SLA		Materials purchased support SLA	Supplemental materials supporting SLA are available for some subject areas and grade levels	Supplemental materials supporting SLA are available for all subject areas and grade levels	Purchase requisitions, campus inventories	

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District and Campus Rating

Digital Learning Environments Current Rating

Exemplary

Digital Learning Environments		Unacceptable		Acceptable		Recognized		Exemplary		Data Source	Rating
1	District/campus technology plan									District Plan	
1a	District written plan	Non-existent		In progress		Submitted		TEA approved	X	District Plan	Exemplary
1b	Campus written plan	Non-existent		In progress		Included in Campus Improvement Plan		Separate plan		District Plan	Recognized
2	Texas teacher STaR chart results									District Plan	
2a	Teaching and learning	Early technology		Developing technology		Advanced technology		Target technology	X	District Plan	Exemplary
2b	Educator Preparation and Development	Early technology		Developing technology		Advanced technology		Target technology	X	District Plan	Exemplary
2c	Leadership, administration and instructional support	Early technology		Developing technology		Advanced technology		Target technology	X	District Plan	Exemplary
2d	Infrastructure for technology	Early technology		Developing technology		Advanced technology		Target technology	X	District Plan	Exemplary
3	Percentage of courses using a learning management system (i.e Blackboard, Project Share, Edmodo, iTunes U, etc.)	69% and below use a learning management system	X	70%-79% use a learning management system		80%-89% use a learning management system		90%-100% use a learning management system	X	District Plan	Exemplary
	Student usage reports identifying time a student spends using an instruction learning system (Plato, Pearson, Mindplay, etc.) K-8th Campuses	69% and below usage		70%-79% usage		80%-89% usage		90%-100% usage		N/A	Unacceptable
4	Leadership, administration and instructional support								X	Software Reforts	Exemplary
	8th grade percentage of students tested	85% and below of students tested	X	86%-90% of students tested		91%-95% of students tested		96%-100% of students tested		District Plan	Exemplary
5a	8th grade percentage of students technology literate	69% and below technology literate	X	70%-79% technology literate		80%-89% technology literate		90%-100% technology literate		N/A	Unacceptable
5b	HB5 compliance for required high school course offerings for technology applications.	Two courses offered		Three courses offered		Four courses offered		Five or more courses offered		N/A	Unacceptable
5c	Percentage of classrooms with digital tools as identified by the NCLB portion of the Texas STaR chart (projectors, document readers, and interactive board technology)	69% and below of classrooms with digital tools		70%-79% of classrooms with digital tools		80%-89% of classrooms with digital tools		90%-100% of classrooms with digital tools	X	Graduation Plans	Exemplary
6	One to one and/or bring your own device initiatives	Non-Existent		Planning		Pilot		Large scale implementation	X	District Plan	Exemplary
	Staffing (technology instructional staff to student ratio)	One dedicated professional for more than 10 campuses		One dedicated professional shared between 5-10 campuses		One dedicated professional shared between 2-4 campuses		One dedicated professional per campus	X	District Plan	Exemplary
8	Digital citizenship curriculum implementation	Implementation level: student		Implementation level: student, faculty		Implementation level: student, parent, faculty		Implementation level: community, student, faculty and parents	X	District Plan	Exemplary
9									X	District Plan	Exemplary