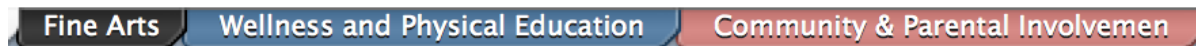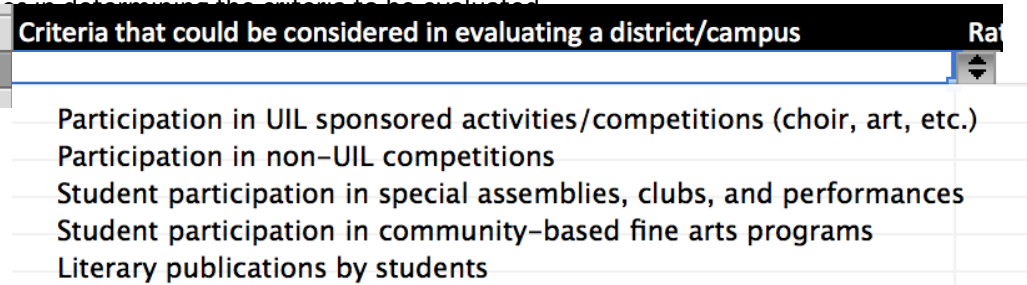# TASA HB 5 Self Evaluation Toolkit Directions

Prior to completing this Excel document, a review of the TASA overview that outlines the background and requirements of TEC 39.0545 may be useful (*Background/Description of Community Engagement Under HB 5*).

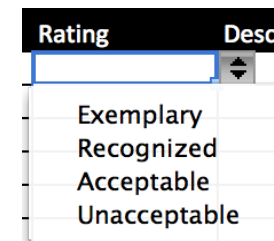To complete the TASA HB 5 Evaluation Tool (Excel):

1. Click one of the 9 factors (tabs) located at the bottom of the document.

Fine Arts	Wellness and Physical Education	Community & Parental Involvemen

2. Once a factor has been selected, click on a cell under *Criteria that could be considered in evaluating a district/campus* for a list of pre-populated items that a district/campus could use as criteria for evaluation <u>or</u> click on the cell under *List of other factors (*which allows districts/campuses to use criteria created locally). If you click on a cell under, *Criteria that could be considered in evaluating a district/campus*, an arrow will appear to the right allowing you to scroll through a list of pre-populated criteria a district may want to consider. Please note the list is not exhaustive and is only meant to serve as a tool to assist districts/local committees in determining the criteria to be evaluated.

Criteria that could be considered in evaluating a district/campus   Ra

- Participation in UIL sponsored activities/competitions (choir, art, etc.)
- Participation in non–UIL competitions
- Student participation in special assemblies, clubs, and performances
- Student participation in community–based fine arts programs
- Literary publications by students

3. Once the criteria for evaluation that was developed by the local committee is decided, click on a cell under, *Rating*. Once you have clicked on a cell under *Rating*, an arrow will appear on the right allowing you to choose: exemplary, recognized, acceptable or unacceptable.

Rating   Descr

- Exemplary
- Recognized
- Acceptable
- Unacceptable

4. Then, click on a cell under, *Description of Programs, Services, etc.*, and provide a description/narrative of the work,

programs, services, etc. that was evaluated.

5. Districts/Campuses wishing to provide a link that would further illustrate the programs and services related to the criteria used, may include the link in the cell under, *Link to content illustrating these criteria*.

6. Districts/Campuses wanting to describe ongoing work, targeted goals, next steps, etc., related to the criteria used for evaluation, may include that information in the cell provided under, *Description of ongoing work/future goals*.

Rating	Des
	◆
Yes	
No	

7. On the factor tab titled, *Compliance and Policy Reporting Requirements*, the rating for this criteria is not recognized, acceptable, etc., but "yes" or "no".

District	Overall Rating	Campus (if applicable)	Name of Person Completing Form	Title

9. Once all of the Excel sheets are completed districts/campuses may want to use the Excel tab labeled, *Overall Ratings*, to compile all data at the district and campus levels.

Note: This is an Excel document that can be modified to meet the individual needs of the district/campuses.

10. Once districts have completed assigning district and campus ratings, they should input the ratings in PEIMS as directed by TEA. Directions and deadline information on when and how this information should be submitted to TEA can be found in the TASA HB 5 Toolkit at www.tasanet.org, under the *Advocacy* tab. Districts are only required to submit the district/campus ratings to PEIMS. No supporting documentation is required to be submitted under the statute.

