

# Community and Student Engagement Accountability System (CaSEAS)

## Middle 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).

## **\*\* MIDDLE SCHOOLS \*\***

**Canutillo Middle School**

**Alderete Middle School**



**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>	<b>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</b>
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	

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

*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:

<b>MODULES – MIDDLE SCHOOLS</b>	<b>MAX POINTS</b>	<b># SECTIONS</b>
Fine Arts	42	14
Wellness and Physical Education	87	29
Community and Parental Involvement	84	28
21st Century Workforce Development	63	21
Second Language Acquisition	63	21
Digital Learning Environment	75	25
Dropout Prevention Strategies	81	27
Educational Programs for Gifted and Talented Students	33	11
Compliant with Statutory Reporting and Policy Requirements	69	23
<b>TOTAL</b>	<b>597</b>	<b>199</b>

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

<b>Performance Rating</b>	<b>Rating System</b>
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:

<b>Campus Performance Rating</b>	<b>Module Ratings</b>
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 – Middle School		Exemplary	Recognized	Acceptable	Unacceptable
		<b>Consistently:</b> Uniformly, Seen from beginning to end, Highly Predictable, Seamless routines, Evidence of Most often to all	<b>Typically:</b> Completes half way, Omission of some components, Evidence of some	<b>Occasionally:</b> Sporadic, Random, Hardly ever, Moderately, Seldom, Evidence of few	<b>Rarely:</b> Practically nonexistent, Not Attempted, Never, Evidence of very little to none
		<b>3 points</b>	<b>2 points</b>	<b>1 point</b>	<b>0 points</b>
<b>1 - Student Assessment</b>					
SA <b>1.</b>	Field trips to museums, community theaters, opera, symphony, art, etc.	3	2	1	0
<b>2 - Service Design</b>					
SD <b>2.</b>	Participation in UIL sponsored activities/competitions (choir, art, etc.)	3	2	1	0
SD <b>3.</b>	Participation in non-UIL competitions	3	2	1	0
SD <b>4.</b>	Summer camp programs (attending/school or campus initiated) i.e: boys/girls club	3	2	1	0
SD <b>5.</b>	Opportunities for Co-curricular competition travel for campus	3	2	1	0
<b>3 &amp; 4 - Curriculum and Instruction/ Professional Development</b>					
C&I/ PD <b>6.</b>	Publication of Student Works in a campus (Yearbook, bulletin board, website etc.)	3	2	1	0
C&I/ PD <b>7.</b>	Students completing more than 1 Fine Arts credit	3	2	1	0
C&I/ PD <b>8.</b>	Number of Fine Arts course offerings/clubs meeting campus needs (i.e: set design, Ag fine arts, etc.)	3	2	1	0
C&I/ PD <b>9.</b>	Opportunities for inclusion of art, music and/or theatre TEKS in core areas	3	2	1	0
<b>5 - Family and Community Involvement</b>					
FCI <b>10.</b>	Student participation in special assemblies, clubs, and performances throughout the year	3	2	1	0
FCI <b>11.</b>	Student participation in community-based fine arts programs (End of year Gala, campus displays /performances, out of campus	3	2	1	0

	displays/ performances-Fine Arts)				
FCI 12.	Offering for afterschool activities / clubs representing Fine Art's	3	2	1	0
FCI 13.	Scheduled and/or expected student art exhibits on or off campus	3	2	1	0
FCI 14.	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-**

<b>Scoring Rubric based from Module Score</b>	<b>Module Score = (Total points/ 42) X 100</b> Total Points: Add the four sums above and enter the total to the right. (Max pts. are 42).	<b>TOTAL POINTS =</b>
90-100= Exemplary		
80-89= Recognized		
70-79 = Acceptable		
Below 69 = Unacceptable		

**Performance Rating for Fine Arts:** \_\_\_\_\_

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

**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 like kickball. 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.	Participation in school breakfast / lunch programs	3	2	1	0
C&I 12.	Fundraising for causes (Braden Aboud/ Jump Rope/ Hoops for Heart, etc.)	3	2	1	0
C&I	Transitional programs for new	3	2	1	0

