## **TASA HB 5 Self Evaluation Toolkit Directions**

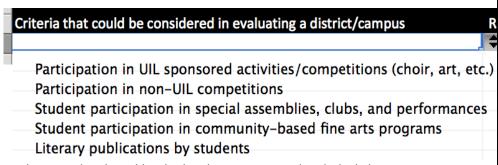
Prior to completing this Excel document, a review of the TASA overview that outlines the background and requirem may be useful (Background/Description of Community Engagement Under HB 5).

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/ca* populated items that a district/campus could use as criteria for evaluation or click on the cell under *List of other fact* districts/campuses to use criteria created locally). If you click on a cell under, *Criteria that could be considered in evaluatioty compus*, an arrow will appear to the right allowing you to scroll through a list of pre-populated criteria a disconsider. Please note the list is not exhaustive and is only meant to serve as a tool to assist districts/local committed criteria to be evaluated.



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.



Rati

- 4. Then, click on a cell under, *Description of Programs, Services, etc.*, and provide a description/narrative of the wo etc. that was evaluated.
- 5. Districts/Campuses wishing to provide a link that would further illustrate the programs and services related to the 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 use include that information in the cell provided under, *Description of ongoing work/future goals*.
- 7. On the factor tab titled, *Compliance and Policy Reporting Requirements*, the rating for this criteria is not recognized, acceptable, etc., <u>but</u> "yes" or "no".

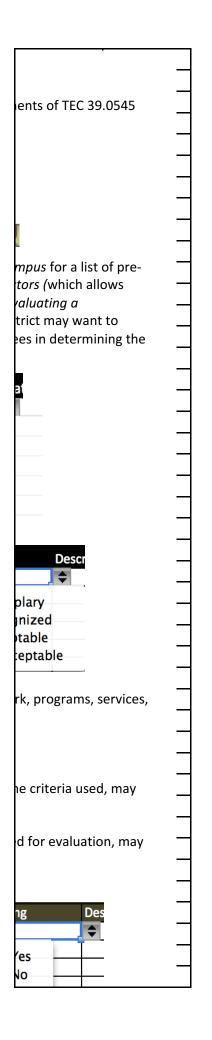
8. Once the district/campus ratings have been completed, go to the top of the Excel sheet and complete informati for each of the 9 factors, District, Overall Rating, Campus (if applicable), Name of Person Completing Form, Title.

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

9. Once all of the excel sneets are completed districts/campuses may want to use the excel tab labeled, Overall Radidata 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 of Directions and deadline information on when and how this information should be submitted to TEA can be found in at www.tasanet.org, under the *Advocacy* tab. Districts are only required to submit the district/campus ratings to P 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 create their own.



itle

itle

imgs, to compile all

directed by TEA.

the TASA HB 5 Toolkit
EIMS. No supporting

TASA, or districts can

| District  | Overall Rating | Campus (if applicable) | Name of Person Completing Form | Title          |
|-----------|----------------|------------------------|--------------------------------|----------------|
| Sudan ISD | Exemplary      |                        | Scott Harrell                  | Superintendent |

