

# Community and Student Engagement Accountability System (CaSEAS)

## Elementary



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).

## **\*\* ELEMENTARY SCHOOLS \*\***

**BILL CHILDRESS ELEMENTARY**

**GARCIA ELEMENTARY**

**CANUTILLO ELEMENTARY**

**JOSE DAMIAN ELEMENTARY**

**DEANNA DAVENPORT ELEMENTARY**

**REYES ELEMENTARY**



**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	

**Elementary 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
<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:

MODULES – ELEMENTARY	MAX POINTS	# SECTIONS
Fine Arts	36	12
Wellness and Physical Education	96	32
Community and Parental Involvement	93	31
21st Century Workforce Development	42	14
Second Language Acquisition	54	18
Digital Learning Environment	60	20
Dropout Prevention Strategies	84	28
Educational Programs for Gifted and Talented Students	42	14
Compliant with Statutory Reporting and Policy Requirements	66	22
<b>TOTAL</b>	<b>573</b>	<b>191</b>

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 - Elementary		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 1.	Field trips to museums, community theaters, opera, symphony, art, etc.	3	2	1	0
SA 2.	Music Memory/Picture Memory –UIL	3	2	1	0
<b>2 - Service Design</b>					
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
<b>3 &amp; 4 - Curriculum and Instruction/ Professional Development</b>					
C&I/ PD 6.	Publication of Student Works in a campus (Yearbook, bulletin board, website etc.)	3	2	1	0
C&I/ PD 7.	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 8.	Student participation in special assemblies, clubs, and performances throughout the year	3	2	1	0
FCI 9.	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 10.	Offering for afterschool activities/clubs representing Fine Art's	3	2	1	0

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FCI 11.	Scheduled and/or expected student art exhibits on or off campus	3	2	1	0
FCI 12.	Partnerships with outside organizations supporting Fine Arts	3	2	1	0
<b>Total each Column: add up the numbers of each column and enter sum in each row to the right-</b>					
<b>Scoring Rubric based from Module Score</b>		<b>Module Score = (Total points/ 36) 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 36).			
80-89= Recognized					
70-79 = Acceptable					
Below 69 = Unacceptable					

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

Module - Elementary	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 <b>1.</b>	Collect Body Mass index (BMI-Ht/Wt by Nurse and Coach for Fitnessgram data)	3	2	1	0
SA <b>2.</b>	Student participation and results on Fitnessgram 3rd-5th grades	3	2	1	0

**2 - Service Design**

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

**3 - Curriculum and Instruction**

C&I <b>8.</b>	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 <b>9.</b>	Recess opportunities offered before lunch	3	2	1	0
C&I <b>10.</b>	Life skills presentations offerings & organized by Student Support Services	3	2	1	0
C&I <b>11.</b>	Participation in school breakfast/lunch programs	3	2	1	0
C&I <b>12.</b>	Fundraising for causes (Braden Aboud/Jump Rope/Hoops for Heart, etc.)	3	2	1	0

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C&I 13.	Participation in social and community health awareness activities (Wellness walks, Red Ribbon week, Special Olympics, etc.)	3	2	1	0
C&I 14.	Transitional programs for new students (Ambassadors, Buddies, student clubs etc.)	3	2	1	0
C&I 15.	Implementation of school-wide Positive Behavior Interventions Support for a safe and positive learning environment	3	2	1	0
C&I 16.	Anti-bullying lessons, programs, and educational activities to include “No Place for Hate”	3	2	1	0
C&I 17.	Suicide Prevention programs (Anonymous Alerts, messaging system, Self-esteem presentations, Self-harm, Suicide, etc.)	3	2	1	0
C&I 18.	Character education (sportsmanship, teamwork, PBIS)	3	2	1	0
C&I 19.	Drug Awareness activities (DARE, Red Ribbon, presentations, trainings, etc.)	3	2	1	0
C&I 20.	Blood borne pathogens – compliance with State Law requirements	3	2	1	0
C&I 21.	Bus Safety training provided to students	3	2	1	0
C&I 22.	Physical Activity in the classroom – Brain Breaks	3	2	1	0

**4 - Professional Development**

PD 23.	Availability of Employee Assistance Programs	3	2	1	0
PD 24.	Notice of required immunizations	3	2	1	0
PD 25.	Participation in fitness programs on campus – Wellness Program	3	2	1	0
PD 26.	CPR/AED Training provided to staff	3	2	1	0
PD 27.	Provide parent workshops such as health classes, nutritional value training, etc. (through PAC, community agencies, and parent meetings, etc.)	3	2	1	0
PD 28.	Participate in Unlicensed Diabetes Care Assistant trainings annually, minimum 2 per campus	3	2	1	0

