

TASA HB 5 Self Evaluation Toolkit Directions

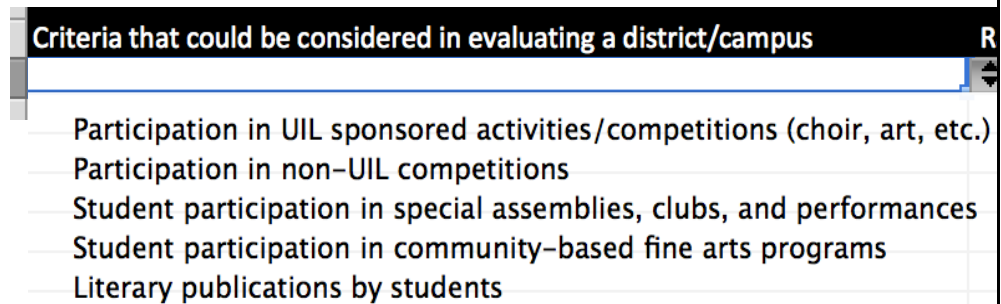
Prior to completing this Excel document, a review of the TASA overview that outlines the background and requirements may be useful (*Background/Description of Community Engagement Under HB 5*).

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

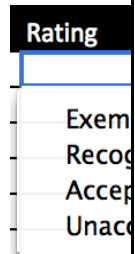
1. Click one of the 9 factors (tabs) located at the bottom of the document.



2. Once a factor has been selected, click on a cell under *Criteria that could be considered in evaluating a district/campus* populated items that a district/campus could use as criteria for evaluation or click on the cell under *List of other factors* (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/campus could consider. Please note the list is not exhaustive and is only meant to serve as a tool to assist districts/local committees in selecting 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.



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

5. Districts/Campuses wishing to provide a link that would further illustrate the programs and services related to the criteria 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 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., but "yes" or "no".



8. Once the district/campus ratings have been completed, go to the top of the Excel sheet and complete information 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	Title

9. Once all of the Excel sheets are completed districts/campuses may want to use the Excel tab labeled, *Overall Rating* 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 required. Directions and deadline information on when and how this information should be submitted to TEA can be found in the PEIMS manual at www.tasanet.org, under the *Advocacy* tab. Districts are only required to submit the district/campus ratings to PEIMS. No additional 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 TEA or districts may create their own.

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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	Description of programs, services, etc.	Link to content illustrating the criteria (optional)	Description of ongoing work/goals (optional)
Participation in UIL sponsored activities/competitions (choir, art, etc.)	Exemplary	UIL band marching, UIL Band sight 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		
Field trips to museums, community theaters, opera, symphony, art, etc.	Recognized	3rd grade to Panhandle Plains Museum Canyon, 4th grade trip to Mud Room in Lubbock for Pottery, 5th grade to Lubbock Symphony Orchestra		
Student participation in special assemblies, clubs, and performances	Exemplary	Community OAP performances, band and music performances.		
Student art exhibits on or off campus	Exemplary	Art projects are displayed on campus throughout the year. VASE & Regional art contest.		
Co-curricular competition travel	Exemplary	The JH & HS Bands travel to several marching and concert competitions each year.		
Participation in non-UIL competitions	Exemplary	VASE/Scholastic Art competitions		
Student participation in community-based fine arts programs	Exemplary	Band/Music Concerts for Winter/Spring, Theater performances for community; Elem. Student participation in Muleshoe Merry 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>	<u>Recognized</u>	<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

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[illegible]

Exemplary

Recognized

Acceptable

Unacceptable

District	Overall Rating	Campus (if applicable)	Name of Person Completing Form	Title
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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)
AP / Dual Credit / IB participation by GT students	Recognized	AP and Dual credit class are offered at the High School		
Field trips and competitions for GT students	Recognized	GT students take at least one trip annually		
Academic UIL participation by GT students	Recognized	UIL Fall contest for Elementary and Middle School, Spring for High School		
Parent and student surveys of GT programs	Exemplary	Parent surveys conducted annually		
Showcasing work and activities of GT students	Recognized	GT students' work is displayed throughout the campus		
Teacher training, professional development geared to GT students	Exemplary	All staff members are GT trained yearly		
List other factors	Rating	Description of programs, services, etc.	Link to content illustrating the criteria (optional)	Description of ongoing work/goals (optional)

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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/educ

Suicide Prevention programs (Tip lin

TEA PRS (Pregnancy related services)
Character education
Availability of school counselors
Compliance with annual SHAC require
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 t
Courses in Health Sciences (CTE)
Bus Safety courses or information pr
Bike Safety 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 Involvement

Exemplary

2nd Language Acquisition

Exemplary

Dropout Prevention Strategies

Exemplary

Compliance and Policy Reporting Requirements

Yes

Wellness and Physical Education

Exemplary

21st Century Workforce Development

Exemplary

Digital Learning Environment

Exemplary

Educational Programs for Gifted and Talented Students

Recognized

Exemplary = 3 points
Recognized = 2 points
Acceptable = 1 point
Unacceptable = 0 points

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.