11. Districts are required to make the ratings publicly available. This Excel document may be used as developed by TASA, or districts can create their own.

District	Overall Rating	Campus (if applicable)
Sudan ISD	Exemplary	Sudan High School

Fine Arts		
Criteria that could be considered in evaluating a district/campus	Rating	Description of programs, services, etc.
Participation in non-UIL competitions	Exemplary	VASE/Scholastic Art competitions
Participation in UIL sponsored activities/competitions (choir, art, etc.)	Exemplary	UIL Band Marching, UIL Band Sight Reading, UIL Band Performance
Student participation in community-based fine arts programs	Exemplary	Band/Music Concerts for Winter/Spring, Theater performances for community
Student art exhibits on or off campus	Exemplary	Open House exhibits, yearly work displays in trophy case
Student participation in special assemblies, clubs, and performances	Exemplary	One Act Play community performances/Band Music performances
Inclusion of art, music and/or theatre TEKS in core courses		
Number of Fine Arts course offerings/clubs (i.e. set design, Ag fine arts, etc.)	Exemplary	Music/Band, Theater, Art
List other factors	Rating	Description of programs, services, etc.

Exemplary	**Recognized**
Consistently	Generally
Uniformly	Common Practice
Throughout the year	Predictable
Highly Predictable	Typical
Planned	Somewhat Planned

Name of Person Completing Form	Title
Gordon Martin	Principal

Link to content illustrating the criteria (optional)	Description of ongoing work/goals (optional)

Link to content illustrating the criteria (optional)	Description of ongoing work/goals (optional)

Acceptable	**Unacceptable**
Occasionally	Rarely
Sporadic	Infrequent
Random	Non-existent
Irregular	Minimal
By chance	Hardly ever

District	Overall Rating
Sudan ISD	Exemplary

Wellness and Physical Education	
Criteria that could be considered in evaluating a district/campus	Rating
Concussion oversight team required under HB 2038	Exemplary
Summer Food Program participation	Exemplary
Open Gym outside of the traditional school day	Exemplary
Participation in school breakfast/lunch/dinner programs	Exemplary
Summer Food Program participation	Recognized
Anti-bullying lessons/programs/educational activities	Exemplary
Availability of school nurses	Recognized
Notice of required immunizations	Exemplary
Compliance with state and federal nutrition requirements	Exemplary
Participation and results on Fitnessgram	Exemplary
CPR Training provided to staff and/or students	Exemplary
AED Instruction provided to staff and/or students	Exemplary
DARE/Red Ribbon activities	Recognized
List other factors	Rating

<u>Exemplary</u>
Consistently
Uniformly
Throughout the year
Highly Predictable
Planned

Campus (if applicable)	Name of Person Completing Form	Title
Sudan High School	Gordon Martin	Principal

Description of programs, services, etc.	Link to content illustrating the criteria (optional)	Description of ongoing work/goals (optional)
Athletics concussion testing, Contracted with game day trainers, annual training updates		
Yearly program for summer feeding		
Summer schedule, evening openings, summer camps		
Cafeteria plans are done by Southwest Food Service Excellence		
Summer School students		
Back to school assembly, SPIN meeting, mid year assembly		
Full time nurse		
Notices sent at school beginning		
SFE cafeteria services		
Entire student body tested		
Required personnell are trained annually		
Required personnell are trained annually		
Annual participation, educational announcements by Student Council		
Description of programs, services, etc.	Link to content illustrating the criteria (optional)	Description of ongoing work/goals (optional)

Recognized	**Acceptable**	**Unacceptable**
Generally	Occasionally	Rarely
Common Practice	Sporadic	Infrequent
Predictable	Random	Non-existent
Typical	Irregular	Minimal
Somewhat Planned	By chance	Hardly ever

District	Overall Rating	Campus (if applicable)	Name of Person Completing Form	Title
Sudan ISD	Exemplary	Sudan High School	Gordon Martin	Principal