13.	students (Ambassadors, Buddies, student clubs etc.)				
C&I 14.	Implementation of school-wide Positive Behavior Interventions Support for a safe and positive learning environment	3	2	1	0
C&I 15.	Anti-bullying lessons, programs, and educational activities to include “No Place for Hate”	3	2	1	0
C&I 16.	Suicide Prevention programs (Anonymous Alerts, messaging system, Self-esteem presentations, Self-harm, Suicide, etc.)	3	2	1	0
C&I 17.	Character education (sportsmanship, teamwork, PBIS)	3	2	1	0
C&I 18.	Drug Awareness activities (DARE, Red Ribbon, presentations, trainings, etc.)	3	2	1	0
C&I 19.	Blood borne pathogens – compliance with State Law requirements	3	2	1	0
C&I 20.	Bus Safety training provided to students	3	2	1	0
C&I 21.	Physical Activity in the classroom – Brain Breaks	3	2	1	0

**4 - Professional Development**

PD 22.	Availability of Employee Assistance Programs	3	2	1	0
PD 23.	Participation in fitness programs on campus – Wellness Program	3	2	1	0
PD 24.	CPR/AED Training provided to staff	3	2	1	0
PD 25.	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 26.	Promotion of District-wide Summer Food Program	3	2	1	0
FCI 27.	Participation in health fairs, workshops free vaccination clinics, other health services, mobile screenings (heart, hearing, vision, dental, spinal), Blood drive, and Mobile Health Fairs	3	2	1	0
FCI	Community participation in voluntary health/wellness	3	2	1	0

28.	programs/ fairs (Fun runs, walk-a-thons, kite day, bike day, Night at Gym, etc.)-Family Health Night				
29.	FCI Positive Role Models- student athletes, alumni college athletes, prof. athletes- (Motivational Speakers)	3	2	1	0
<b>Scoring Rubric based from Module Score</b>		<b>Module Score = (Total points/ 87) X 100</b> Total Points: Add the four sums above and enter the total to the right. (Max pts. are 96).			<b>TOTAL POINTS =</b>
90-100= Exemplary					
80-89= Recognized					
70-79 = Acceptable					
Below 69 = Unacceptable					

Performance Rating for Wellness & Physical Education: \_\_\_\_\_

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

**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)- Food drive, room parent, etc..	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. (Student to student, ROTC, etc.)	3	2	1	0

C&I <b>11.</b>	Student participation in Service Learning (i.e: community services or community projects, active citizenship education, etc.)	3	2	1	0
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**4 - Professional Development**

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

**5 - Family and Community Involvement**

FCI <b>17.</b>	PAC/PTO involvement at campus level	3	2	1	0
FCI <b>18.</b>	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 <b>19.</b>	Promote Parent Liaison services to school community	3	2	1	0
FCI <b>20.</b>	Education Foundations support students and campuses (CAFE-golf tournament, migrant scholarships, Braden Aboud, etc.)	3	2	1	0
FCI <b>21.</b>	Community wide pep rally to honor individuals in the community or campus (Veteran’s day, 9/11, etc.)	3	2	1	0
FCI	Activities sponsored by designated grants (Gear up, CATCH, STEM, Robotics, coding	3	2	1	0



