



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

House Bill 5 Section 46

Indicator

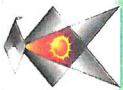
District: **Paso Del Norte Academy**

Campus:

Rating

Student and Community Engagement; Compliance	Program/Category	Unacceptable	Acceptable	Recognized	Exemplary
	Fine arts			Recognized	
	Wellness and Physical Education			Recognized	
	Community and Parental Involvement			Recognized	
	21st Century Workforce Development - RATING "A"				Exemplary
	Dropout Prevention Strategies - RATING "A"				Exemplary
	Second Language Acquisition - RATING "A"				Exemplary
	Digital Learning Environment			Recognized	
	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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	Dropout Prevention Strategies				Exemplary
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	Digital Learning Environment			Recognized	
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District and Campus Rating

Fine Arts Program Current Rating

Recognized

Indicator	Fine Arts Program	High School					Data Source	Rating
		Unacceptable	Acceptable	Recognized	Exemplary			
	Program Diversity					X		Recognized
6a	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	X	Master Schedule	Recognized
6b	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	4 or more experiences	X	Extracurricular Activities Documentation, Activity Reports	Recognized
	Student Participation					X	Participation Rosters, Master Schedule	Recognized
7	What % of the student population are enrolled in TEKS based fine arts programs for credit?	0 - 9%	10%-24%	25% - 49%	50% or more	X	Master Schedule	Recognized
	Performanc Engagement					X		Recognized
8a	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 UIL Concert/Sightreading; UIL One Act Play and Theatrical Design; UIL medium ensemble for HS mariachi and Jazz Band)	Zero or one group participated	Two to five groups participated	Six to nine groups participated	Ten or more groups participated	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	X	Extracurricular Activities Documentation, Activity Reports	Recognized

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District and Campus Rating

Fine Arts Program Current Rating ----->

Recognized

Indicator	Fine Arts Program	Unacceptable 0 to 14 times	Acceptable		Recognized	Exemplary	Data Source	Rating
			15 to 24 times	25 to 34 times				
8c	Indicate the number of times fine arts programs performed/exhibited at *non competitive events for the community during the 2013-2014 school year. *Examples: half-time shows, concerts, parades, shows, plays, musicals, holiday programs (i.e. veterans day, memorial day, mother's day), performances at/for businesses in the community)			X			Extracurricular Activities Documentation, Activity Reports	Recognized
8d	Indicate the number of individual UIL, TFA, TMEA, or TAEA competitions your campus fine arts programs participated in during the 2013-2014 school year? (Band All-Region, Choir All-Region, Orchestra All-Region, UIL Solo and Ensemble, VASE/Jr. VASE, Texas Forensic Association, UIL Theatrical Design)			X			Extracurricular Activities Documentation, Activity Reports	Acceptable
9a	Student Recognition Indicate the number of groups that earned distinction in UIL Concert & Sightreading (1st Division) , UIL Marching (1st Division) , UIL Medium Ensemble for Mariachi and Jazz Bands (1st Division), UIL One Act Play (1st, 2nd, or 3rd place) or UIL Theatrical Design Competition (Advanced) per program in 2013-2014. A Sweepstakes (1st division in both the concert and sightreading portion at the UIL Concert & Sightreading competition) constitutes two awards)	No groups earned a distinction	1 to 4 groups earned distinction	5 to 9 groups earned distinction		10 + groups earned distinction	Extracurricular Activities Documentation, Activity Reports	Recognized

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District and Campus Rating

Fine Arts Program Current Rating

Recognized

Indicator	Fine Arts Program	Unacceptable	Acceptable	Recognized		Exemplary	Data Source	Rating
				1-2 groups earned distinction	X			
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	3+ groups earned distinction	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.	Fine arts teachers are encouraged 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.	Most 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.	Master Schedule	Acceptable
10d	Instructional Minutes -- Indicate the number of instructional minutes per week for fine arts classes.	0-224	225-249	250-299	X	300+	Master Schedule	Recognized

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Fine Arts Program Current Rating