Community and Parental Involvement				
Criteria that could be considered in evaluating a district/campus	Rating	Description of programs, services, etc.	Link to content illustrating the criteria (optional)	Description of ongoing work/goals (optional)
Focus on Schools related activities	Exemplary	Parent involvment in extracurriculars, SPIN meetings, Booster Clubs for various organizations		
Back to school orientations	Exemplary	Open House, SPIN meetings		
Veterans Day Assemblies	Exemplary	Student Council, Band, Patriotic readings/writings		
Documentation of IEP, Personal Graduation, 504 plans	Exemplary	Counselor		
Extracurricular events that include and encourage community involvement	Exemplary	Host track meets, Speech tournaments, One Act Play competitions, UIL Academic meets		
Materials and training provided in multiple languages to parents and community	Exemplary	Mailings sent in home language		
Programs engaging parental/community involvement (meet the teacher, food drive)	Exemplary	Back to school assemblies, meet the teachers programs		
End of year programs including parents - highlighting successes of students	Exemplary	Awards assemblies, Athletic/FFA awards banquets		
List other factors	Rating	Description of programs, services, etc.	Link to content illustrating the criteria (optional)	Description of ongoing work/goals (optional)

Exemplary	**Recognized**	**Acceptable**	**Unacceptable**
Consistently	Generally	Occasionally	Rarely
Uniformly	Common Practice	Sporadic	Infrequent
Throughout the year	Predictable	Random	Non-existent
Highly Predictable	Typical	Irregular	Minimal
Planned	Somewhat Planned	By chance	Hardly ever

District		Overall Rating	Campus (if applicable)	Name of Person Completing Form	Title
Sudan ISD		Exemplary	Sudan High School	Gordon Martin	Principal

21st Century Workforce Development				
Criteria that could be considered in evaluating a district/campus	Rating	Description of programs, services, etc.	Link to content illustrating the criteria (optional)	Description of ongoing work/goals (optional)
CTE Course offerings available to students related to postsecondary opportunities	Exemplary	CTE course offerings in a variety of areas to meet graduation endorsements		
Dual Credit opportunities available, dual credit course completions, etc.	Exemplary	Dual credit opportunity for College Algebra, Trigonometry, calculus through SPC, College English, student choice through online college courses		
Number of students completing coherent sequence of CTE courses	Exemplary	Counselor		
Percent of students admitted to colleges, tech. school, military after graduation	Recognized	90% of graduates have been accepted		
Student orgs- CTE affiliated organizations, FFA, FCCLA, Ready-Set-Teach, etc.	Exemplary	FFA, FCCLA, Speech		
Articulated coursework	Exemplary	Articulated credit programs through SPC		
College Day (s) (i.e. College representatives visiting campuses and students	Exemplary	Campus visits from Texas Tech/ENMU reps.		
Number of students completing coherent sequence of CTE courses	Exemplary	100% of CTE coherent sequence completion rate		
Student leadership opportunities/Student Council	Exemplary	Student Council/FFA/FCCLA		
National Honor Society	Exemplary	Active NHS council		
List other factors	Rating	Description of programs, services, etc.	Link to content illustrating the criteria (optional)	Description of ongoing work/goals (optional)

Exemplary	Recognized	Acceptable	Unacceptable
Consistently	Generally	Occasionally	Rarely
Uniformly	Common Practice	Sporadic	Infrequent
Throughout the year	Predictable	Random	Non-existent
Highly Predictable	Typical	Irregular	Minimal
Planned	Somewhat Planned	By chance	Hardly ever

District		Overall Rating	Campus (if applicable)	Name of Person Completing Form	Title
Sudan ISD		Exemplary	Sudan High School	Gordon Martin	Principal

2nd Language Acquisition

Criteria that could be considered in evaluating a district/campus	Rating	Description of programs, services, etc.	Link to content illustrating the criteria (optional)	Description of ongoing work/goals (optional)
Home language surveys distributed and completed	Exemplary	Required upon registration		
Open House opportunities for ELL parents	Exemplary	Open House/SPIN Meetings		
Cultural performances	Recognized	Texas Tech Cultural Center/ENMU Cultural Festival		
Percent of students completing 2 or more credits of a given foreign language	Exemplary	Spanish I and Spanish II at 91%		
Providing translations of letters/notices to parents and students	Exemplary	Done in every mailing/proofed by bi-lingual staff for accuracy		
LPAC decisions implemented, documented	Exemplary	LPAC meetings two times per year on every ESL student		

List other factors	Rating	Description of programs, services, etc.	Link to content illustrating the criteria (optional)	Description of ongoing work/goals (optional)

