

Community and Student Engagement Accountability System (CaSEAS)

High Schools



Canutillo Independent School District

Excellence Through Integrity and Innovation

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Community and Student Engagement Accountability System (CaSEAS)

House Bill 5 of the 83rd Texas Legislative Session included a local evaluation requirement that is referred to as the School District Evaluation of Performance in Community and Student Engagement/ Compliance.

This report reflects input showcasing areas of excellence and success as well as recognizing areas in need of improvement, allowing schools to set future goals valued in the community. The statute requires each district to evaluate and designate a performance rating for the district and each of its campuses based on criteria set by a local committee (TEC 39.0545).

**** HIGH SCHOOLS ****

Canutillo High School

Northwest Early College HS

High School Front Page

Community and Student Engagement Accountability System (CaSEAS)

HB 5, Section 60, adds a new section 39,363 to Chapter 39, Subchapter L, and contains a requirement for TEA to make the performance ratings available to the public on TEA's website.

E = Exemplary R = Recognized A = Acceptable U = Unacceptable

Modules	Results
Fine Arts	
Wellness and Physical Education	
Community and Parental Involvement	
21st Century Workforce Development Program	
Second Language Acquisition Program	
Digital Learning Environment	
Dropout Prevention Strategies	
Educational Programs for GT Students	
Compliant with Statutory Reporting and Policy Requirements	
PT 2- Compliant with Statutory Reporting and Policy Requirements- Circle YES or NO to indicate if campus is compliant or non-compliant	YES NO

OVERALL RATING	
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Names of committee members who finalized the HB5 Community Engagement Report

Date	Campus	Name of Participant	Title / Role of Participant

NEW ADDITION: Community and Student Engagement Ratings as Part of the State Academic Accountability System

HB 2804 has added CaSE ratings to the state academic accountability system. These new requirements established in Texas Education Code (TEC), § 39.0546, where each district and campus must annually choose three CaSE components for this purpose.

- CISD must report to the agency what three CaSE components will be evaluated and what criteria will be used for that evaluation before the beginning of each school year.
- This reporting will take place through the Public Education Information Management System (PEIMS)/ Texas Student Data System (TSDS).
- Each district must evaluate itself on the three selected components and assign a letter grade of A, B, C, D, or F for each and for overall Case performance.
- Each campus must also evaluate itself and assign a letter grade of A, B, C, D, or F for each of the three components and for overall performance. These letter grades will become part of district and campus state academic accountability ratings.

<h1>Modules</h1>	Choose 3 modules that will be evaluated for 17-18 by writing them below. Once you have chosen the modules it may not be changed
Fine Arts	
Wellness and Physical Education	
Community and Parental Involvement	
21st Century Workforce Development Program	
Second Language Acquisition Program	
Digital Learning Environment	
Dropout Prevention Strategies	
Educational Programs for GT Students	

High School Instructions - Guide for Campus Leaders at CISD

CaSEAS

House Bill 5 of the 83rd Texas Legislative Session included a local evaluation requirement that is referred to as the School District Evaluation of Performance in Community and Student Engagement/ Compliance

This report reflects input showcasing areas of excellence and success as well as recognizing areas in need of improvement, allowing schools to set future goals valued in the community. The statute requires each district to evaluate and designate a performance rating for the district and each of its campuses based on criteria set by a local committee (TEC 39.0545).

The law requires that each district and each campus be assigned a rating of **Exemplary, Recognized, Acceptable** or **Unacceptable** for the following modules:

- **Fine Arts**
- **Wellness and Physical Education**

- **Community and Parental Involvement**
- **21st Century Workforce Development**
- **Second Language Acquisition**
- **Digital Learning Environment**
- **Dropout Prevention Strategies**
- **Educational Programs for Gifted and Talented Students**
- **Compliant with Statutory Reporting and Policy Requirements**

Main points to summarizing the required PEIMS submission:

- Districts are required to assign locally-determined performance ratings and compliance statutes, district wide and all campuses within the district
- Districts are required to post the ratings and compliance statutes for district and each campus, on the school district's website by August 8
- Budgeted (non-instructional) campuses, Disciplinary Alternative Education Program (DAEP), Juvenile Justice Alternative Education Program (JJAEP) and the facilities operated by the TEXAS Juvenile Justice Department are excluded
- The statutory reporting and policy compliance code (C088) must be either a "0" or "1" and may not be left blank
- **The submissions must be made through PEIMS as there are no alternative data collection systems in place.**
- TEA is required to report the local performance ratings and compliance statutes on the TEA website no later than Oct. 1

Measuring Performance

- The law does not purposefully specify any methods of assessing performance. The intent of the legislative laws is to empower each district with the flexibility to define the methods and criteria of evaluation for each module.
- Canutillo ISD created a committee to address each module by leading the development of measurement.
- The committee members have experience related to each of the performance area. Principals from all campuses provided input on content and methods of measurement.
- The committee explored on measurement methods to identify the key concepts that were most important to the discussion.
- These key concepts were refined and used in a structured self-diagnostic format that was common across all areas.
- The self-diagnostic rubric described is a continuum across a 3-point scale; Classifying as: (3) Fully in Place, (2) Partially in Place, (1) Under-development and (0) Unacceptable.