| Fine Arts  |            |   |  |  |
|--|------------|---|--|--|
| Criteria that could be considered in evaluating a district/campus                | Rating     |   | Link to content illustrating the criteria (optional) | Description of ongoing work/goals (optional) |
|  |            | Uil band marching, UIL Band sight       |  |  |
| Participation in UIL sponsored activities/competitions (choir, art, etc.)        | Exemplary  | Reading, UIL Band Performance           |  |  |
| Inclusion of art, music and/or theatre TEKS in core courses                      | Recognized | Art, band and Theatre Arts Classes      |  |  |
| Music Memory/Picture Memory –UIL opportunities related to fine arts              | Recognized | Elementary and Middle School            |  |  |
|  |            |   |  |  |
|  |            | 3rd grade to Panhandle Plains           |  |  |
|  |            | Museum Canyon, 4th grade trip to        |  |  |
|  |            | Mud Room in Lubbock for Pottery, 5th    |  |  |
| Field trips to museums, community theaters, opera, symphony, art, etc.           | Recognized | grade to Lubbock Symphony Orchestra     |  |  |
|  |            | Community OAP performances, band        |  |  |
| Student participation in special assemblies, clubs, and performances             | Exemplary  | and music perfomances.                  |  |  |
|  |            | Art projects are displayed on campus    |  |  |
|  |            | throughout the year. VASE & Regional    |  |  |
| Student art exhibits on or off campus  | Exemplary  | art contest.                            |  |  |
|  |            | The JH & HS Bands travel to several     |  |  |
|  |            | marching and concert competitions       |  |  |
| Co-curricular competition travel   | Exemplary  | each year.                              |  |  |
| Participation in non-UIL competitions  | Exemplary  | VASE/Scholastic Art competitions        |  |  |
|  |            | Band/Music Concerts for                 |  |  |
|  |            | Winter/Spring, Theater performances     |  |  |
|  |            | for community; Elem. Student            |  |  |
|  |            | participation in Muleshoe Merry         |  |  |
| Student participation in community-based fine arts programs                      | Exemplary  | Market                                  |  |  |
| 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. | Link to content illustrating the criteria (optional) | Description of ongoing work/goals (optional) |
|  |            |   |  |  |
|  |            |   |  |  |
|  |            |   |  |  |
|  |            |   |  |  |
|  |            |   |  |  |
|  |            |   |  |  |
|  |            |   |  |  |
|  |            |   |  |  |
|  |            |   |  |  |
|  |            |   |  |  |

| <u>Exemplary</u>    | Recognized       | <u>Acceptable</u> | <u>Unacceptable</u> |
|---------------------|------------------|-------------------|---------------------|
| 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      |                        | Scott Harrell                  | Superintendent |

| Wellness and Physical Education  |            |   |  |  |
|--|------------|---|--|--|
| 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) |
| Number of PE course offerings (i.e. elementary, middle, high school athletics)   | Exemplary  | Offered at each grade level daily       |  |  |
|  |            | Athletics concussion testing,           |  |  |
|  |            | Contracted with game day trainers,      |  |  |
| Concussion oversight team required under HB 2038                                 | Exemplary  | annual training updates                 |  |  |
|  |            | All students in MS and Elem.            |  |  |
|  |            | Participate in 30 minutes of recess     |  |  |
| Student access to recess opportunities   | Exemplary  | each day                                |  |  |
| Open Gym outside of the traditional school day                                   | Recognized | Opened during summer                    |  |  |
|  |            | Free/Reduced breakfast and lunch        |  |  |
| Participation in school breakfast/lunch/dinner programs                          | Exemplary  | program for all students that qualify   |  |  |
| Summer Food Program participation  | Exemplary  | Served during June                      |  |  |
|  |            | Counselor guidance lessons taught in    |  |  |
| Character education  | Exemplary  | Elem grade levels each month            |  |  |
| Participation/district coordination in causes (Pink Out, Special Olympics, etc.) | Recognized | Breast Cancer awareness                 |  |  |
| Notice of required immunizations   | Exemplary  | Notices sent each summer                |  |  |
| Participation and results on Fitnessgram   | Exemplary  | Entire student body tested              |  |  |
| Availability of school nurses  | Exemplary  | Full time RN                            |  |  |
| Compliance with state and federal nutrition requirements                         | Exemplary  | Cafeteria meets all requirements        |  |  |
|  |            | Students participated in Field Day      |  |  |
| Field Day  | Exemplary  | showcase for Parents                    |  |  |
| CPR Training provided to staff and/or students                                   |            | Staff/student training annually         |  |  |
|  |            | Back to School assembly, SPIN           |  |  |
| Anti-bullying lessons/programs/educational activities                            | Exemplary  | meetings, mid year assembly             |  |  |
| Bus Safety courses or information provided to students                           | Recognized | PK requirement                          |  |  |
| Unlicensed Diabetes Care assistant training/requirements (mandated by HB 984)    | Recognized | Staff training annually                 |  |  |
|  |            |   |  |  |
| AED Instruction provided to staff and/or students                                | Exemplary  | Staff training annually                 |  |  |
|  |            | Two playground spaces for students      |  |  |
|  |            | PK-5 on campus with access to           |  |  |
| Safe playground equipment  | Exemplary  | community after school                  |  |  |
| Blood born pathogens – compliance with state law requirements                    | Exemplary  | Staff training annually                 |  |  |
| TEA PRS (Pregnancy related services)   | Acceptable | Available as needed                     |  |  |
| Availability of school counselors  | Exemplary  | Available as needed                     |  |  |
| Compliance with annual SHAC requirements (report to the board)                   | Exemplary  | Meets four times a year                 |  |  |
| DARE/Red Ribbon activities   | Exemplary  | One week a year put on by StuCo         |  |  |
| List other factors   | Rating     | Description of programs, services, etc. | Link to content illustrating the criteria (optional) | Description of ongoing work/goals (optional) |
|  |            |   |  |  |
|  |            |   |  |  |
|  |            |   |  |  |
|  |            |   |  |  |
|  |            |   |  |  |
|  |            |   |  |  |
|  |            |   |  |  |
|  |            |   |  |  |
|  |            |   |  |  |
|  |            |   |  |  |