Exemplary	**Recognized**	**Acceptable**	**Unacceptable**
Consistently	Generally	Occasionally	Rarely
Uniformly	Common Practice	Sporadic	Infrequent
Throughout the year	Predictable	Random	Non-existent
Highly Predictable	Typical	Irregular	Minimal
Planned	Somewhat Planned	By chance	Hardly ever

District		Overall Rating	Campus (if applicable)	Name of Person Completing Form	Title
Sudan ISD		Exemplary	Sudan High School	Gordon Martin	Principal

Digital Learning Environment

Criteria that could be considered in evaluating a district/campus	Rating	Description of programs, services, etc.	Link to content illustrating the criteria (optional)	Description of ongoing work/goals (optional)
Resources aimed at supporting technology (financial/personnel/infrastructure/etc.)	Exemplary	Consitent update of classroom projectors/computers and addition/maintenance of labs/mobile carts for classroom use		
Staff completing prof. development using technology, online courses, etc.	Exemplary	Online Professional Development		
Purchase and use of electronic textbooks, technology, infrastructure, etc.	Exemplary	Spanish, US History, Business, Algebra, CTE, Science, Computer Science		
Extent to which state or other assessments are administered online	Exemplary	TELPAS, STAAR		
Number of courses completed via online delivery (TxVSN or other)	Exemplary	Dual Credit (College Algebra, Trigonometry, Calculus)		
Use of web filters for Internet safety	Exemplary	Filters		
Readily available computer access	Exemplary	Two labs, two mobile labs, classroom machines		
Use of models and tools that integrate technology and mobile learning in schools	Exemplary	Google Classroom, Technology Updates		

List other factors	Rating	Description of programs, services, etc.	Link to content illustrating the criteria (optional)	Description of ongoing work/goals (optional)

Exemplary	Recognized	Acceptable	Unacceptable
Consistently	Generally	Occasionally	Rarely
Uniformly	Common Practice	Sporadic	Infrequent
Throughout the year	Predictable	Random	Non-existent
Highly Predictable	Typical	Irregular	Minimal
Planned	Somewhat Planned	By chance	Hardly ever

District	Overall Rating	Campus (if applicable)	Name of Person Completing Form	Title
Sudan ISD	Exemplary	Sudan High School	Gordon Martin	Principal

Dropout Prevention Strategies

Criteria that could be considered in evaluating a district/campus	Rating	Description of programs, services, etc.	Link to content illustrating the criteria (optional)	Description of ongoing work/goals (optional)
End of year programs including parents highlighting various successes of students	Exemplary	Many banquets and awards ceremonies		
Improvement plans that include statutory requirements	Exemplary	CIP, ESSA, Needs Assessments		
Open house opportunities	Exemplary	Open House, SPIN		
Anti-bullying activities, programs, lessons, etc.	Exemplary	Student Assemblies/SPIN Meetings		
Programs and initiatives geared to increasing communication with parents	Exemplary	SPIN Meetings at 4 per year, back to school night		
Activities related to college or career/vocational fairs	Exemplary	Career Day, SPC senior sneak peek		
Opportunities for student to visit college campuses	Exemplary	Senior Sneak Peek/College Day Absences		
Availability of school counselors	Exemplary	Full time counselor		
Availability of extracurricular activities/after school activities	Exemplary	UIL/FFA/FCCLA/Art/Speech		

List other factors	Rating	Description of programs, services, etc.	Link to content illustrating the criteria (optional)	Description of ongoing work/goals (optional)

Exemplary	Recognized	Acceptable	Unacceptable
Consistently	Generally	Occasionally	Rarely
Uniformly	Common Practice	Sporadic	Infrequent
Throughout the year	Predictable	Random	Non-existent
Highly Predictable	Typical	Irregular	Minimal
Planned	Somewhat Planned	By chance	Hardly ever

District	Overall Rating	Campus (if applicable)	Name of Person Completing Form	Title
Sudan ISD	Recognized	Sudan High School	Gordon Martin	Principal

Educational Programs for Gifted and Talented Students

Criteria that could be considered in evaluating a district/campus	Rating	Description of programs, services, etc.	Link to content illustrating the criteria (optional)	Description of ongoing work/goals (optional)
Academic UIL participation by GT students	Recognized	GT Students participate in UIL Academic competitions		
Teacher training, professional development geared to GT students	Exemplary	All staff members are GT trained each year		
Field trips and competitions for GT students	Recognized	GT Field trip with Sponsors		
AP / Dual Credit / IB participation by GT students	Recognized	AP opportunity and Dual Credit opportunity		