Figure 1- Example of measurement illustrating the development levels of practice

Exemplary	Recognized	Acceptable	Unacceptable
Consistently: Uniformly, Seen from beginning to end, Highly Predictable, Seamless routines, Evidence of Most often to all	Typically: Completes half way, Omission of some components, Evidence of some	Occasionally: Sporadic, Random, Hardly ever, Moderately, Seldom, Evidence of few	Rarely: Practically nonexistent, Not Attempted, Never, Evidence of very little to none
3 points	2 points	1 point	0 points

The committee developed 5 sections within each module to describe the levels of practice as listed below:

Sections	Abbreviation
Student Assessment	SA
Service Design	SD
Curriculum and Instruction	C&I
Professional Development	PD
Family and Community Involvement	FCI

Drafts of various rubrics were submitted to all campus leaders and reviewed during a leadership meeting. Campus leaders were assigned to school level groups to review, vote and comment on the documents. Those documents were taken by the committee to create the final version of the rubric.

Examination for improvement

The intention of using this self-diagnostic approach is to encourage focused conversations between staff, campus leadership, and community members that lead to continuous improvement. The school principal will identify a team to assess all modules. The team will be comprised of staff whose duties are directly related to the factor, classroom teacher(s), and where possible a community member (i.e. CIC, ILT, PBIS). The teams may ask for feedback from campus staff, parents and community members which may be taken into consideration when discussing evidence and other data resources being considered.

Each member of the team will complete the self-diagnostic rubric, and meet to discuss the evidence provided from all stakeholders. After the team has reach a consensus regarding the level of practice for each module, a discussion with the campus principal (or designee) will be held regarding the results and scores. The team will finalize the scores as they receive all input and reach a consensus through all responses. The objective is to improve professional practice through evidence supported by discussion and action. The evidence and discussion are the foundations for communicating with the community.

The type of data may be qualitative or quantitative. Ideally, there are several sources that can be used to make a decision. Documenting and retaining the evidence will be useful and should provide reference information for improving practices in the future.

Leadership

Campus leaders will review and collaborate the results of the diagnostic process with their teams indicate the areas of accomplishment and areas of needed improvements, which will be shared with campus employees and community.

Determining Campus Level Ratings

Max points for each module are as follows:

MODULES – HIGH SCHOOL	MAX POINTS	# SECTIONS
Fine Arts	48	16
Wellness and Physical Education	90	30
Community and Parental Involvement	84	28
21st Century Workforce Development	87	29
Second Language Acquisition	54	18
Digital Learning Environment	75	25
Dropout Prevention Strategies	87	29
Educational Programs for Gifted and Talented Students	33	11
Compliant with Statutory Reporting and Policy Requirements	66	22
TOTAL	624	208

Each Campus will determine the rating for each module based on the following table:

Performance Rating	Rating System
Exemplary	90-100
Recognized	80-89
Acceptable	70-79
Unacceptable	Below 69

Each module is scored utilizing the following formula:

1. Add each column and enter the sum in the row.
2. Add the four sums and enter the total.
3. Each module will have the total amount of points that you can receive using the following formula: **Module formula: (Total points / Max Pts) X 100 = SCORE.**

Overall Rating * 2 Parts for Module 9**

The overall campus rating is determined by combining the nine module ratings. The module "District and Campus Compliance with Statutory Reporting and Policy Requirements" is a two part section: 1. Rate as the other modules: **Exemplary, Recognized, Acceptable, and Unacceptable.** 2. Indicate compliance by circling **YES** or **NO**.

The following table is used to determine the overall campus rating:

Campus Performance Rating	Module Ratings
Exemplary	All modules are Acceptable or higher & 3 to 8 modules must be Exemplary
Recognized	All modules are Acceptable or higher & 3 to 8 modules must be Recognized or higher
Acceptable	8 to 9 modules must be Acceptable or higher
Unacceptable	3 or More Modules are Not Acceptable

District

Frank Clark
Tony Flores
Jesus Juarez
Jan Massie
Elvia Moreno
Dr. Monica Reyes
Maria Elva Silva
Nancy Torres

Instructional Coordinator
Director of Technology
Prevention Specialist
Director of Career and Technical Education
Program Compliance Director
Director of Student Support Services
Director of Academic Language Services
School Health Facilitator

Principals

Maria Reyna Salcedo
Julie Melendez
Marta Strobach
Jessica Arellano
Jesus Barba
Dr. Debra Kerney
Mark Paz
Geoff Kimble
Teresa Clapsaddle
Tracy Speaker

Bill Childress Elementary
Canutillo Elementary
Deanna Davenport Elementary
Garcia Elementary
Jose Damian Elementary
Reyes Elementary
Canutillo Middle School
Jose Alderete Middle School
Canutillo High School
Northwest Early College High School

Module – High Schools		Exemplary	Recognized	Acceptable	Unacceptable
<h1 style="text-align: center;">FINE ARTS</h1>		Consistently: Uniformly, Seen from beginning to end, Highly Predictable, Seamless routines, Evidence of Most often to all	Typically: Completes half way, Omission of some components, Evidence of some	Occasionally: Sporadic, Random, Hardly ever, Moderately, Seldom, Evidence of few	Rarely: Practically nonexistent, Not Attempted, Never, Evidence of very little to none
		3 points	2 points	1 point	0 points
1 - Student Assessment					
SA 1.	Field trips to museums, community theaters, opera, symphony, art, etc.	3	2	1	0
SA 2.	UIL opportunities related to Fine Arts (stipends for UIL)	3	2	1	0
2 – Service Design					
SD 3.	Participation in UIL sponsored activities/competitions (choir, art, etc.)	3	2	1	0
SD 4.	Participation in non-UIL competitions (i.e: choir, art, etc.)	3	2	1	0
SD 5.	Summer camp programs (attending/school or campus initiated) i.e: boys/girls club	3	2	1	0
SD 6.	Opportunities for Co-curricular competition travel for campus	3	2	1	0
3 & 4 - Curriculum and Instruction/ Professional Development					
C&I/ PD 7.	Publication of Student Works in a campus (Yearbook, bulletin board, website etc.)	3	2	1	0
C&I/ PD 8.	Students completing more than one fine arts credit	3	2	1	0
C&I/ PD 9.	Have AP Art courses available	3	2	1	0
C&I/ PD	Fine Arts course offerings available or clubs meeting	3	2	1	0