Recognized

Fine Arts Program		Recognized				Exemplary		Data Source	Rating
		Unacceptable		Acceptable	Most of the time	Always			
10e	Music Tiered Instruction -- Music groups are scheduled by competition designation (i.e. Varsity Mixed, JV/Varsity Treble) and practice regularly during the school day)	No	X	Sometimes			Always	N/A	Unacceptable
	Art, Dance, Theater Tiered Instruction -- art, dance, and theater courses are scheduled to facilitate tiered and sequential instruction. (Example: Art 1 is scheduled separately from Art 2-4 and Theater 1 students are scheduled separately from Theater 2-3)	No		Sometimes		X	Always		
10f	Pullouts for Remediation -- Indicate the maximum number of times any one student was pulled or removed from fine arts classes for remediation over the course of the school year.	19+		11-18	5-10	X	0-5	Master Schedule	Recognized
10g								Intervention Plans, Master Schedule	Recognized
District									
5a	TEKS based instruction is provided K-5 in the fine arts disciplines. (visual art, theater, music - Senate Bill 815)	None	X	Some	Most		All	N/A	Unacceptable
	Indicate how many fine arts disciplines (visual art, theater, music) have TEKS based curriculum documents in place at the elementary level.	None	X	Some	Most		All		
5b	Indicate how many fine arts disciplines (visual art, theater, music) have TEKS based curriculum documents in place at the secondary level.	None		Some	Most		All	N/A	Unacceptable
	Indicate how many fine arts disciplines (visual art, theater, music) have TEKS based curriculum documents in place at the secondary level.	None		Some	Most	X		Curriculum Frameworks and Curriculum Documentation	Recognized
5c	Does the district offer fine arts based professional development?	No				X	Yes	Professional Development Calendar	Recognized
6									Recognized

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Recognized

Indicator	Fine Arts Program	Fine Arts Program Current Rating			Recognized		Data Source	Rating
		Unacceptable	Acceptable	Recognized	Yes	Exemplary		
7	Does the district have a policy in place that meets the HB5 requirement related to pullouts? (HB5)	No			X		Policy Manual	Recognized
8	Did every 8th grade student complete a single fine arts course before leaving middle school? (HB3)	No	X				N/A	Unacceptable
9	Is there a designated individual whose primary responsibility is to supervise the fine arts?	No	X				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	X			
11	How many fine arts specialists are degreed and certified within the fine arts areas they are teaching?	None	Some	Most	X	All	Master Schedule PEIMS Teacher Qualifications	Recognized

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District and Campus Rating

Wellness and Physical Education Current Rating ----->

Wellness and Physical Education				Unacceptable	Acceptable	Recognized	Exemplary	Data Source	Recognized
I. Health Education									
TEKS based health education instruction	No evidence of instruction	TEKS based Health education instruction is taught to all students	TEKS based Health education instruction is taught to all students and is incorporated in the physical education classes				TEKS based health education instruction is taught to all students, is incorporated in the PE classes, and at least 15 minutes of unstructured recess is offered to all students in addition to daily MVPA requirements	Health Education Curriculum, Master Schedule	Recognized
Human Sexuality education including P.A.P.A. (Parenting and Paternity Awareness)	No evidence of instruction	Students are taught human sexuality education including P.A.P.A. (Parenting and Paternity Awareness) in the High School campuses	Students are taught sex education including P.A.P.A. (Parenting and Paternity Awareness) in the High School and Middle School campuses				Students are taught human sexuality education including P.A.P.A. (Parenting and Paternity Awareness) in the HS, MS, and is introduced in the elem. campuses (5th grade)	Health Education Curriculum, Master Schedule	Recognized
Health Education Credit requirements	Not required for Graduation	Offered as an elective that can be used as credit for High School Graduation requirements	.5 Credit is required for graduation in the High School				More than .5 Credit is required for graduation in the High School	Graduation Plans	Recognized
II. Health Services									
Notice given regarding required immunizations	No evidence of Notice	70% of students given notice	85% of students given notice				100% of students given notice	Enrollment Records	Exemplary
Number of forced administrative exclusions due to noncompliance with immunization requirements	More than two administrative exclusions	Two administrative exclusions	One administrative exclusion				No administrative exclusions	Enrollment Records	Exemplary
Completed Health Screening Referrals (hearing, vision, and spinal)	Less than 85% of completed health screening referrals	85% of completed health screening referrals	90% of completed health screening referrals				Completed health screening referrals	Nurse Records	Exemplary
Availability of school nurses	None	1 nurse for 750 students	1 nurse for 699 students				1 nurse for 600 students	Master Schedule	Exemplary