List other factors	Rating	Description of programs, services, etc.	Link to content illustrating the criteria (optional)	Description of ongoing work/goals (optional)

Exemplary	**Recognized**	**Acceptable**	**Unacceptable**
Consistently	Generally	Occasionally	Rarely
Uniformly	Common Practice	Sporadic	Infrequent
Throughout the year	Predictable	Random	Non-existent
Highly Predictable	Typical	Irregular	Minimal
Planned	Somewhat Planned	By chance	Hardly ever

District	Overall Rating	Campus (if applicable)	Name of Person Completing Form	Title
Sudan ISD	Yes	Sudan High School	Gordon Martin	Principal

Compliance and Policy Reporting Requirements

Criteria that could be considered in evaluating a district/campus	Rating	Description of programs, services, etc.	Link to content illustrating the criteria (optional)	Description of ongoing work/goals (optional)
Improvement plans that include statutory requirements	Yes	ESSA, Needs Assessments, CIP		
Home language surveys completed	Yes	Registration Requirements/SPIN		
LPAC decisions implementation documented	Yes	LPAC Committee reviews		
Participation and results on Fitnessgram	Yes	All students are tested		
Percent of staff meeting highly qualified	Yes			
Staff evaluations completed by district or campus deadline	Yes	TTESS, Goal Setting, Observations/Conferences		

List other factors	Rating	Description of programs, services, etc.	Link to content illustrating the criteria (optional)	Description of ongoing work/goals (optional)

Exemplary	**Recognized**	**Acceptable**	**Unacceptable**
Consistently	Generally	Occasionally	Rarely
Uniformly	Common Practice	Sporadic	Infrequent
Throughout the year	Predictable	Random	Non-existent
Highly Predictable	Typical	Irregular	Minimal
Planned	Somewhat Planned	By chance	Hardly ever

Fine Arts

Participation in UIL sponsored activities/competitions (choir, art, etc.)

Participation in non-UIL competitions

Student participation in special assemblies, clubs, and performances

Student participation in community-based fine arts programs

Literary publications by students

Field trips to museums, community theaters, opera, symphony, art, etc.

Inclusion of art, music and/or theatre TEKS in core courses

Student art exhibits on or off campus

Number of students completing more than one fine arts credit

Partnerships with Council of the Arts

Distance learning opportunities for Fine Arts

Number of Fine Arts course offerings/clubs (i.e. set design, Ag fine arts, etc.)

Summer camp programs (attending/school or campus initiated)

Co-curricular competition travel

Music Memory/Picture Memory –UIL opportunities related to fine arts

Enrollment in AP art courses

Wellness & Physical Education

Military Partnerships-Preconditioning for boot camp/military academy
Number of PE course offerings (i.e. elementary, middle, high school athletics)
Concussion oversight team required under HB 2038
Student access to recess opportunities
Safe playground equipment
Open Gym outside of the traditional school day
Life Skills classes offerings
Participation in school breakfast/lunch/dinner programs
Breakfast in the Classroom
Summer Food Program participation
Number of forced admin. withdrawals noncompliance with immunization requirements
Availability of Employee Assistance Programs
Availability of school nurses
Notice of required immunizations
Compliance with state and federal nutrition requirements
Participation in health fairs, free vaccination clinics/other health services
Wellness clinics (access, information availability to students/parents)
Mobile health screenings on campus (heart, hearing, vision, dental, spinal)
Participation in fitness programs on campus (not related to Fitnessgram)
Percent of students completing more than one credit of P.E.
Participation in voluntary health/wellness programs fairs (Night at Gym,etc.)
Participation and results on Fitnessgram
Fun runs, Walk a thons, community runs
Fundraising for causes
Participation/district coordination in causes (Pink Out, Special Olympics, etc.)
Intramural Programs
Field Day
Enrichment Programs (golf, tennis, ballroom dancing)
Positive Role Models- student athletes, alumni college athletes, prof. athletes
Sports tournaments (kickball)
CPR Training provided to staff and/or students
AED Instruction provided to staff and/or students

Sports medicine career pathway

New student programs availability

Back to School Health Programs

Health courses, nutritional value training, etc.