10.	campus needs (i.e: set design, Ag fine arts, etc.)				
C&I/ PD 11.	Opportunities for inclusion of art, music and/or theatre TEKS in core courses.	3	2	1	0

5 - Family and Community Involvement

FCI 12.	Student participation in special assemblies, clubs, and performances throughout the year	3	2	1	0
FCI 13.	Student participation in community-based fine arts programs (End of year Gala, campus displays/performances, out of campus displays/performances- Fine Arts)	3	2	1	0
FCI 14.	Offering for afterschool activities/clubs representing Fine Art's	3	2	1	0
FCI 15.	Scheduled and/or expected student art exhibits on or off campus	3	2	1	0
FCI 16.	Partnerships with outside organizations supporting Fine Arts	3	2	1	0

Total each Column: add up the numbers of each column and enter sum in each row to the right-

Scoring Rubric based from Module Score
90-100= Exemplary
80-89= Recognized
70-79 = Acceptable
Below 69 = Unacceptable

Module Score = (Total points/ 48) X 100
 Total Points: Add the four sums above and enter the total to the right. (Max pts. are 48).

TOTAL POINTS =

Performance Rating for Fine Arts: _____

Module – High Schools	Exemplary	Recognized	Acceptable	Unacceptable
WELLNESS & PHYSICAL EDUCATION	Consistently: Uniformly, Seen from beginning to end, Highly Predictable, Seamless routines, Evidence of Most often to all	Typically: Completes half way, Omission of some components, Evidence of some	Occasionally: Sporadic, Random, Hardly ever, Moderately, Seldom, Evidence of few	Rarely: Practically nonexistent, Not Attempted, Never, Evidence of very little to none
	3 points	2 points	1 point	0 points

1 - Student Assessment

SA 1.	Collect Body Mass index (BMI-Ht/Wt by Nurse and Coach for Fitnessgram data)	3	2	1	0
SA 2.	Student participation and results on Fitnessgram	3	2	1	0

2 - Service Design

SD 3.	Regular safety checks on outside equipment	3	2	1	0
SD 4.	Availability of school nurses	3	2	1	0
SD 5.	Compliance with state and federal nutrition requirements	3	2	1	0
SD 6.	Compliance of SHAC – including a minimum of one campus and one parent representative to review and recommend health initiatives	3	2	1	0
SD 7.	Health Education curriculum provided in Physical Education classes	3	2	1	0

3 - Curriculum and Instruction

C&I 8.	A variety of PE course activities (i.e: tennis, dancing, ballet, folklorico, bowling, lawn games, skateboarding, etc.) May include Sports tournaments. Some events may take place during PE (i.e: Field Day)	3	2	1	0
C&I 9.	Open gym and/or intramurals	3	2	1	0
C&I 10.	Life skills presentations offerings organized by Student Support Services.	3	2	1	0
C&I 11.	Fundraising for causes (Braden Aboud, Jump Rope, Hoops for Heart, etc.)	3	2	1	0
C&I 12.	Drunk driving simulation provided to students and information on texting while	3	2	1	0

	driving				
C&I 13.	Courses in health sciences are provided (CTE program)	3	2	1	0
C&I 14.	Students completing more than 1 credit of Physical Education.	3	2	1	0
C&I 15.	Transitional programs for new students (Ambassadors, Buddies, student clubs etc.)	3	2	1	0
C&I 16.	Implementation of school-wide Positive Behavior Interventions Support for a safe and positive learning environment	3	2	1	0
C&I 17.	Anti-bullying lessons, programs, and educational activities	3	2	1	0
C&I 18.	Suicide Prevention programs (Anonymous Alerts, messaging system, Self-esteem presentations, Self-harm, Suicide, etc.)	3	2	1	0
C&I 19.	Character education (sportsmanship, teamwork, PBIS)	3	2	1	0
C&I 20.	Drug Awareness activities (DARE, Red Ribbon, presentations, trainings)	3	2	1	0
C&I 21.	Blood borne pathogens – compliance with State Law requirements	3	2	1	0
C&I 22.	Bus Safety training provided to students	3	2	1	0

4 - Professional Development

PD 23.	Availability of Employee Assistance Programs	3	2	1	0
PD 24.	Participation in fitness programs on campus – Wellness Program	3	2	1	0
PD 25.	CPR / AED Training provided to staff	3	2	1	0
PD 26.	Participate in Unlicensed Diabetes Care Assistant trainings annually, minimum 2 per campus (as mandated by HB 984)	3	2	1	0