| District  | Overall Rating | Campus (if applicable) | Name of Person Completing Form | Title          |
|-----------|----------------|------------------------|--------------------------------|----------------|
| Sudan ISD | Exemplary      |                        | Scott Harrell                  | Superintendent |

| 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) |
| Documentation of IEP, Personal Graduation, 504 plans                             | Exemplary    | Counselor                               |  |  |
|  |              | Host track meets, Speech meets, OAP     |  |  |
|  |              | competitions, UIL academic meets,       |  |  |
| Extracurricular events that include and encourage community involvement          | Exemplary    | Fall & Spring Music programs            |  |  |
|  |              | StuCo, band, patriotic                  |  |  |
| Veterans Day Assemblies  | Exemplary    | readings/writings once a year           |  |  |
|  |              | Elem students and parents participate   |  |  |
| "Meet the Teacher" opportunities   | Recognized   | in Meet the Teacher Night Aug 2016      |  |  |
| Assemblies and award programs open to the public                                 | Exemplary    | Awards programs in May                  |  |  |
| Climate surveys of parents, community members, etc.                              | Exemplary    | Parent survey in February               |  |  |
|  | , ,          | AR (Accelerated Reading) awards         |  |  |
| Reading recognition programs   | Exemplary    | assembly in May                         |  |  |
| , , , , , , , , , , , , , , , , , , ,  |              | ,,                                      |  |  |
|  |              | Parent involvement in extracurriculars, |  |  |
|  |              | SPIN meetings, Booster Clubs for        |  |  |
| Focus on Schools related activities  | Exemplary    | various organizations                   |  |  |
| Back to school orientations  | Exemplary    | All campuses                            |  |  |
| Back to school orientations  | Exemplary    |   |  |  |
|  |              | All materials sent home are available   |  |  |
| Materials and training provided in multiple languages to parents and community   | Exemplary    | in English and Spanish                  |  |  |
|  |              | Elementary and middle school            |  |  |
| Opportunities for field trips to museums, theaters, opera, etc.                  | Recognized   | campuses                                |  |  |
|  |              | Back to school assemblies, meet the     |  |  |
| Programs engaging parental/community involvement (meet the teacher, food drive)  | Exemplary    | teachers programs                       |  |  |
|  |              | All campuses have an awards             |  |  |
|  |              | assembly, and secondary schools have    |  |  |
| End of year programs including parents - highlighting successes of students      | Exemplary    | several awards banquets.                |  |  |
|  |              | District maintains a webpage with a     |  |  |
|  |              | parent portal, along with Twitter and   |  |  |
| Communication with parents/community via Facebook, Twitter, Parent portals, etc. | Exemplary    | Facebook pages.                         |  |  |
|  |              | Guidance counseling is available to all |  |  |
|  |              | students, and financial aid counseling  |  |  |
| College/Career counseling programs and/or College/Career Fairs                   | Exemplary    | is available to seniors.                |  |  |
|  |              |   |  |  |
| Required posting notices timely filed on the district website                    | Exemplary    | All required postings on website yearly |  |  |
| ,  | , ,          | Newsletters from the elementary         |  |  |
| Use of newsletters to communicate with parents, community members, etc.          | Recognized   | every 6 weeks                           |  |  |
| Book fairs   | Recognized   | 1 week per year in the Elementary       |  |  |
| BOOK TUITS   | пссовписа    | Industrical Art and Ag projects in      |  |  |
| Participation in County Shows/Fairs (arts, metal projects, etc.)                 | Exemplary    | County and Area Show                    |  |  |
| articipation in county 3110ws/rains (arts, metal projects, etc.)                 | Exciliplaty  | County and Area Snow                    | <u> </u>   |  |
| List other factors   | Rating       | Description of programs convince etc.   | Link to content illustrating the criteria (optional) | Description of angoing work/goals-(entional) |
| LIST OTHER PACTORS   | rating       | Description of programs, services, etc. | Link to content illustrating the criteria (optional) | Description of ongoing work/goals (optional) |
|  | <b>†</b>     | +                                       | <del> </del>   |  |
|  | <del> </del> |   |  |  |
|  | ļ            | ļ                                       |  |  |
|  | ļ            | ļ                                       |  |  |
|  |              | ļ                                       |  |  |
|  |              |   |  |  |
|  |              |   |  |  |
|  |              |   |  |  |
|  |              |   |  |  |
|  |              |   |  |  |
|  | Evomplany    | Pocognized                              | Accentable   | Unaccontable                                 |