Family Health Night

Anti-bullying lessons/programs/educational activities

Suicide Prevention programs (Tip line, messaging system, etc.)

TEA PRS (Pregnancy related services)

Character education

Availability of school counselors

Compliance with annual SHAC requirements (report to the board)

Blood Drives (district or campus)

DARE/Red Ribbon activities

Texting while driving awareness courses/information provided to students

Drunk Driving simulation provided to students (MADD)

Blood born pathogens – compliance with state law requirements

Unlicensed Diabetes Care assistant training/requirements (mandated by HB 984)

Courses in Health Sciences (CTE)

Bus Safety courses or information provided to students

Bike Safety information provided to students/parents

Community & Parental Involvement

PTA/PTO involvement at district and campus levels

Focus on Schools related activities

Participation in community-based fine arts programs (dance, music, art, etc.)

Back to school orientations

Extracurricular events that include and encourage community involvement

Communities in Schools Program

Education partnerships with community members/groups/business/charities, etc.

Educational Foundations

Veterans Day Assemblies

9/11 Assemblies

Climate surveys of parents, community members, etc.

Materials and training provided in multiple languages to parents and community

Activities sponsored by dedicated grants (i.e. Gear Up)

Opportunities for field trips to museums, theaters, opera, etc.

Student art exhibits on or off campus (city hall, local bank)

Cultural fair/expo (FFA)

Number of campuses with active PTOs or PTAs

Programs engaging parental/community involvement (meet the teacher, food drive)

End of year programs including parents - highlighting successes of students

Community wide pep rally to honor persons in the community or campus

Mentoring/tutoring provided to students/parents through community partnerships

Mentorship programs hosted by district or campuses (Dad's night, character bldg)

College/Career counseling programs and/or College/Career Fairs

Room Parent Programs offered at the district or campus levels

Opportunities for Open House for parents, local businesses, local charities, etc.

Freshman/New Family orientation opportunities available

Community partnerships (local libraries, doctors, businesses, local fire, etc.)

Percent of student body with one or more family members represented in PTA or PTO

Communication with parents/community via Facebook, Twitter, Parent portals, etc.

Use of newsletters to communicate with parents, community members, etc.

Activities related to college/career fairs (assemblies with businesses, higher ed)

Required posting notices timely filed on the district website

Participation of family members that attend one or more adult-ed program

Documentation of IEP, Personal Graduation, 504 plans

Number of active Boosters

Community partners supporting various school organizations

Community service projects (beautification projects, food drives, clothing drives)

Art/Project based community Expos

Fundraising projects with various community organizations (homeless projects)

School Health Night

Number of volunteer opportunities coordinated by district/campuses

Preschool screening

Student participation in community gardens

College night offerings

Literacy Night opportunities for parents and community members

Math Night

Reading recognition programs

Reading partnerships

Community partners in education

Initiatives aimed at increase parental involvement (Donuts with Dad)

Book fairs

Santa store

Onsite after-school care

Participation in boys/girls clubs

Volunteering (senior centers, animal shelters)

Assemblies and award programs open to the public

Student Principal's Advisory Committee

Activities related to Student Council/Government

Principal brown bag lunch with parents

"Meet the Teacher" opportunities

WATCH D.O.G.S. program

Participation in County Shows/Fairs (arts, metal projects, etc.)

21st Century Workforce Development

CTE Course offerings available to students related to postsecondary opportunities

First Generation College Students programs

Associates Degree –number of students working toward associates degree

Assessment data for level 3

Articulated coursework

Dual Credit opportunities available, dual credit course completions, etc.

Career Days - Dress for future employment

Job Shadowing opportunities

Take your child to work day programs

College and Career Readiness Fair

College Day (s) (i.e. College representatives visiting campuses and students

College visits - college students who are former grads return to talk to students

College pennant/dress days

Partnerships with Workforce Center

Certifications/licenses that can be obtained

Career exploration opportunities available

Mentoring/tutoring provided through community partnerships

Number of students completing coherent sequence of CTE courses

Number of students completing articulated programs for certifications or licenses

Number of students completing college credit courses

Percent of students admitted to colleges, tech. school, military after graduation

Number of students completing 1st year of post-secondary education/training

District or campus participation in TEA STaR Chart

ROTC availability and participation

Magnet schools

Student advocates/college mentors

Student leadership opportunities/Student Council

Student orgs- CTE affiliated organizations, FFA, FCCLA, Ready-Set-Teach, etc.