5 - Family and Community Involvement

FCI 27.	Promotion of District-wide Summer Food Program and participating in breakfast/lunch programs	3	2	1	0
FCI 28.	Participation in health fairs, free vaccination clinics, other health services, mobile screenings (heart, hearing, vision, dental,	3	2	1	0

	spinal), Blood drive, and Mobile Health Fairs				
29.	FCI Community participation in voluntary health/wellness programs/ fairs (Fun runs, walk-a-thons, kite day, bike day, Night at Gym, etc.)-Family Health Night	3	2	1	0
30.	FCI Positive Role Models- student athletes, alumni college athletes, prof. athletes, military- (Motivational Speakers)	3	2	1	0
Scoring Rubric based from Module Score		Module Score = (Total points/ 90) X 100			TOTAL POINTS =
90-100= Exemplary		Total Points: Add the four sums above and enter the total to the right. (Max pts. are 108).			
80-89= Recognized					
70-79 = Acceptable					
Below 69 = Unacceptable					

Performance Rating for Wellness & Physical Education: _____

Module – High Schools	Exemplary	Recognized	Acceptable	Unacceptable
COMMUNITY & PARENTAL INVOLVEMENT	Consistently: Uniformly, Seen from beginning to end, Highly Predictable, Seamless routines, Evidence of Most often to all	Typically: Completes half way, Omission of some components, Evidence of some	Occasionally: Sporadic, Random, Hardly ever, Moderately, Seldom, Evidence of few	Rarely: Practically nonexistent, Not Attempted, Never, Evidence of very little to none
	3 points	2 points	1 point	0 points

1 - Student Assessment

SA 1.	Surveys for parents and community members	3	2	1	0
SA 2.	Active Boosters and parent support groups are in place (Band, Choir, CTE, Sports, etc.)	3	2	1	0
SA 3	Promotion and participation of family members to attend one or more Adult-Ed. programs at Student Support Services department	3	2	1	0
SA 4.	Volunteer opportunities are provided (coordinated by district or campuses)	3	2	1	0

2 - Service Design

SD 5.	Materials and training provided in multiple languages to parents and community.	3	2	1	0
SD 6.	Encourage parent participation in school related activities	3	2	1	0
SD 7.	Student Principal’s Advisory Committee exists (i.e: Student Council, student government etc.)	3	2	1	0
SD 8.	Provide activities related to student leadership; peer to peer, ambassador, student council etc.,	3	2	1	0

3 - Curriculum and Instruction

C&I 9.	Participation in community-based fine arts programs (El Paso Symphony, museum, UTEP music dance programs, etc.)	3	2	1	0
C&I 10.	Opportunities for field trips to museums, theaters, opera, military base etc. (Kids excel, MD/FS)	3	2	1	0
C&I	Student participation in Service Learning (i.e: community services or community projects, active	3	2	1	0

11.	citizenship education, etc.)				
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4 - Professional Development

PD 12.	Back to school orientations (Open house, etc.)	3	2	1	0
PD 13.	College/Career counseling programs and/or College /Career Fairs (for parents, students)	3	2	1	0
PD 14.	Transition (HS, Post-secondary) New family orientation opportunities available (Military, ELL, newcomer, migrant, etc.)	3	2	1	0
PD 15.	Provide and promote curriculum program nights (Power nights, parent academic nights, etc.)	3	2	1	0
PD 16.	Provide timely information to keep parents updated on compliance, events, activities, data etc. located on district, campus websites, through newsletters, parent portal, school messenger and/or social media	3	2	1	0

5 - Family and Community Involvement

FCI 17.	PAC/PTO involvement at campus level	3	2	1	0
FCI 18.	Extracurricular events that include and encourage community involvement (Grandparents day, field day, book fairs, District Science Fair, Spelling Bee, student presentations/ performances, etc.)	3	2	1	0
FCI 19.	Promote Parent Liaison services to school community	3	2	1	0
FCI 20.	Education Foundations support students and campuses (CAFE-golf tournament, migrant scholarships, Braden Aboud, etc.)	3	2	1	0
FCI 21.	Community wide pep rally to honor individuals in the community or campus (Veteran’s day, 9/11, etc.)	3	2	1	0
FCI 22.	Activities sponsored by designated grants (Gear up, CATCH, STEM, Robotics, coding etc.)	3	2	1	0
FCI	Cultural fair / expo (Fall fair, Campus Festival, Future Farmers	3	2	1	0

Canutillo ISD - Community and Student Engagement Accountability System (CaSEAS) – High School

23.	of America, Carnivals, Southwest Dairy-cow, etc.)				
FCI 24.	End of Year programs including parents-highlighting successes of students (Awards assembly, banquet, etc.)	3	2	1	0
FCI 25.	Mentoring/tutoring provided to students/parents through community partnerships, district or campuses (MS/FS, Nike, Foster Care, Military, Dad's night, Character building, etc.)	3	2	1	0
FCI 26.	Provide Community service projects (Beautification projects, food drives, clothing drives, etc.)	3	2	1	0
FCI 27.	Initiatives aimed at increased parental involvement (Brown bag, Dinner, Donuts with Dad, Muffins with Mom, Coffee with the Principal, Meet and Greet, Table Talk.)	3	2	1	0
FCI 28.	Provide child care during parent meetings	3	2	1	0
Scoring Rubric based from Module Score		Module Score = (Total points/ 84) X 100			TOTAL POINTS =
90-100= Exemplary		Total Points: Add the four sums above and enter the total to the right. (Max pts. are 96).			
80-89= Recognized					
70-79 = Acceptable					
Below 69 = Unacceptable					