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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	Professional 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 healthy eating to students, parents, and community. (Nutritional analysis and nutrition information provided through program website)	Child Nutrition Program Documentation	Recognized

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District and Campus Rating

Wellness and Physical Education Current Rating



Recognized

Wellness and Physical Education	Wellness and Physical Education Current Rating				Data Source	Rating
	Unacceptable	Acceptable	Recognized	Exemplary		
Adhere to state guidelines for food served in school environment.	Competitive foods and foods of minimum nutritional values are allowed during the school day	State guidelines are met with allowable snacks in the classroom and afterschool. Competitive foods and foods of minimum nutritional values are not allowed/provided.	State guidelines are met with allowable snacks in the classroom and afterschool. Competitive foods and foods of minimum nutritional values are not allowed/provided. Healthy choices such as water, low fat and fat free milk and 100% fruit or vegetable juice are provided throughout the day.	State guidelines are met with allowable snacks in the classroom and afterschool. Competitive foods and foods of minimum nutritional values are not allowed/provided. Healthy choices such as water low fat and fat free milk and 100% fruit or vegetable juice are provided throughout the day. Concessions stands at school day are encouraged to provide health food options, offer plain water, and limit portion size to meet the state and federal standards. X	Child Nutrition Program Documentation	Recognized
Healthy eating is promoted to students in a variety of ways in the campus environment.	No evidence of promoting of Health Earting.	Healthy eating is promoted through lessons plans, activities, and cafeteria.	Healthy eating is promoted through lessons plans, activities, and cafeteria weekly.	Healthy eating is promoted through lessons plans, activities, and cafeteria more than once a week. Cafeteria promotes/communicates health eating. X		Recognized

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Wellness and Physical Education Current Rating ----->

Wellness and Physical Education		Unacceptable	Acceptable	Recognized	Exemplary	Data Source	Recognized
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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District and Campus Rating

Wellness and Physical Education Current Rating ----->

Wellness and Physical Education		Unacceptable	Acceptable	Recognized	Exemplary	Data Source	Rating
State mandated amount of TEKS based physical activity (MVPA – Moderate to Vigorous Physical Activity) per day/week for grade level) (Elem. 30 minutes per day or 135 minutes per week, Middle School 30 minutes per day 4 semester, and High School 50 minutes of class time)	Less than State Mandates	All students participate in the State mandated amount of TEKS based physical activity (MVPA) per day/week for grade level (Elementary-30 minutes per day or 135 minutes per week, Middle School-30 minutes per day 4 semester, and High School-50 minutes of class time)	In addition to the State mandated amount of Physical Activity, students also participate in before and after school programs that contain physical activity. (Boys and Girls Club partnerships, Jump Rope/Hoops for Heart event, etc.)	X	Students participate in the State mandated amount of physical activity before and after school programs containing physical activity, and in physical activity that is integrated in the classroom (Brain Breaks)		Recognized
Physical Education Teacher certification	Not all Physical Education teachers are certified with at least a general certification in Physical Education	All Physical Education teachers are certified with at least a general certification in Physical Education	All Physical Education teachers are certified in physical education	X	All Physical education teachers are certified in physical education, AED use, and CPR & First Aid.	Curriculum Documentation	Recognized
Physical Education credit requirements for graduation	Less than 1 credit is required	1 credit of PE is required for graduation	1.5 credits of PE is required for graduation		More than 1.5 credits of PE is required for graduation	Curriculum Documentation	
Student /Teacher Ratio in each class	More than 45 students to 1 teacher	The student/teacher ratio in each class is less than 45 students to 1 teacher	The student/teacher ratio in each class is less than 35 students to 1 teacher	X	The student/teacher ratio in each class is less than 30 students to 1 teacher	Class Schedules	Recognized
Fitness assessment using Fitnessgram (FG)	Not used or conducted	FG assessment is conducted at least once per school year for students in grades 3-12 receiving credit for Physical Education and reported to TEA on time	FG Assessment is conducted at least twice during the school year in grades 3-12 for students receiving credit for physical education, reported to TEA on time, and scores are shared with parents upon request	X	FG Assessment is conducted at least twice during the school year for all students in grades 3-12, reported to TEA on time, and scores are shared with parents with an explanation of the scores	Fitness Gram Assessment Documentation	Recognized