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      |                        | Scott Harrell                  | Superintendent |

| 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 in a variety of    |  |  |
|   |                     | areas to meet graduation                |  |  |
| TE Course offerings available to students related to postsecondary opportunities  | Exemplary           | endorsements                            |  |  |
|   |                     | Dual credit opportunity for College     |  |  |
|   |                     | Algebra, Trig, Calculus through SPC,    |  |  |
|   |                     | College English, several other courses  |  |  |
|   |                     | provided using student choice through   |  |  |
| Dual Credit opportunities available, dual credit course completions, etc.         | Recognized          | online college courses                  |  |  |
|   |                     | FFA, FCCLA, and Speech compete in       |  |  |
|   |                     | local, regional, state, and national    |  |  |
| Student orgs- CTE affiliated organizations, FFA, FCCLA, Ready-Set-Teach, etc.     | Exemplary           | competitions                            |  |  |
|   |                     | Tutorials are built into the school day |  |  |
|   |                     | at all campuses as well as before and   |  |  |
| Tutoring opportunities  | Exemplary           | after school opportunities              |  |  |
|   |                     | STaR chart completed annually by        |  |  |
| District or campus participation in TEA STaR Chart                                | Exemplary           | 100% of staff                           |  |  |
| District of campas participation in 12/15/an chart                                | Exemplary           | SISD maintains an articulation          |  |  |
| Articulated coursework  | Exemplary           | agreement with SPC                      |  |  |
| AI COURTE COURSE WORK   | Excinplary          | 100% of CTE coherent sequence           |  |  |
| Number of students completing coherent sequence of CTE courses                    | Exemplary           | completion rate                         |  |  |
| Number of students completing concrete sequence of CTE courses                    | Exemplary           | Several days throughout the year are    |  |  |
| C-II  | D                   |   |  |  |
| College pennant/dress days  | Recognized          | scheduled on each campus.               |  |  |
|   |                     | Guidance lessons including character    |  |  |
|   |                     | education taught with each grade level  |  |  |
| Programs that promote contextual/soft skills/Character Education Programs         | Exemplary           | each month                              |  |  |
| 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     |  |  |
|   |                     | Campus visits from Texas Tech/ENMU      |  |  |
| College Day (s) (i.e. College representatives visiting campuses and students      | Exemplary           | reps                                    |  |  |
| 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   | Unacceptab                                   |
|   | Consistently        | Generally                               |  |  |
|   | Uniformly           | Common Practice                         |  |  |
|   | Throughout the year |   | •  |  |
|   | Highly Predictable  | Typical                                 |  |  |
|   | Planned             |   |  |  |
|   | ridillieu           | Somewhat Planned                        | By chance  | Hardiy ev                                    |