Performance Rating for Community & Parental Involvement: _____

Module – High Schools	Exemplary	Recognized	Acceptable	Unacceptable
21st CENTURY WORKFORCE DEVELOPMENT	Consistently: Uniformly, Seen from beginning to end, Highly Predictable, Seamless routines, Evidence of Most often to all	Typically: Completes half way, Omission of some components, Evidence of some	Occasionally: Sporadic, Random, Hardly ever, Moderately, Seldom, Evidence of few	Rarely: Practically nonexistent, Not Attempted, Never, Evidence of very little to none
	3 points	2 points	1 point	0 points

1 - Student Assessment

SA 1.	Number of students completing coherent sequence of CTE courses (CTE counselor)	3	2	1	0
SA 2.	Number of students completing articulated courses that lead to a certification or license (see EPCC list of articulated courses)	3			0
SA 3.	Number of students completing college credit courses (Dual Credit, AP, senior report / Teams report)	3	2	1	0
SA 4.	Associates Degree / Number of students working toward associates degree	3	2	1	0
SA 5.	Students admitted to colleges, technical schools, military (senior report)	3	2	1	0
SA 6.	School-wide ACT test, TSI, Apply Texas	3	2	1	0
SA 7.	Number of students with a Personal Graduation Plans (counselors)	3	2	1	0

2 - Service Design

SD 8.	Certifications/licenses that can be obtained (CTE Director or counselor)	3	2	1	0
SD 9.	Student advocates for career pathways (CTSO officers)	3	2	1	0
SD 10.	Student leadership opportunities (Student Council, Student Leadership, CTSO officers, BHS, NTHS etc.)	3	2	1	0
SD 11.	Student led organization opportunities (community service projects)	3	2	1	0
SD 12.	Competitive grant funded activities (CTE competitive events, CTE travel)	3	2	1	0
SD 13.	Participation in Shows/Fairs (Southern New Mexico State Fair, Cupcake Challenge etc.)	3	2	1	0

3 - Curriculum and Instruction

C&I 14.	Career exploration opportunities available (Campus2Careers, Achieve Texas)	3	2	1	0
C&I 15.	ROTC availability and participation	3	2	1	0
C&I 16.	Program offerings for students related to auto mechanics, technology, welding etc.	3	2	1	0
C&I 17.	Pre-academics for STEM, medical, culinary, broadcast media etc.	3	2	1	0
C&I 18.	Embedded soft skills in various courses to prepare students for postsecondary and workplace success (i.e: communication skills, teamwork, collaboration, problem solving and interpersonal skills)	3	2	1	0
C&I 19.	Project Based Learning	3	2	1	0
C&I 20.	Pre-AP courses available	3	2	1	0

4 - Professional Development

PD 21.	“Workforce for Tomorrow” sponsored by Region 19 / Federal Reserve Bank of Dallas-El Paso Branch	3	2	1	0
PD 22.	SPED/CTE/teaching strategies	3	2	1	0
PD 23.	STEM training	3	2	1	0

5- Family & Community Involvement

FCI 24.	Career Days and /or Readiness Fair	3	2	1	0
FCI 25.	Job Opportunities (Career Prep)	3	2	1	0
FCI 26.	College Day / Fair (College representative visiting campuses and students)	3	2	1	0
FCI 27.	College visits- college students who are former grads return to talk to students	3	2	1	0
FCI 28.	Community / business partnerships preparing students for post-secondary success (Walgreens, Grace Gardens, White Acres)	3	2	1	0
FCI 29.	Courses that promote character education	3	2	1	0

Total each Column: add up the numbers of each column and enter sum in each row to the right-

Scoring Rubric based from Module

Module Score = (Total points/ 87) X 100
 Total Points: Add the four sums above and enter the total to the right. (Max pts. are 96).

TOTAL POINTS =

Score
90-100= Exemplary
80-89= Recognized
70-79 = Acceptable
Below 69 = Unacceptable

Performance Rating for 21st Century Workforce Development: _____

Module – High Schools	Exemplary	Recognized	Acceptable	Unacceptable
SECOND LANGUAGE ACQUISITION	Consistently: Uniformly, Seen from beginning to end, Highly Predictable, Seamless routines, Evidence of Most often to all	Typically: Completes half way, Omission of some components, Evidence of some	Occasionally: Sporadic, Random, Hardly ever, Moderately, Seldom, Evidence of few	Rarely: Practically nonexistent, Not Attempted, Never, Evidence of very little to none
	3 points	2 points	1 point	0 points

1 - Student Assessment

SA 1.	Low levels of risk in PBMAS on measures related to English Language Learners	3	2	1	0
SA 2.	Use of longitudinal data to monitor language acquisition (TELPAS, IOWA, IPT and STAAR)	3	2	1	0

2 - Service Design

SD 3.	Academic Tutor Program to assist students in 2 nd language acquisition / Drop-out prevention	3			0
SD 4.	Career Pathways (i.e: University tours, migrant retreat at UTEP, workshop to complete university applications-scholarships)	3	2	1	0
SD 5.	Use of Sheltered Instruction Strategies	3	2	1	0
SD 6.	Availability of language resources for students (dictionaries, manipulatives and reading materials)	3	2	1	0
SD 7.	Summer Newcomer student program geared to language proficiency	3			0
SD 8.	Home Language Surveys distributed and completed during registration	3			0
SD 9.	LPAC Decisions implemented and documented				