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District and Campus Rating

Community and Parental Involvement

Community and Parental Involvement Current Rating

Exemplary

Recognized

Accepted

Unacceptable

Rating

Data Source

I. Opportunities for parents to assist students in preparing for assessments

	No evidence of parents sessions provided	1-2 parent sessions provided per semester	3-4 parent sessions provided per semester	5 or more parent sessions provided per semester	Agendas Sign Ins	Recognized
A. Conduct parent sessions with emphasis on all content areas and provide strategies to prepare students for the state assessment.			X			Recognized
B. Provide parent meetings relevant to District Programs and Services	No evidence of parents meetings	1-2 parent sessions provided per semester	3-4 parent sessions provided per semester	5 or more parent sessions provided per semester	Agendas Sign Ins	Recognized
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)	Regular parent participation in SBDM (80% of the time)	Consistent evidence of parent participation in SBDM (100% of the time)	Agendas Sign Ins	Recognized

II. Tutoring Programs that Support Students taking State Assessments

	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)	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	Recognized
A. Academic tutorials						Recognized
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)	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	Recognized

III. Opportunities for Students to Participate in Community Service Projects

	0-3 community service projects per year	4-5 community service projects per year	7-9 community service projects per year	10 or more community service projects per year	Project	Recognized
A. Campus based community service projects			X			Recognized

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District and Campus Rating

21st Century Workforce

21st Century Workforce Development Current Rating ----->

Exemplary

Development

	Indicator	Unacceptable	Acceptable	Recognized	Exemplary	Data Source	Rating
		0 career clusters	1 to 3 career clusters	4 to 9 career clusters	10 or more career clusters	CTE course catalogue	
1	Career clusters	0 career clusters	1 to 3 career clusters	4 to 9 career clusters	10 or more career clusters	CTE course catalogue	Exemplary
2	Programs of study	0 programs of study	1 program of study per cluster offered	2 programs of study per cluster offered	2 programs of study per cluster offered	CTE course catalogue	Exemplary
3	Endorsements	0 programs of study per endorsement offered	2 programs of study per endorsement offered	3 programs of study per endorsement offered	3 programs of study per endorsement offered	CTE course catalogue	Exemplary
4	Number of students selected an endorsement under the Foundation High School Program	0-10% of enrolled students in an endorsement	11-50% of enrolled students in an endorsement	51-79% of enrolled students in an endorsement	80-100% of enrolled students in an endorsement	Registration	Exemplary
5	4-year individualized graduation plan	0-10% completed based on enrollment	11-50% completed based on enrollment	51-79% completed based on enrollment	80-100% completed based on enrollment	Registration	Exemplary
6	Advanced technical credit courses	0 advanced technical credit courses	11-50% number of courses offered	51-79% number of courses offered	80-100% number of courses offered	Campus enrollment	Exemplary
7	Academic and technical dual enrollment credit	0 academic & technical dual enrollment credit	11-50% participation	51-79% participation	80-100% participation	Campus enrollment	Exemplary
8	Industry certificates (OSHA Safety, Microsoft Office specialists, etc.)	0-10% programs offered	11-50% programs offered	51-79% programs offered	80-100% programs offered	CTE data	Exemplary
9	CTE/community partnerships, internships, job shadowing, mentoring	0-10% programs offered	11-50% programs offered	51-79% programs offered	80-100% programs offered	CTE data	Exemplary
10	CTE programs- adult learners	NO CTE programs- adult learners			YES CTE programs- adult learners	CTE data	Exemplary
11	Professional development	0-10% programs	11-50% programs	51-79% programs	80-100% programs	CTE data	Exemplary