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

22.	etc.)				
FCI	Cultural fair / expo (Fall fair, Campus Festival, Future Farmers of America, Carnivals, Southwest Dairy-cow, etc.)	3	2	1	0
23.					
FCI	End of Year programs including parents-highlighting successes of students (Awards assembly, banquet, etc.)	3	2	1	0
24.					
FCI	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
25.					
FCI	Provide Community service projects (Beautification projects, food drives, clothing drives, etc.)	3	2	1	0
26.					
FCI	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
27.					
FCI	Provide child care during parent meetings	3	2	1	0
28.					
<b>Scoring Rubric based from Module Score</b>		<b>Module Score = (Total points/ 84) X 100</b>			<b>TOTAL POINTS =</b>
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 – Middle School	Exemplary	Recognized	Acceptable	Unacceptable
<b>21st CENTURY WORKFORCE DEVELOPMENT</b>	<b>Consistently:</b> Uniformly, Seen from beginning to end, Highly Predictable, Seamless routines, Evidence of Most often to all	<b>Typically:</b> Completes half way, Omission of some components, Evidence of some	<b>Occasionally:</b> Sporadic, Random, Hardly ever, Moderately, Seldom, Evidence of few	<b>Rarely:</b> Practically nonexistent, Not Attempted, Never, Evidence of very little to none
	<b>3 points</b>	<b>2 points</b>	<b>1 point</b>	<b>0 points</b>

**1 - Student Assessment**

SA <b>1.</b>	Students completing coherent sequence of CTE courses(CTE counselor)	3	2	1	0
SA <b>2.</b>	Students are provided opportunities to work toward an associate’s degree (i.e: enrolling at NWECHS)	3	2	1	0

**2 - Service Design**

SD <b>3.</b>	Promotion of college /careers (banners, posters, T-shirts, Dress for Success etc.)	3	2	1	0
SD <b>4.</b>	Student advocates for career pathways (CTSO officers)	3	2	1	0
SD <b>5.</b>	Student leadership opportunities (Student Council, Student Leadership, CTSO officers, BHS, NTHS etc.)	3	2	1	0
SD <b>6.</b>	Student organizations/CTSO’s	3	2	1	0
SD <b>7.</b>	Student led organization opportunities (community service projects)	3	2	1	0
SD <b>8.</b>	Participation in Shows/Fairs (Southern New Mexico State Fair, Cupcake Challenge etc.)	3	2	1	0

**3 - Curriculum and Instruction**

C&I <b>9.</b>	Career exploration opportunities available (Campus2Careers, Achieve Texas)	3	2	1	0
C&I <b>10.</b>	Program offerings for students related to auto mechanics, technology, welding etc.	3	2	1	0
C&I <b>11.</b>	Pre-academics for STEM, medical, culinary, broadcast media etc.)	3	2	1	0
C&I	High School courses offered to	3	2	1	0

12.	middle school students				
C&I 13.	Embedded soft skills in various courses to prepare students for postsecondary success and in a workplace (i.e: communication skills, teamwork, collaboration, problem solving and interpersonal skills)	3	2	1	0
C&I 14.	Project Based Learning	3	2	1	0
C&I 15.	Pre-AP courses available	3	2	1	0

**4 - Professional Development**

PD 16.	SPED/CTE/teaching strategies	3	2	1	0
PD 17.	T-STEM training	3	2	1	0

**5- Family & Community Involvement**

FCI 18.	Job Opportunities (Career Prep)- Career Readiness Fair	3	2	1	0
FCI 19.	College Day and/or Fair (College rep visiting campuses and students)	3	2	1	0
FCI 20.	Community/business partnerships preparing students for post-secondary success (Walgreens, Grace Gardens, White Acres)	3	2	1	0
FCI 21.	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-**

<b>Scoring Rubric based from Module Score</b>	<b>Module Score = (Total points/ 63) X 100</b> Total Points: Add the four sums above and enter the total to the right. (Max pts. are 66).	<b>TOTAL POINTS =</b>
90-100= Exemplary		
80-89= Recognized		
70-79 = Acceptable		
Below 69 = Unacceptable		

**Performance Rating for 21st Century Workforce Development:** \_\_\_\_\_

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

**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 <sup>nd</sup> 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	2	1	0
SD 8.	Home Language Surveys distributed and completed during registration	3			0
SD 9.	LPAC Decisions implemented and documented	3	2	1	0

**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 13.	Cultural Programs to assist students in 2nd language acquisition (i.e: posadas, dia de los muertos or any	3	2	1	0

	cultural celebration)				
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**4 - Professional Development**