3 - Curriculum and Instruction

C&I 10.	Support for ELL student through English as a Second Language classes	3	2	1	0
C&I 11.	Foreign Language course offerings	3	2	1	0
C&I 12.	AP Language Course Availability	3	2	1	0
C&I	Cultural Programs to assist students				

13.	in 2 nd language acquisition (i.e: posadas, dia de los muertos or any cultural celebration)				
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4 - Professional Development

14.	PD ESL related Forums, Seminars, Workshops (ESL, Sheltered Instruction, English Language Proficiency Standards, LPAC)	3	2	1	0
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5 - Family and Community Involvement

15.	FCI Community outreach services aimed at 2 nd language acquisition (i.e: presenters at campuses for students)	3	2	1	0
16.	FCI Translation of letters, notices and meetings	3	2	1	0
17.	FCI Parent Representation in LPAC	3	2	1	0
18.	FCI Offering of Parent Engagement opportunities	3	2	1	0

Total each Column: add up the numbers of each column and enter sum in each row to the right-

Scoring Rubric based from Module Score	Module Score = (Total points/ 54) X 100 Total Points: Add the four sums above and enter the total to the right. (Max pts. are 57).	TOTAL POINTS =
90-100= Exemplary		
80-89= Recognized		
70-79 = Acceptable		
Below 69 = Unacceptable		

Performance Rating for Second Language Acquisition: _____

Module – High Schools	Exemplary	Recognized	Acceptable	Unacceptable
DIGITAL LEARNING ENVIRONMENT	Consistently: Uniformly, Seen from beginning to end, Highly Predictable, Seamless routines, Evidence of Most often to all	Typically: Completes half way, Omission of some components, Evidence of some	Occasionally: Sporadic, Random, Hardly ever, Moderately, Seldom, Evidence of few	Rarely: Practically nonexistent, Not Attempted, Never, Evidence of very little to none
	3 points	2 points	1 point	0 points

1 - Student Assessment

SA 1.	Availability of state or other assessments administered online (i.e: Telpas)	3	2	1	0
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2 - Service Design

SD 2.	Resources are aimed at supporting technology (financial / personnel / infrastructure / etc.)	3	2	1	0
SD 3.	Purchase and use of electronic textbooks, technology, infrastructure, etc. within the campus	3	2	1	0
SD 4.	Availability for students to have access to computer work stations (tablets, laptops, eBooks, etc.)	3	2	1	0
SD 5.	Opportunities for One-to-One device initiatives	3	2	1	0
SD 6.	Opportunities for B.Y.O.D. (Bring your Own Device) and use of personal cellphones, laptops or mobile devices at the campus for learning purposes.	3	2	1	0
SD 7.	Students have access to graphing calculators for state assessments				
SD 8.	School strategies are updated in a Technology plan and/or school plan to foster a digital learning environment	3	2	1	0
SD 9.	Wi-Fi access for students, faculty and parents around campus	3	2	1	0
SD 10.	Web filters for Internet safety in place (Implementation of iBoss, Firewalls and Antivirus)	3	2	1	0
SD 11.	Digital access for use of probes in science classes	3	2	1	0
SD 12.	Access to use of free open content storage (i.e: Google Drive)	3	2	1	0

3 - Curriculum and Instruction

C&I 13.	21st Century Classroom initiatives (i.e.; web tools, collaboration, Google Apps for Education, Robotics, Programming,	3	2	1	0
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	Coding, Flipped Classrooms)				
C&I 14.	CTE course availability related to digital learning (Robotics,)	3	2	1	0
C&I 15.	Online coursework available	3	2	1	0
C&I 16.	Participation in Project Share and/or Texas Virtual School Network (TxVSN)	3	2	1	0
C&I 17.	Students newscast	3	2	1	0

4 - Professional Development

PD 18.	Staff completing professional development using technology, online courses, etc.	3	2	1	0
PD 19.	Staff completing professional development with technology as a tool to assist student learning	3	2	1	0
PD 20.	Provide digital safety training and cyberbullying for students/teachers	3	2	1	0
PD 21.	Use of social media/other tools to deliver course content, instruction, tutoring, You Tube and/or Teacher Tube Channel	3	2	1	0
PD 22.	Integration of technology for mobile learning in schools	3	2	1	0

5 - Family and community involvement

FCI 23.	Student/family access to technology is available away from school	3	2	1	0
FCI 24.	Training available on cyberbullying for parents	3	2	1	0
FCI 25.	Use of social media for communication between teachers and parents (i.e: celebrating success through social media)	3	2	1	0

Total each Column: add up the numbers of each column and enter sum in each row to the right-

Scoring Rubric based from Module Score	Module Score = (Total points/ 75) X 100 Total Points: Add the four sums above and enter the total to the right. (Max pts. are 84).	TOTAL POINTS =
90-100= Exemplary		
80-89= Recognized		
70-79 = Acceptable		
Below 69 = Unacceptable		

Performance Rating for Digital Learning Environment: _____

Module – High Schools	Exemplary	Recognized	Acceptable	Unacceptable
DROPOUT PREVENTION STRATEGIES	Consistently: Uniformly, Seen from beginning to end, Highly Predictable, Seamless routines, Evidence of Most often to all	Typically: Completes half way, Omission of some components, Evidence of some	Occasionally: Sporadic, Random, Hardly ever, Moderately, Seldom, Evidence of few	Rarely: Practically nonexistent, Not Attempted, Never, Evidence of very little to none
	3 points	2 points	1 point	0 points