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District and Campus Rating

Dropout Prevention Strategies Current Rating

Dropout Prevention Strategies				Exemplary		
Indicator	Unacceptable	Acceptable	Recognized	Exemplary	Data Source	Rating
	Less than five strategies	Five strategies	Six - nine strategies	Ten or more strategies		
Optional/flexible schedule				X	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	District/Campus Plan, PEIMS, Local Activity Logs/Sign-in Logs, Agendas	Exemplary
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

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Dropout Prevention Strategies Current Rating ----->

Dropout Prevention Strategies			Dropout Prevention Strategies Current Rating ----->			Exemplary		
Indicator	Dropout Prevention Strategies	Unacceptable	Acceptable		Recognized	Exemplary	Data Source	Rating
			Less than five strategies	Five strategies				
Myon programs (0-3)-programs targeting 3 year olds		Less than five strategies		Five strategies	Six - nine strategies	Ten or more strategies	N/A	
RTI programs		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
Truancy-attendance Software/division		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
Home visits		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
Court liaison		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
Truancy court		Less than five strategies	X	Five strategies	Six - nine strategies	Ten or more strategies	N/A	Unacceptable
Early warning data system		Less than five strategies	X	Five strategies	Six - nine strategies	Ten or more strategies	N/A	Unacceptable
CATE informational sessions		Less than five strategies		Five strategies	Six - nine strategies	Ten or more strategies	District/Campus Plan, PEIMS, Local Activity Logs/Sign-in Logs	Exemplary
Wing dedication at high school for option school (combine with parental involvement component)		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
Compensatory center (College & Career) to 26 yrs		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
Connection with college recruiter		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

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

House Bill 5 Section 46

Indicator

District and Campus Rating

Dropout Prevention Strategies Current Rating

Exemplary

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

2
0
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1 Acceptable
2 Recognized
3 Exemplary
Exemplary

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

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Indicator

District and Campus Rating

Second Language Acquisition Current Rating ----->

Second Language Acquisition		Unacceptable	Acceptable	Recognized	Exemplary	Data Source	Exemplary
Second Language Acquisition Programs							
1							
	Bilingual program implementation	None	As required by law (under an approved TEA exception) X	As required by law (with appropriately certified staff)	Provides the program to additional grade levels and student populations	Program Handbook, District Documents	Unacceptable
	ESL program implementation	None	As required by law (under an approved TEA waiver)	As required by law (with appropriately certified and trained staff)	Provides the program to additional grade levels and student populations	Program Handbook, District Documents	Exemplary
	Bilingual/ESL program participation	Greater than 10% parental denials (Code C)	7-9% parental denials (Code C)	4-6% parental denials (Code C)	0-3% parental denials (Code C)	Percent of LEP students participating in Bilingual/ESL education programs	Exemplary
	LOTE participation	None	Provided at the High School level as required by law	Provided at the High School and Middle School levels	Provided at the High School, Middle School, and Elementary levels	Teacher schedules and master schedule	Exemplary
2							
	Sheltered instruction and ELPS Training are provided to staff serving ELLs	Not offered	As required by state and federal law	Offered to content area teachers, including those not serving ELLs	Offered to all instructional staff on a yearly basis (content, electives, extracurricular)	Agendas, sign-in sheets, evaluations, surveys, training materials, teacher transcripts, certificates	Exemplary
	LPAC Training	Not offered	As required by state law	Yearly LPAC training: elementary, at least one teacher per grade level; secondary, all teachers in one content area	Yearly LPAC training for all teachers at a campus	Agendas, sign-in sheets, evaluations, surveys, training materials, teacher transcripts, certificates	Exemplary