| District  | Overall Rating | Campus (if applicable) | Name of Person Completing Form | Title          |
|-----------|----------------|------------------------|--------------------------------|----------------|
| Sudan ISD | Exemplary      |                        | Scott Harrell                  | Superintendent |

| 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) |  |
|   |            | Meet the Teacher, Back to School        |  |  |  |
|   |            | Night, SPIN meetings, trainings is      |  |  |  |
|   |            | provided for parents of ELL students    |  |  |  |
|   |            | with suggestions on helping their       |  |  |  |
| Open House opportunities for ELL parents  | Exemplary  | students with homework                  |  |  |  |
|   |            | 100% of Elementary hold ESL             |  |  |  |
| ESL/ELL program participation (% of total participation is ESL, % of pre-k are ESL) | Recognized | certification                           |  |  |  |
|   |            | All students complete a Home            |  |  |  |
| Home language surveys distributed and completed                                     | Exemplary  | Language Survey at registration         |  |  |  |
| Percent of students completing 2 or more credits of a given foreign language        | Exemplary  | Spanish I & II at 91%                   |  |  |  |
|   |            | Done in every mailing/proofed by        |  |  |  |
| Providing translations of letters/notices to parents and students                   | Exemplary  | bilingual staff for accuracy            |  |  |  |
|   |            | LPAC meetings two times per year on     |  |  |  |
| LPAC decisions implemented, documented  | Exemplary  | every ESL student                       |  |  |  |
|   |            | Texas Tech Cultural Center/ENMU         |  |  |  |
| Cultural performances   | Recognized | Cultural Festival                       |  |  |  |
|   |            |   |  |  |  |
|   |            |   |  |  |  |
|   |            |   |  |  |  |
|   |            |   |  |  |  |
|   |            |   |  |  |  |
|   |            |   |  |  |  |
|   |            |   |  |  |  |
|   |            |   |  |  |  |
| List other factors  | Rating     | Description of programs, services, etc. | Link to content illustrating the criteria (optional) | Description of ongoing work/goals (optional) |  |
|   |            |   |  |  |  |
|   |            |   |  |  |  |
|   |            |   |  |  |  |
|   |            |   |  |  |  |
|   |            |   |  |  |  |
|   |            |   |  |  |  |
|   |            |   |  |  |  |
|   |            |   |  |  |  |
|   |            |   |  |  |  |
|   | Evennland  | Pacagnizad                              | Accentable   | Unaccontable                                 |  |

| District  | Overall Rating | Campus (if applicable) | Name of Person Completing Form | Title          |
|-----------|----------------|------------------------|--------------------------------|----------------|
| Sudan ISD | Exemplary      |                        | Scott Harrell                  | Superintendent |