28.	(as mandated by HB 984)				
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**5 - Family and Community Involvement**

FCI 29.	Promotion of District-wide Summer Food Program	3	2	1	0
FCI 30.	Participation in health fairs, free vaccination clinics, other health services, mobile screenings (heart, hearing, vision, dental, spinal), Blood drive, and Mobile Health Fairs	3	2	1	0
FCI 31.	Community participation in voluntary health/wellness programs/ fairs (Fun runs, walk-a-thons, kite day, bike day, Night at Gym, Family Health Night, etc.)	3	2	1	0
FCI 32.	Positive Role Models- student athletes, alumni college athletes, prof. athletes- (Motivational Speakers)	3	2	1	0

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

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

**TOTAL POINTS =**

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

Module - Elementary	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.	Promotion and participation of family members to attend one or more Adult-Ed. programs at the Student Support Services department	3	2	1	0
SA 3.	Volunteer opportunities are provided (coordinated by district or campuses)	3	2	1	0

**2 - Service Design**

SD 4.	Materials and training provided in multiple languages to parents and community	3	2	1	0
SD 5.	Encourage parent participation in school related activities	3	2	1	0
SD 6.	Student Principal’s Advisory Committee exists (i.e: Student Council, student government etc.)	3	2	1	0
SD 7.	Provide activities related to student leadership; peer to peer, ambassador, student council etc.,	3	2	1	0

**3 - Curriculum and Instruction**

C&I 8.	Participation in community-based fine arts programs (El Paso Symphony, museum, UTEP music dance programs, etc.)	3	2	1	0
C&I 9.	Opportunities for field trips to museums, theaters, opera, military base etc. (Kids excel, MD/FS)	3	2	1	0
10.	Student exhibits on or off campus (City Hall, Local Bank, CISD Fine Arts)	3	2	1	0
C&I 11.	Reading partnerships available during and/or afterschool (Parent with student, guest readers,	3	2	1	0

11.	modeling, etc.)				
C&I	Student participation in Service Learning (i.e: community services or community projects, active citizenship education, etc.)	3	2	1	0
12.					

**4 - Professional Development**

PD	Back to school orientations. (Open house, Pre-K, etc.)	3	2	1	0
13.					
PD	Transition (ES, MS, HS)/ New family orientation opportunities available (Military, ELL, newcomer, migrant, etc.)	3	2	1	0
14.					
PD	Provide and promote curriculum program nights (Power nights/ parent academic night, etc.)	3	2	1	0
15.					
PD	Provide timely information to keep parents updated on compliance, events, activities, data etc. located on district and campus websites/ CISD app	3	2	1	0
16.					

**5 - Family and Community Involvement**

FCI	PAC/PTO involvement at campus level	3	2	1	0
17.					
FCI	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
18.					
FCI	Promote Parent Liaison services to school community	3	2	1	0
19.					
FCI	Education Foundations support students and campuses (CAFE-golf tournament, migrant scholarships, Braden Aboud, etc.)	3	2	1	0
20.					
FCI	Community wide pep rally to honor individuals in the community or campus (Veteran’s day, 9/11, etc.)	3	2	1	0
21.					
FCI	Activities sponsored by designated grants. (Gear up, CATCH, STEM, Robotics, coding etc.)	3	2	1	0
22.					
FCI	Cultural fair / expo (Fall fair, Campus Festival, Future Farmers of America, Carnivals, Southwest Dairy-cow, etc.)	3	2	1	0
23.					



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24.	FCI Programs engaging parental/community involvement (Food drive, Watch Dogs, Room parent, Volunteer, etc.)	3	2	1	0
25.	FCI End of Year programs including parents-highlighting successes of students (Awards assembly, banquet, etc.)	3	2	1	0
26.	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
27.	FCI Communication with parents/community via Facebook, Twitter, Parent portals, newsletters, webpage, etc.	3	2	1	0
28.	FCI Provide Community service projects (Beautification projects, food drives, clothing drives, etc.)	3	2	1	0
29.	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
30.	FCI Participation in boys/girls clubs/ organizations (Scouts, MD/FS, etc.)	3	2	1	0
31.	FCI Provide child care during parent meetings	3	2	1	0
<b>Scoring Rubric based from Module Score</b>		<b>Module Score = (Total points/ 93) 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 93).			
80-89= Recognized					
70-79 = Acceptable					
Below 69 = Unacceptable					

Performance Rating for Community & Parental Involvement: \_\_\_\_\_

Module - Elementary	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 1.	Provide student individual profile (Station, computer programs, Data binders)	3	2	1	0
SA 2.	Opportunities provided for College & Career Day activities	3	2	1	0