1 - Student Assessment

SA 1.	Students are identified for truancy prevention due to high absentee rate	3	2	1	0
SA 2.	Review and analyze student discipline reports regarding reductions in students being removed from class (ISS/OSS/DAEP)	3	2	1	0
SA 3.	Review and analyze office referrals and student reflections to identify early warning discipline indicators	3	2	1	0
SA 4.	Climate surveys are given to students	3	2	1	0
SA 5.	Promote student attendance for summer school	3	2	1	0

2 - Service Design

SD 6.	Dropout prevention strategies to include statutory requirements are written into CIP's	3	2	1	0
SD 7.	Implementation of positive behavior systems with fidelity	3	2	1	0
SD 8.	Transportation program for students (homeless, foster care, etc.)	3			0
SD 9.	Homeless education initiatives (afterschool assistance, tutoring, basic needs, school supplies, etc.)	3	2	1	0
SD 10.	Attendance incentives for students and having process and procedures in place for example: Attendance Review Committee, & having a Truancy Intervention Plan in place	3	2	1	0
SD 11.	TEA PRS/PEP (Pregnancy Related Services) are available if needed	3			0

3 - Curriculum and Instruction

C&I 12.	Migrant programs are geared to closing the academic gap	3	2	1	0
C&I 13.	Anti-bullying activities, programs, lessons, etc.	3	2	1	0
C&I	Use of character education programs	3	2	1	0

14.					
C&I 15.	Discipline management in the classroom (Expectations, routines, procedures and lesson plans to teach discipline)	3	2	1	0
C&I 16.	Campus-wide classroom management (expectations, routines and procedures)	3	2	1	0
C&I 17.	Online courses for HS credit (initial or credit recovery)	3	2	1	0
C&I 18.	Credit recovery programs	3	2	1	0
C&I 19.	Master schedule (RTI classes, double blocking, Intervention classes)	3	2	1	0

4 - Professional Development

PD 20.	District English Literacy programs are promoted to family members through referrals	3	2	1	0
PD 21.	Availability of school counselors	3	2	1	0
PD 22.	Transition program to next level (Middle to High School and High to Post Secondary)	3	2	1	0
PD 23.	Utilize services provided by At-risk Counselor, Intervention Specialist and Social Worker	3	2	1	0

5 - Family and Community Involvement

FCI 24.	Existing extra / co-curricular activities availability including, student clubs and community organizations (sports, fishing, chess, language, boys and girls clubs, YMCA, etc.)	3	2	1	0
FCI 25.	Community sponsored-Mentoring / tutoring provided through community partnerships (Boys/Girls club, M/D F/S program, Nike Day, military, clubs and organizations)	3	2	1	0
FCI 26.	School sponsored-Mentorship programs within the school (Dad's night, PBIS Tier 2, character building programs, peer--to-peer, etc.)	3	2	1	0
FCI 27.	Representation of student body with one or more family members represented in PAC or PTO	3	2	1	0
FCI 28.	Prevention guest speakers promoting staying in school, dating violence and substance abuse prevention, bullying, internet safety, etc.	3	2	1	0
FCI 29.	Programs and initiatives geared to increasing communication with parents (parent portal, school messenger, etc.)	3	2	1	0

Total each Column: add up the numbers of each column and enter sum in each row to the right-		
Scoring Rubric based from Module Score	Module Score = (Total points/ 87) X 100 Total Points: Add the four sums above and enter the total to the right. (Max pts. are 90).	TOTAL POINTS =
90-100= Exemplary		
80-89= Recognized		
70-79 = Acceptable		
Below 69 = Unacceptable		

Performance Rating for Dropout Prevention Strategies: _____

Module – High Schools	Exemplary	Recognized	Acceptable	Unacceptable
EDUCATIONAL PROGRAMS FOR GT STUDENTS	Consistently: Uniformly, Seen from beginning to end, Highly Predictable, Seamless routines, Evidence of Most often to all	Typically: Completes half way, Omission of some components, Evidence of some	Occasionally: Sporadic, Random, Hardly ever, Moderately, Seldom, Evidence of few	Rarely: Practically nonexistent, Not Attempted, Never, Evidence of very little to none
	3 points	2 points	1 point	0 points

1 - Student Assessment

SA 1.	Demographics of GT students mirror that of the schools' demographics	3			0
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2 - Service Design

SD 2.	A student who is identified as GT is in at least one Pre-AP, AP or Dual Credit Course	3			0
SD 3.	Gifted Students are ensured opportunities to work together as a group, with other students, and independently during the school day throughout the entire school year	3	2	1	0
SD 4.	Out-of-school options are relevant to the students' strength and are provided (i.e. UIL, Science Club, etc.)	3	2	1	0

3 - Curriculum and Instruction

C&I 5.	A continuum of learning experiences is provided that leads to the development of advanced-level products and/or performances such as those provided through the Texas Performance Standards Project	3			0
C&I 6.	Provisions to improve services are included in the Campus Improvement Plan	3			0

4 - Professional Development

PD	All teachers who provide instruction and services that are part of the district's defined GT services have completed the 30 clock hours of professional development that includes the nature and needs of GT students, identification and assessment, and	3			0
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7.	curriculum and instruction for GT students as well as their yearly 6-hour update				
8.	Administrators and counselors now have the authority for services decisions have completed their 6-hour update to include identification and screening and the nature and needs of gifted learners	3			0
9.	Teachers are provided with ongoing professional development opportunities related to Gifted and Talented Education	3	2	1	0