| 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) |  |
|  |            | We currently have a less than a 2 to 1  |  |  |  |
| Ratio of students to computer work stations (tablets, lap tops, etc.)              | Exemplary  | ratio                                   |  |  |  |
| Extent to which state or other assessments are administered online                 | Exemplary  | TELPAS, STAAR                           |  |  |  |
|  |            | All high school math students have      |  |  |  |
| Student access to graphing calculators for state assessments                       | Recognized | access to graphing calculators          |  |  |  |
|  |            | Consistent update of classroom          |  |  |  |
|  |            | projectors/addition of                  |  |  |  |
|  |            | computers/maintenance of                |  |  |  |
| Resources aimed at supporting technology (financial/personnel/infrastructure/etc.) | Exemplary  | labs/mobile carts for classroom use     |  |  |  |
|  |            | All classrooms have internet access,    |  |  |  |
|  |            | and wireless coverage. Chromebooks      |  |  |  |
|  |            | and iPads are available in all          |  |  |  |
| Readily available computer access  | Exemplary  | classrooms                              |  |  |  |
| Staff completing prof. development using technology, online courses, etc.          | Exemplary  | Online professional development         |  |  |  |
| Purchase and use of electronic textbooks, technology, infrastructure, etc.         | Exemplary  | Various curriculum areas                |  |  |  |
| Number of courses completed via online delivery (TxVSN or other)                   | Recognized | Dual Credit Courses                     |  |  |  |
| Use of web filters for Internet safety   | Exemplary  | Filters used District Wide              |  |  |  |
| ·  |            | Google Classroom, Technology            |  |  |  |
|  |            | Updates, iPad Carts, Chromebooks,       |  |  |  |
| Use of models and tools that integrate technology and mobile learning in schools   | Exemplary  | computer labs                           |  |  |  |
|  |            |   |  |  |  |
|  |            | All campuses maintain a Facebook        |  |  |  |
| Use of social media for communication between students, teachers and parents       | Exemplary  | page                                    |  |  |  |
|  |            | All staff complete training on          |  |  |  |
| Training on cyberbullying  | Exemplary  | cyberbullying in August                 |  |  |  |
|  |            |   |  |  |  |
|  |            |   |  |  |  |
| List other factors   | Rating     | Description of programs, services, etc. | Link to content illustrating the criteria (optional) | Description of ongoing work/goals (optional) |  |
|  |            |   |  |  |  |
|  |            |   |  |  |  |
|  |            |   |  |  |  |
|  |            |   |  |  |  |
|  |            |   |  |  |  |
|  |            |   |  |  |  |
|  |            |   |  |  |  |
|  |            |   |  |  |  |
|  |            |   |  |  |  |
|  |            |   |  |  |  |

| District  | Overall Rating | Campus (if applicable) | Name of Person Completing Form | Title          |
|-----------|----------------|------------------------|--------------------------------|----------------|
| Sudan ISD | Exemplary      |                        | Scott Harrell                  | Superintendent |