**2 - Service Design**

SD 3.	Displaying college information on campus (pennants, bulletin boards, posters)	3	2	1	0
SD 4.	"Dress for Success" opportunities	3	2	1	0
SD 5.	Fieldtrips to encourage college and career readiness	3	2	1	0
SD 6.	Classroom resources are available for college and career activities	3	2	1	0
SD 7.	Leadership opportunities (peer mediators, school ambassadors, student council, peer tutors, mother/daughter & father/son, safety patrol etc.)	3	2	1	0

**3 - Curriculum and Instruction**

C&I 8.	Embedded "soft skills" (i.e: communication skills, teamwork, collaboration, problem solving and interpersonal skills) are in classes to prepare students for success in the workplace	3	2	1	0
C&I 9.	Project Based Learning	3	2	1	0

**4 - Professional Development**

PD 10.	Parent Meetings, Parent Advisory Committee workshops, and Trainings available for parents	3	2	1	0
PD 11.	Parent Members are in various committees (i.e: CIC, PBIS, etc.)	3	2	1	0

**5 - Family & Community Involvement**

FCI 12.	Opportunities to participate in Career Days	3	2	1	0
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FCI 13.	College visits (UTEP, NMSU, EPCC etc.)	3	2	1	0
FCI 14.	Guest speakers (Career days and other events that include community members)	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 21st Century Workforce Development:** \_\_\_\_\_

Module - Elementary	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.	Availability of Summer Program for Pre-K and Kinder, geared to language proficiency	3			0
SD 4.	Availability of Bilingual /Dual Language Programs at all campuses to include participating of non-ELL's in a Dual Language program	3	2	1	0
SD 5.	Participation of English Language Learners in bilingual programs	3	2	1	0
SD 6.	Accessibility to Tutoring Programs to assist students in 2nd language acquisition	3	2	1	0
SD 7.	Home Language Surveys distributed and completed during registration	3			0
SD 8.	LPAC Decisions implemented and documented	3	2	1	0

**3 - Curriculum and Instruction**

C&I 9.	Use of Sheltered Instruction Strategies	3	2	1	0
C&I 10.	Availability of language resources for students (i.e: dictionaries, manipulatives, reading programs)	3	2	1	0
C&I 11.	Cultural Programs to assist students in 2nd language acquisition (celebration of cultural events)	3	2	1	0

**4 - Professional Development**

PD 12.	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 13.	Translation of letters, notices and meetings	3	2	1	0
FCI 14.	LPAC paraprofessional communicates with parents regarding bilingual services	3	2	1	0
FCI 15.	Parent representation in LPAC	3			0
FCI 16.	Communication (Parent Forums, P /T Conferences, Migrant Advisory Council (MAC), Parent Advisory Council (PAC), Pre-K Orientations, Parent Institute)	3	2	1	0
FCI 17.	Course/ workshop offerings for parents at campus and/or Student Support (Computer Skills, Toddler-Techs)	3	2	1	0
FCI 18.	Community outreach services aimed at 2nd language acquisition (i.e: presenters at campuses for students)	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/ 54) 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 57).	
80-89= Recognized		
70-79 = Acceptable		
Below 69 = Unacceptable		

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

Module - Elementary	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>	State or other assessments are offered online- ISIP, TELPAS reading, etc.	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>	Campus purchase and use of electronic textbooks, technology, infrastructure, etc.	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>	Opportunities for One-to-One device initiatives	3	2	1	0
SD <b>6.</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>7.</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>8.</b>	Wi-Fi access for students, faculty and parents around campus	3	2	1	0
SD <b>9.</b>	Web filters for Internet safety in place (Implementation of iBoss, Firewalls and Antivirus)	3	2	1	0
SD <b>10.</b>	Digital access for use of probes in science classes	3	2	1	0
SD <b>11.</b>	Access to use of free open content storage (i.e: Google Drive)	3	2	1	0

**3 - Curriculum and Instruction**

C&I <b>12.</b>	21st Century Classroom initiatives (i.e.; web tools, collaboration, Google Apps for Education, Robotics, Programming, Coding, Flipped Classrooms)	3	2	1	0
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**4 - Professional Development**

PD 13.	Staff completing professional development using technology, online courses, etc.	3	2	1	0
PD 14.	Staff completing professional development with technology as a tool to assist student learning	3	2	1	0
PD 15.	Provide digital safety training and cyberbullying for students/teachers	3	2	1	0
PD 16.	Use of YouTube/Teacher Tube Channel	3	2	1	0
PD 17.	Use of social media/other tools to deliver course content, instruction, tutoring	3	2	1	0