PD 14.	Teachers are provided ongoing professional development opportunities related (ESL, Dual Language, Sheltered Instruction, English Language Proficiency Scales, LPAC)	3	2	1	0
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**5 - Family and Community Involvement**

FCI 15.	Translation of letters, notices and meetings	3	2	1	0
FCI 16.	LPAC paraprofessional communicates with parents regarding bilingual services	3	2	1	0
FCI 17.	Parent representation in LPAC	3			0
FCI 18.	Communication (Parent Forums, P /T Conferences, Migrant Advisory Council (MAC), Parent Advisory Council (PAC), Orientations, Parent Institute)	3	2	1	0
FCI 19.	Course/ workshop offerings for parents at campus and/or Student Support (Computer Skills, Toddler-Techs)	3	2	1	0
FCI 20.	Community outreach services aimed at 2nd language acquisition (i.e: presenters at campuses for students)	3	2	1	0
FCI 21.	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-**

<b>Scoring Rubric based from Module Score</b>	<b>Module Score = (Total points/ 63) X 100</b> Total Points: Add the four sums above and enter the total to the right. (Max pts. are 66).	<b>TOTAL POINTS =</b>
90-100= Exemplary		
80-89= Recognized		
70-79 = Acceptable		
Below 69 = Unacceptable		

**Performance Rating for Second Language Acquisition:** \_\_\_\_\_

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

**1 - Student Assessment**

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

SD <b>2.</b>	Resources are aimed at supporting technology (financial / personnel / infrastructure / etc.)	3	2	1	0
SD <b>3.</b>	Purchase and use of electronic textbooks, technology, infrastructure, etc. within the campus	3	2	1	0
SD <b>4.</b>	Availability for students to have access to computer work stations (tablets, laptops, eBooks, etc.)	3	2	1	0
SD <b>5.</b>	Students have access to graphing calculators for state assessments				
SD <b>6.</b>	Opportunities for One-to-One device initiatives	3	2	1	0
SD <b>7.</b>	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 <b>8.</b>	School strategies are updated in a Technology plan and/or school plan to foster a digital learning environment.	3	2	1	0
SD <b>9.</b>	Wi-Fi access for students, faculty and parents around campus	3	2	1	0
SD <b>10.</b>	Web filters for Internet safety in place (Implementation of iBoss, Firewalls and Antivirus)	3	2	1	0
SD <b>11.</b>	Digital access for use of probes in science classes	3	2	1	0
SD <b>12.</b>	Access to use of free open content storage (i.e: Google Drive)	3	2	1	0
SD <b>13.</b>	Increase use of technology in classroom and in students work	3	2	1	0

**3 - Curriculum and Instruction**

C&I	21st Century Classroom initiatives (i.e:	3	2	1	0
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14.	web tools, collaboration, Google Apps for Education, Robotics, Programming, Coding, Flipped Classrooms)				
C&I 15.	CTE course availability related to digital learning (Robotics, )	3	2	1	0
C&I 16.	Online coursework available	3	2	1	0
C&I 17.	Participation in Project Share and/or Texas Virtual School Network (TxVSN)	3	2	1	0
C&I 18.	Students newscast	3	2	1	0

**4 - Professional Development**

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

<b>Scoring Rubric based from Module Score</b>	<b>Module Score = (Total points/ 75) X 100</b>	<b>TOTAL POINTS =</b>
90-100= Exemplary	Total Points: Add the four sums above and enter the total to the right. (Max pts. are 81).	
80-89= Recognized		
70-79 = Acceptable		
Below 69 = Unacceptable		

**Performance Rating for Digital Learning Environment:** \_\_\_\_\_

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

**1 - Student Assessment**

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

**2 - Service Design**

SD <b>6.</b>	Dropout prevention strategies to include statutory requirements are written into CIP's	3	2	1	0
SD <b>7.</b>	Implementation of positive behavior systems with fidelity	3	2	1	0
SD <b>8.</b>	Transportation programs for students (homeless, foster care, etc.)	3			0
SD <b>9.</b>	Homeless education initiatives (afterschool assistance, tutoring, basic needs, school supplies, etc.)	3	2	1	0
SD <b>10.</b>	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 <b>11.</b>	TEA PRS/PEP (Pregnancy Related Services) are available if needed	3			0