Student led organization opportunities

National Honor Society

School-wide ACT test / Plan, Explore opportunities

Specialty schools - New Tech High Schools

Personal graduation plans

GO Centers – Initiatives related to the "Education. Go Get It." Program

Community/business partnerships preparing students for post secondary success

Junior Achievement Financial Literacy

Tutoring opportunities

Virtual course offerings and/or participation rates

Program offerings for students related to auto mechanics, technology, welding, etc.

Pre-academics for (STEM, medical, culinary, cosmetology, broadcast media, etc.)

Texas Scholars Award

High School courses offered to middle school students

Embedded soft skills in various courses to prepare students for postsecondary success

Project Based Learning (PBL)

Pre–AP courses available

Programs that promote contextual/soft skills/Character Education Programs

Competitive grant funded activities

2nd Language Acquisition

Career Pathways designated for each grade level
Home language surveys distributed and completed
English language courses offered to ELL parents
Open House opportunities for ELL parents
CLEP students for foreign language students
Foreign language course offerings in middle school
Multiple language offerings
AP Language courses
Newcomer student program opportunities
SIOP Instructional Model
Foreign Language Clubs
Online Course offerings in LOTE
Bilingual class offerings
Longitudinal data that reflects language acquisition
Cultural programs available to assist students in 2nd language acquisition
Availability of language tools for students
Language mentors - Confucius Classroom
Mentorship programs to assist students in 2nd language acquisition
Mentorship programs to assist ELL students
High school mentors
Business partnerships that promote 2nd language acquisition
Multicultural clubs
Cultural performances
Providing translations of letters/notices to parents and students
Services for families that will assist students in a 2nd language acquisition
Summer programs geared to language proficiency
Community outreach programs/services aimed at 2nd language acquisition
ESL/ELL program participation (% of total participation is ESL, % of pre-k are ESL)
Target for dropout prevention
Number of Dual Language Programs offered
Percent of students completing 2 or more credits of a given foreign language
Number of LOTE offerings available online or on campus

LPAC decisions implemented, documented

Low levels of risk in PBMAS on measures related to ELLs

Digital Learning Environment

Student/family access to technology away from school

Resources aimed at supporting technology (financial/personnel/infrastructure/etc.)

Staff completing prof. development using technology, online courses, etc.

Staff completing prof. dev. with technology as a tool to assist student learning

Purchase and use of electronic textbooks, technology, infrastructure, etc.

Number of "flipped" classrooms

Ratio of students to computer work stations (tablets, lap tops, etc.)

Extent to which state or other assessments are administered online

Number of courses completed via online delivery (TxVSN or other)

Student access to graphing calculators for state assessments

One-to-One device initiatives

B.Y.O.D. (Bring your Own Device) initiatives

21st Century Classroom initiatives

CTE course availability related to digital learning

Online coursework availability/opportunities

Use of technology to assist students in credit recovery

Use of technology to assist students in credit acceleration

Readily available computer access

Technology initiatives to increase technology in classroom and with students work

School policies updated to foster a digital learning environment

Wi-fi access on and off campus for students, faculty and parents

Student newscasts

Participation in TEA's Project Share

Participation in the Texas Virtual School Network (TxVSN)

Use of web filters for Internet safety

Digital safety training for students/teachers/parents

Training on cyberbullying

Use of YouTube/Teacher Tube Channel

Use of social media/other tools to deliver course content, instruction, tutoring

Use of social media for communication between students, teachers and parents

Use of models and tools that integrate technology and mobile learning in schools

Digital access for use of probes in science classes

Use of Digital Curation (finding free open content and warehouse it digitally)
District and campus use of Texas STaR Chart

Dropout Prevention Strategies

Mentoring/tutoring provided through community partnerships

Improvement plans that include statutory requirements

End of year programs including parents highlighting various successes of students

Mentorship programs (Dad's night, character building programs, peer-to-peer, etc.)

Student athlete mentor program

Student work programs

Room Parents

Programs and initiatives geared to increasing communication with parents

Open house opportunities

Percent of student body with one or more family members represented in PTA or PTO

ROTC programs offered

Activities related to college or career/vocational fairs

Opportunities for student to visit college campuses

Programs for family members to acquire English literacy

Migrant education programs keeping student on grade level, staying up with peers

Documenting Personal Graduation Plans, 504 plan implementation

Anti-bullying activities, programs, lessons, etc.