| 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) |
| Improvement plans that include statutory requirements                             | Exemplary  | CIP, ESSA, Needs Assessments            |   |  |
|   |            | All campuses, athletics, FFA, and band  |   |  |
|   |            | have end of year programs and           |   |  |
| End of year programs including parents highlighting various successes of students | Exemplary  | banquets                                |   |  |
|   |            | Meet the Teacher, Back to School        |   |  |
| Open house opportunities  | Exemplary  | Night, Christmas Family Night, SPIN     |   |  |
|   |            | Senior Sneak Peek / College Day         |   |  |
| Opportunities for student to visit college campuses                               | Exemplary  | absences                                |   |  |
|   |            | Guidance lessons provided by school     |   |  |
|   |            | counselor monthly/ Student              |   |  |
| Anti-bullying activities, programs, lessons, etc.                                 | Exemplary  | assemblies                              |   |  |
| Availability of school counselors   | Exemplary  | School Counselor available at all times |   |  |
|   |            | SPIN meetings, school website,          |   |  |
|   |            | Facebook, Newsletters; training         |   |  |
|   |            | provided to ELL parents to help with    |   |  |
| Programs and initiatives geared to increasing communication with parents          | Exemplary  | homework                                |   |  |
|   |            | 95% of secondary students participate   |   |  |
| Availability of extracurricular activities/after school activities                | Exemplary  | in extracurricular activities           |   |  |
| Activities related to college or career/vocational fairs                          | Recognized | Career Day, SPC senior sneak peek       |   |  |
| Availability of early childhood education   | Exemplary  | PreK and Head Start full day program    |   |  |
|   |            | HS athletes and cheerleaders mentor     |   |  |
| Student athlete mentor program  | Recognized | K-3 students once a week                |   |  |
| Transition program to next level  | Recognized | PK to Kinder transition in May          |   |  |
| After school tutoring, homework assistance program availability                   | Recognized | Before/During/After school              |   |  |
|   |            |   |   |  |
| Climate surveys / student satisfaction surveys                                    | Exemplary  | Parent and Student surveys conducted    |   |  |
|   |            | Positive Behavior Intervention &        |   |  |
|   |            | Support is implemented daily with       |   |  |
| Implementation of positive behavior systems                                       | Recognized | positive results                        |   |  |
|   |            | Teachers implement an attendance        |   |  |
| Attendance incentives   | Recognized | incentive within their classrooms       |   |  |
| List other factors  | Rating     | Description of programs, services, etc. | Link to content illustrating the criteria (optional | Description of ongoing work/goals (optional) |
|   |            |   |   |  |
|   |            |   |   |  |
|   |            |   |   |  |
|   |            | <u> </u>                                |   |  |
|   |            |   |   |  |
|   |            |   |   |  |
|   |            |   |   |  |
|   |            |   |   |  |
|   |            |   |   |  |
|   |            |   |   |  |

| District  | Overall Rating | Campus (if applicable) | Name of Person Completing Form | Title          |
|-----------|----------------|------------------------|--------------------------------|----------------|
| Sudan ISD | Recognized     | -                      | Scott Harrell                  | Superintendent |

| Educational Programme for Cife of and Talantal Condense  |            |   |  |  |
|--|------------|---|--|--|
| Educational Programs for Gifted and Talented Students<br>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 anguing work/goals (antional) |
| criteria that could be considered in evaluating a district/campus  | Kating     | AP and Dual credit class are offered at | Link to content mustrating the criteria (optional)   | Description of ongoing work/goals (optional  |
| AD / Dual Coadia / ID a assistantian bu CT assistants  | D          |   |  |  |
| AP / Dual Credit / IB participation by GT students   |            | the High School                         |  |  |
| Field tries and account this are for CT at advanta   |            | GT students take at least one trip      |  |  |
| Field trips and competitions for GT students   | Recognized | annually                                |  |  |
|  |            | UIL Fall contest for Elementary and     |  |  |
| Academic UIL participation by GT students  |            | Middle School, Spring for High School   |  |  |
| Parent and student surveys of GT programs  | Exemplary  | Parent surveys conducted annually       |  |  |
|  |            | GT students' work is displayed          |  |  |
| Showcasing work and activities of GT students  | Recognized | throughout the campus                   |  |  |
|  |            | All staff members are GT trained        |  |  |
| Teacher training, professional development geared to GT students   | Exemplary  | yearly                                  |  |  |
|  |            |   |  |  |
|  |            |   |  |  |
|  |            |   |  |  |
|  |            |   |  |  |
|  |            |   |  |  |
|  |            |   |  |  |
|  |            |   |  |  |
|  |            |   |  |  |
|  |            |   |  |  |
|  |            |   |  |  |
| List other factors   | Rating     | Description of programs, services, etc. | Link to content illustrating the criteria (optional) | Description of ongoing work/goals (ontional) |
|  |            | ,                                       |  |  |
|  |            |   |  |  |
|  |            |   |  |  |
|  |            |   |  |  |
|  |            |   |  |  |
|  |            |   |  |  |
|  | -          |   |  |  |
|  |            |   |  |  |
|  |            |   |  |  |
|  |            |   |  |  |
|  | 1          | 1                                       |  | I  |