**5 - Family and community involvement**

FCI 18.	Student/family access to technology is available away from school	3	2	1	0
FCI 19.	Training available on cyberbullying for parents	3	2	1	0
FCI 20.	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/ 60) X 100</b> Total Points: Add the four sums above and enter the total to the right. (Max pts. are 60).	<b>TOTAL POINTS =</b>
90-100= Exemplary		
80-89= Recognized		
70-79 = Acceptable		
Below 69 = Unacceptable		

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

Module - Elementary	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 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)	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 programs 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 a process and procedure 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	2	1	0

**3 - Curriculum and Instruction**

C&I 12.	Migrant programs are geared to closing academic gaps	3	2	1	0
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C&I 13.	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
C&I 18.	Availability of Early Childhood Education programs				

**4 - Professional Development**

PD 19.	District English Literacy programs are promoted to family members through referrals	3	2	1	0
PD 20.	Availability of school counselors	3	2	1	0
PD 21.	Transition program to next level (Elementary to Middle and Middle to High School)	3	2	1	0
PD 22.	Utilize services provided by Social Worker based on referrals.	3	2	1	0

**5 - Family and Community Involvement**

FCI 23.	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 24.	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 25.	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 26.	Representation of student body with one or more family members represented in PAC or PTO	3	2	1	0
FCI 27.	Prevention guest speakers promoting staying in school, dating violence and substance abuse prevention, bullying, internet safety, etc.	3	2	1	0
FCI 28.	Programs and initiatives geared to increasing communication with parents (parent portal, school messenger, etc.)	3	2	1	0

<b>Total each Column: add up the numbers of each column and enter sum in each row to the right-</b>		
<b>Scoring Rubric based from Module Score</b>	<b>Module Score = (Total points/ 84) X 100</b> Total Points: Add the four sums above and enter the total to the right. (Max pts. are 84).	<b>TOTAL POINTS =</b>
90-100= Exemplary		
80-89= Recognized		
70-79 = Acceptable		
Below 69 = Unacceptable		

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

Module - Elementary	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.	Ongoing identification of students who perform or show potential for performing at high levels of accomplishments in any of the four content areas	3	2	1	0
SA 2.	Assessment opportunities are made available yearly	3			0
SA 3.	Access to assessment is available to all populations of the district	3	2	1	0
SA 4.	The determination of students' need for services is made by a committee of at least three educators who have received training in the nature and needs of gifted students and who have met and reviewed the individual data	3			0
SA 5.	Demographics of GT students mirror that of the schools demographics. For example, if 35% of the schools population is coded as Economically Disadvantaged, 35% of identified GT students should be Economically Disadvantaged	3	2	1	0

**2 - Service Design**

SD 6.	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 7.	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**

8.	C&I 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
9.	C&I Provisions to improve services are included in the Campus Improvement Plan	3			0

**4 - Professional Development**

10.	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 curriculum and instruction for GT students as well as their yearly 6-hour update	3			0
11.	PD 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
12.	PD Teachers are provided with ongoing professional development opportunities related to Gifted and Talented Education	3	2	1	0

**5 - Family and community involvement**

13.	FCI Parent Involvement Opportunities are available	3	2	1	0
14.	FCI 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/ 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 Educational Programs for Gifted and Talented Students:** \_\_\_\_\_

Module - Elementary		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>
<b>1 - Student Assessment</b>					
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.	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			0
SA 4.	Process of determining current classroom and testing accommodations, and the	3	2	1	0

	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
<b>2 - Service Design</b>					
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. * HQ status	3	2	1	0
SD 12.	Health screenings on campus (hearing, vision, dental, spinal	3	2	1	0

	curvature)				
SD 13.	Compliance with annual SHAC requirements	3	2	1	0
<b>3/4 - C&amp;I and Professional Development</b>					
C&I 14.	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 15.	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 16.	Staff evaluations completed by district or campus deadline	3	2	1	0
PD 17.	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
<b>5 - Family and community involvement</b>					
FCI 18.	Notice of required notices/postings to web site, letters or any communication device within a timely manner (ratings, etc.)	3	2	1	0
FCI 19.	Timely accountability notices are sent home with first report cards	3	2	1	0
FCI 20.	TEA-Notification "school report cards" are shared with parents	3	2	1	0
FCI 21.	Participation in free vaccination clinics or other health services with notifications to parents	3	2	1	0
FCI 22.	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	<b>Module Score = (Total points/ 66) X 100</b> Total Points: Add the four sums above and enter the total to the right. (Max pts. are 75).	<b>TOTAL POINTS =</b>

Below 69 = Unacceptable

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

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