Availability of school counselors

Number of students targeted for truancy prevention due to high absentee rate

Implementation of positive behavior systems

Reductions in students being removed from class

Door-to-door sweeps of truant students

Use of character education programs

Use of early warning discipline indicators

Climate surveys / student satisfaction surveys

Online courses for HS credit/credit recovery

Summer school attendance rate

Offering ESL summer school

Credit recovery programs on campus

School culture/climate initiatives

Transition program to next level

Fish camps

Availability of extracurricular activities/after school activities

Student clubs (sports, fishing, chess, language, boys and girls clubs, YMCA, etc.)

Availability of early childhood education

Response to Intervention programs, Student Success Initiative programs, 504 plans

Transportation programs for challenged students

Homeless education initiatives

Guest speakers promoting "Stay In School"

Campus-wide discipline program (CHAMPS, etc.)

Attendance incentives

Attendance measure for dropouts

Breakfast program availability

Mobile Healthcare

Programs to transform classrooms and campuses to keep students engaged

TEA PRS (Pregnancy Related Services)

After school tutoring, homework assistance program availability

Double block scheduling

Teen leadership programs

Personal graduation plan

Extra / co-curricular activity availability

At-risk Counselor(s)

Social Work program(s)

Educational Programs for Gifted and Talented Students

Number of diverse course offerings (academy class for GT and accelerated students)

Number of GT course offerings

AP / Dual Credit / IB participation by GT students

Online coursework availability for GT students

Academic UIL participation by GT students

Clubs/Science Olympiad, Robotics, Math/science competitions for GT students

Enrichment opportunities / summer camps for GT students

Utilization of the Texas Performance Standards Project

Teacher training, professional development geared to GT students and programs

TEA rating for GT (self-assessment)

Student leadership opportunities for GT students

Master scheduling - GT grouping / clustering

Field trips and competitions for GT students

Showcasing work and activities of GT students

Parent and student surveys of GT programs

Summer school / after-school programs

Parent support groups for GT students

Support for underrepresented groups

Parent training regarding GT programs and students

Chess or other enrichment clubs availability

Supportive policies for GT programs and students

Verification for underrepresented groups

Compliance & Policy Reporting Requirements

Improvement plans that include statutory requirements
Documented Personal Graduation Plans, 504 plan implementation
Home language surveys completed
LPAC decisions implementation documented
Low levels of risk in PBMAS on measures related to ELLs, etc.
Number of forced admin. withdrawals - noncompliance with immunization requirements
Notice of required immunizations delivered timely to parents
Compliance with state and federal nutrition requirements
Participation in free vaccination clinics or other health services
Participation and results on Fitnessgram
Health screenings on campus (hearing, vision, dental, spinal curvature)
Compliance with annual SHAC requirements (report to the board)
Participation in summer food programs
PID error rate
Notice of required notices/postings to web site in timely manner (ratings, etc.)
Timely accountability notices sent home with first report cards
TEA-prepared "school report cards" sent to parents
Number of testing irregularities reported to TEA in a timely manner
Grant/federal funds expended as required
Staff evaluations completed by district or campus deadline
Identified staff completed required training relevant to their jobs
Percent of staff meeting certification requirements
Percent of staff meeting highly qualified
Compliance with state required safety plans
Reporting compliance related to NCLB, FIRST Rating, PBMAS, PEIMS, transportation
Timeliness and accuracy of submitting reports
Office of Civil Rights (OCR) compliance
School board reporting items
School Improvement Audit (SIP)
TAIS (Texas Accountability Intervention System)
Campus Plan / District Plan
SHAM (Sign-in sheets, Hand-outs, Agendas, and Minutes)

Overall District/Campus Ratings

Overall District/Campus Rating
Exemplary

Fine Arts
Exemplary

Wellness and Physical Education
Exemplary

Community and Parental Inolvement
Exemplary

21st Century Workforce Development
Exemplary

2nd Language Acquisition
Exemplary

Digital Learning Environment
Exemplary

Dropout Prevention Strategies
Exemplary

Educational Programs for Gifted and Talented Students
Recognized

Compliance and Policy Reporting Requirements
Yes