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Indicator

District and Campus Rating

Second Language Acquisition Current Rating ----->

Exemplary

Second Language Acquisition		Unacceptable	Acceptable	Recognized	Exemplary	Data Source	Rating
Bilingual/ESL education program overview		Not offered	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 X	Agendas, sign-in sheets, evaluations, surveys, training materials, teacher transcripts, certificates	Exemplary
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	Exemplary
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	Exemplary
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	Exemplary
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	Exemplary
Pre-Advanced and Advanced Placement Courses are offered to current and former ELLs		Not offered	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 X	Purchase requisitions, campus inventories	Exemplary

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District and Campus Rating

Second Language Acquisition Current Rating ----->

Second Language Acquisition		Unacceptable		Acceptable	Recognized		Exemplary	Data Source	Rating
State adopted materials are available in both English and Spanish for ELLs		Not available		As per required by law	State adopted materials utilized by classroom teachers support language of instruction in most content areas	State adopted materials utilized by classroom teachers support language of instruction in all subject areas	x	Purchase requisitions, campus inventories	Exemplary
Parent and Community Engagement									
4	Parents and Community Members are afforded the opportunity to participate in adult education classes (ESL, GED, citizenship and literacy , etc.)	No courses are available		One course is available	Two courses are available	Three or more courses are available	X	Agendas, sign-in sheets, evaluations, surveys, training materials	Exemplary
	Communication to parents and community members is provided in both English and Spanish	Sometimes		Frequently	Most of the time	Always	X	Parent portal, website, email, flyers, letters, phone messenger, phone logs	Exemplary
	Informational sessions are provided to parents and community members in regards to available second language acquisition programs and services.	None are scheduled		Once a year	Twice a year	Three times or more a year	X	Agendas, sign-in sheets, evaluations, surveys, training materials	Exemplary

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

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District and Campus Rating

Digital Learning Environments Current Rating ----->

Digital Learning Environments		Unacceptable		Acceptable		Recognized		Exemplary	Data Source	Recognized
										Rating
1	District/campus technology plan								District Plan	
1a	District written plan	Non-existent		In progress		Submitted		X TEA approved	District Plan	Recognized
1b	Campus written plan	Non-existent		In progress		Included in Campus Improvement Plan		X Separate plan	District Plan	Recognized
2	Texas teacher STAAR chart results							X	District Plan	Recognized
2a	Teaching and learning	Early technology		Developing technology		Advanced technology		X Target technology	District Plan	Recognized
2b	Educator Preparation and Development	Early technology		Developing technology		Advanced technology		X Target technology	District Plan	Recognized
2c	Leadership, administration and instructional support	Early technology		Developing technology		Advanced technology		X Target technology	District Plan	Exemplary
2d	Infrastructure for technology	Early technology		Developing technology		Advanced technology		X Target technology	District Plan	Recognized
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		70%-79% use a learning management system		80%-89% use a learning management system		90%-100% use a learning management system		Recognized
	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	Recognized
	8th grade percentage of students tested	85% and below of students tested		86%-90% of students tested		91%-95% of students tested		96%-100% of students tested	District Plan	Recognized
5a	8th grade percentage of students technology literate	69% and below technology literate		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 STAAR 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	Graduation Plans	Recognized
6	One to one and/or bring your own device initiatives	Non-Existent		Planning		Pilot		Large scale implementation	District Plan	Recognized
7	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	District Plan	Recognized
8	Digital citizenship curriculum implementation	Implementation level: student		Implementation level: student, faculty		Implementation level: student, parent, faculty		Implementation level: community, student, faculty and parents	District Plan	Recognized
9								X	District Plan	Recognized

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District and Campus Rating

Digital Learning Environments Current Rating ----->

Digital Learning Environments	Digital Learning Environments Current Rating ----->			Recognized	
	Unacceptable	Acceptable	Recognized	Exemplary	Rating
Information literacy	Students are aware of available databases, how to evaluate information, and, identify authoritative websites	Students are familiar with available databases, how to evaluate information, and, identify authoritative websites	Students are utilizing available databases, evaluating information, and, identifying authoritative websites	Students are mastering available databases, how to evaluate information, and, identify authoritative websites	
10			X		District Plan Recognized