| District  | Overall Rating | Campus (if applicable) | Name of Person Completing Form | Title          |
|-----------|----------------|------------------------|--------------------------------|----------------|
| Sudan ISD | Yes            |                        | Scott Harrell                  | Superintendent |

| Compliance and Policy Reporting Requirements                       |              |   |  |   |
|--|--------------|---|--|---|
| Criteria that could be considered in evaluating a district/campus  |              | 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            |  |   |
|  |              | TTESS, Goal Setting,                    |  |   |
| Staff evaluations completed by district or campus deadline         | Yes          | Observations/Conferences                |  |   |
| Home language surveys completed                                    | Yes          | Registration Requirements/SPIN          |  |   |
| LPAC decisions implementation documented                           | Yes          | LPAC committee reviews annually         |  |   |
| Participation in free vaccination clinics or other health services | Yes          | Athletic Fall & Spring Clinics          |  |   |
| Notice of required immunizations delivered timely to parents       | Yes          | Ongoing                                 |  |   |
| Compliance with state and federal nutrition requirements           | Yes          | Daily                                   |  |   |
| Participation and results on Fitnessgram                           | Yes          | All students tested annually            |  |   |
| Health screenings on campus (hearing, vision, dental, spinal curv  | Yes          | Completed by RN annually                |  |   |
| Compliance with annual SHAC requirements (report to the board      | Yes          | Meets four times a year                 |  |   |
| Participation in summer food programs                              | Yes          | Annually in June                        |  |   |
| Campus Plan / District Plan  | Yes          | Annually                                |  |   |
| TEA-prepared "school report cards" sent to parents                 | Yes          | Annually                                |  |   |
| Percent of staff meeting certification requirements                |              | 100%                                    |  |   |
| Compliance with state required safety plans                        | Yes          | Annually                                |  |   |
| Percent of staff meeting highly qualified                          | Yes          | 100%                                    |  |   |
| List other factors   | Rating       | Description of programs, services, etc. | Link to content illustrating the criteria (optional) | Description of ongoing work/goals (optional |
|  |              |   |  |   |
|  |              |   |  |   |
|  |              |   |  |   |
|  |              |   |  |   |
|  |              |   |  |   |
|  |              |   |  |   |
|  |              |   |  |   |
|  |              |   |  |   |
|  |              |   |  |   |
|  |              |   |  |   |
|  | Farmer I ama | Dan en en la cal                        | A 4 - 1-1-   | Harris and the                              |

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

AED Instruction provided to staff and Sports medicine career pathway
New student programs availability
Back to School Health Programs
Health courses, nutritional value tra
Family Health Night
Anti-bullying lessons/programs/edu
Suicide Prevention programs (Tip lin

TEA PRS (Pregnancy related services Character education Availability of school counselors Compliance with annual SHAC requi Blood Drives (district or campus) DARE/Red Ribbon activities Texting while driving awareness cou Drunk Driving simulation provided to Blood born pathogens – compliance Unlicensed Diabetes Care assistant to Courses in Health Sciences (CTE) Bus Safety courses or information provided to

### 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 Ratings**

## Overall District/Campus Rating

Exemplary

Fine Arts

Exemplary

Community and Parental Inolvement

Exemplary

2nd Language Acquisition

Exemplary

**Dropout Prevention Strategies** 

Exemplary

Compliance and Policy Reporting Requirements

Yes

Exemplary = 3 points Recognized = 2 points Acceptable = 1 point

Unacceptable = 0 points

Wellness and Physical Education

Exemplary

21st Century Workforce Development

Exemplary

Digital Learning Environment

Exemplary

Educational Programs for Gifted and Talented Students

Recognized

#### **District/Campus Rating Key**

16 or above = EXEMPLARY

11-15 = RECOGNIZED

6 - 10 = ACCEPTABLE

0-5 = UNACCEPTABLE

Any campus/district category score in the unacceptable

range negates an overall Exemplary rating.