**3 - Curriculum and Instruction**

C&I <b>12.</b>	Migrant programs are geared to closing the academic gap	3	2	1	0
C&I <b>13.</b>	Anti-bullying activities, programs, lessons, etc.	3	2	1	0



C&I 14.	Use of character education programs	3	2	1	0
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.	Master schedule (RTI classes, double blocking, Intervention classes)	3	2	1	0

**4 - Professional Development**

PD 18.	District English Literacy programs are promoted to family members through referrals	3	2	1	0
PD 19.	Availability of school counselors	3	2	1	0
PD 20.	Transition program to next level (Middle to High School)	3	2	1	0
PD 21.	Utilize services provided by Social Worker based on referrals	3	2	1	0

**5 - Family and Community Involvement**

FCI 22.	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 23.	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 24.	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 25.	Representation of student body with one or more family members represented in PAC or PTO	3			0
FCI 26.	Prevention guest speakers promoting staying in school, dating violence and substance abuse prevention, bullying, internet safety, etc.	3	2	1	0
FCI 27.	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**

**Module Score = (Total points/ 81) X 100**

Total Points: Add the four sums above and enter the total to the right. (Max pts. are 81).

**TOTAL POINTS =**

<b>Score</b>
90-100= Exemplary
80-89= Recognized
70-79 = Acceptable
Below 69 = Unacceptable

**Performance Rating for Dropout Prevention Strategies:** \_\_\_\_\_

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

**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				
PD 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
PD 9.	Teachers are provided with ongoing professional development opportunities related to Gifted and Talented Education	3	2	1	0

**5 - Family and community involvement**

FCI 10.	Parent Involvement Opportunities are available	3	2	1	0
FCI 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-**

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

**Performance Rating for Educational Programs for Gifted and Talented Students:** \_\_\_\_\_

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

**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			0
SA 3.	Documented Personal Graduation Plans, 504 plan, RTI implementation	3			0
SA 4.	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"> <li>• Parent Consent for initial evaluation</li> <li>• Notice to parents of meeting</li> <li>• Notice of Parent &amp; Student Rights</li> <li>• Parent input is requested or discussed during the meeting</li> <li>• Teacher referral report</li> <li>• Past report cards and current grade report</li> <li>• Completion of emergency card- (could be during Registration)</li> <li>• Completion of home language survey (could be during Registration)</li> <li>• Vision and hearing screen (from school nurse)</li> <li>• Attendance report</li> <li>• Evaluation report/Accommodation Plan / Testing/assessment information</li> <li>• Plan is reviewed</li> </ul>	3	2	1	0
SA	Process of determining current classroom and testing	3	2	1	0

5.	accommodations, and the documentation and notification of those accommodations have been presented to the required recipients (SPED, ELL, 504, RTI)				
SA 6.	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 7.	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 8.	Dyslexia Program is monitored in all campuses	3	2	1	0

**2 - Service Design**

SD 9.	Campus Improvement Plan and/or District Improvement Plan are in place meeting statutory requirements	3			0
SD 10.	Compliance with state required safety plans within the campuses and/or district	3	2	1	0
SD 11.	District participates in summer food programs and is compliant with state and federal nutrition requirements	3	2	1	0
SD 12.	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 13.	Health screenings on campus (hearing, vision, dental, spinal curvature)	3	2	1	0
SD 14.	Compliance with annual SHAC requirements	3			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
FCI 23.	Notice of required immunizations delivered timely 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-**

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

**Module Score = (Total points/ 69) X 100**  
 Total Points: Add the four sums above and enter the total to the right. (Max pts. are 75).

**TOTAL POINTS =**

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

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