5 - Family and community involvement

10.	Parent Involvement Opportunities are available	3	2	1	0
11.	Advanced Level Products are shared with family and community members	3			0

Total each Column: add up the numbers of each column and enter sum in each row to the right-

Scoring Rubric based from Module Score	Module Score = (Total points/ 33) X 100 Total Points: Add the four sums above and enter the total to the right. (Max pts. are 33).	TOTAL POINTS =
90-100= Exemplary		
80-89= Recognized		
70-79 = Acceptable		
Below 69 = Unacceptable		

Performance Rating for Educational Programs for Gifted and Talented Students: _____

Module – High Schools	Exemplary	Recognized	Acceptable	Unacceptable
COMPLIANT WITH STATUTORY REPORTING AND POLICY REQUIREMENTS	Consistently: Uniformly, Seen from beginning to end, Highly Predictable, Seamless routines, Evidence of Most often to all	Typically: Completes half way, Omission of some components, Evidence of some	Occasionally: Sporadic, Random, Hardly ever, Moderately, Seldom, Evidence of few	Rarely: Practically nonexistent, Not Attempted, Never, Evidence of very little to none
	3 points	2 points	1 point	0 points

1 - Student Assessment

SA 1.	TAIS (Texas Accountability Intervention System) process is in place following local and state requirements	3			0
SA 2.	Reporting related to FIRST Rating, PBMAS, PEIMS, transportation	3	2	1	0
SA 3.	Section 504/ RTI program process and trainings are effective, procedures are in place and being followed, documentation is compliant with local, state, and federal requirements: <ul style="list-style-type: none"> • Parent Consent for initial evaluation • Notice to parents of meeting • Notice of Parent & Student Rights • Parent input is requested or discussed during the meeting • Teacher referral report • Past report cards and current grade report • Completion of emergency card- (could be during Registration) • Completion of home language survey (could be during Registration) • Vision and hearing screen (from school nurse) • Attendance report • Evaluation report/Accommodation Plan / Testing/assessment information • Plan is reviewed 	3	2	1	0
SA	Process of determining current classroom and testing accommodations, and the	3	2	1	0

4.	documentation and notification of those accommodations have been presented to the required recipients (SPED, ELL, 504, RTI)				
SA 5.	LPAC process and trainings are effective including parent representatives. Documentation is compliant with local, state and federal requirement: *Parental Permission/denial signatures * Home Language Surveys *TELPAS assessment Data *Language Proficiency Progress Review	3	2	1	0
SA 6.	Special Education program process and trainings are effective. Procedures are being followed, and documentation is compliant with local, state, and federal requirement *Informed consent for initial assessment eligibility *Assessments/ diagnostic evaluations *Individual Education Program (i.e:) *Data collection *Admission, Review and Dismissal (ARD) meetings (Initial, Progress, or Re-evaluation ARD's)	3	2	1	0
SA 7.	Dyslexia Program is monitored in all campuses	3	2	1	0

2 - Service Design

SD 8.	Campus Improvement Plan and/or District Improvement Plan are in place meeting statutory requirements	3			0
SD 9.	Compliance with state required safety plans within the campuses and/or district	3	2	1	0
SD 10.	District participates in summer food programs and is compliant with state and federal nutrition requirements	3	2	1	0
SD 11.	All school board reporting items required from campuses meet local and state requirements: * Approval required for campus objectives. *Approval required for purchasing items of 10,000 or more. *Quarterly reports on Campus Improvement Plans. *	3	2	1	0
SD	Notification for Participation in free vaccination clinics or other health	3	2	1	0

12.	services within the district				
SD 13.	Health screenings on campus (hearing, vision, dental, spinal curvature)	3	2	1	0
SD 14.	Compliance with annual SHAC requirements	3	2	1	0

3/4 - C&I and Professional Development

C&I 15.	TTESS appraisal and Learner Centered Appraisal process is in place, procedures and timelines are being followed and documentation is compliant with local, state, and federal requirements	3	2	1	0
PD 16.	Identified staff completed required Professional Development relevant to their jobs and based on campus/district need for all core subject areas. Are compliant with local, state, and federal requirements	3	2	1	0
PD 17.	Staff evaluations completed by district or campus deadline	3	2	1	0
PD 18.	Campus staff members are provided with required staff trainings as per local, state and federal requirements (i.e: Sexual harassment, Child Find, Suicide prevention, Blood-Borne Pathogen Modules)	3	2	1	0

5 - Family and community involvement

FCI 19.	Notice of required notices/postings to web site, letters or any communication device within a timely manner (ratings, etc.)	3	2	1	0
FCI 20.	Timely accountability notices are sent home with first report cards	3	2	1	0
FCI 21.	TEA-Notification "school report cards" are shared with parents	3	2	1	0
FCI 22.	Participation in free vaccination clinics or other health services with notifications to parents	3	2	1	0

Total each Column: add up the numbers of each column and enter sum in each row to the right-

Scoring Rubric based from Module Score	Module Score = (Total points/ 66) X 100 Total Points: Add the four sums above and enter the total to the right. (Max pts. are 75).	TOTAL POINTS =
90-100= Exemplary		
80-89= Recognized		
70-79 = Acceptable		
Below 69 = Unacceptable		

Performance Rating for Compliant with Statutory Reporting & Policy Requirements: _____