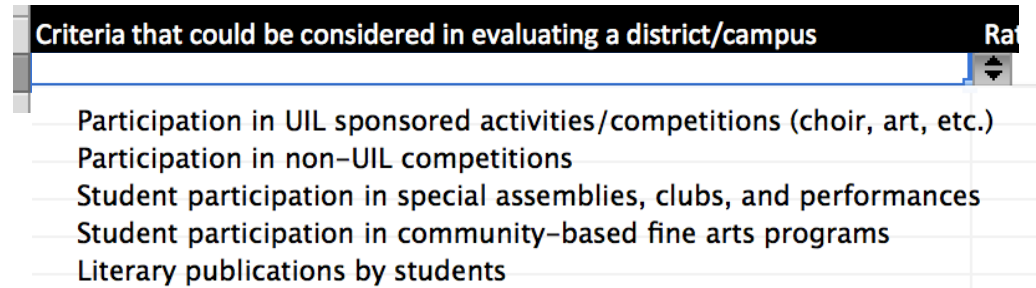# TASA HB 5 Self Evaluation Toolkit Directions

Prior to completing this Excel document, a review of the TASA overview that outlines the background and requirements of TEC 39.0545 may be useful (*Background/Description of Community Engagement Under HB 5*).

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

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

Fine Arts	Wellness and Physical Education	Community & Parental Involvemen

2. Once a factor has been selected, click on a cell under *Criteria that could be considered in evaluating a district/campus* for a list of pre-populated items that a district/campus could use as criteria for evaluation <u>or</u> click on the cell under *List of other factors (*which allows districts/campuses to use criteria created locally). If you click on a cell under, *Criteria that could be considered in evaluating a district/campus*, an arrow will appear to the right allowing you to scroll through a list of pre-populated criteria a district may want to consider. Please note the list is not exhaustive and is only meant to serve as a tool to assist districts/local committees in determining the criteria to be evaluated.

Criteria that could be considered in evaluating a district/campus   Rat

Participation in UIL sponsored activities/competitions (choir, art, etc.)
Participation in non-UIL competitions
Student participation in special assemblies, clubs, and performances
Student participation in community-based fine arts programs
Literary publications by students

3. Once the criteria for evaluation that was developed by the local committee is decided, click on a cell under, *Rating*. Once you have clicked on a cell under *Rating*, an arrow will appear on the right allowing you to choose: exemplary, recognized, acceptable or unacceptable.

Rating   Descr

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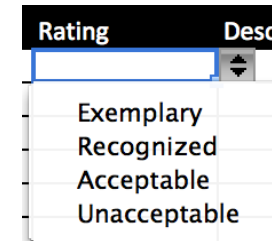
4. Then, click on a cell under, *Description of Programs, Services, etc.*, and provide a description/narrative of the work, programs, services, etc. that was evaluated.

5. Districts/Campuses wishing to provide a link that would further illustrate the programs and services related to the criteria used, may include the link in the cell under, *Link to content illustrating these criteria*.

6. Districts/Campuses wanting to describe ongoing work, targeted goals, next steps, etc., related to the criteria used for evaluation, may include that information in the cell provided under, *Description of ongoing work/future goals*.

7. On the factor tab titled, *Compliance and Policy Reporting Requirements*, the rating for this criteria is not recognized, acceptable, etc., but "yes" or "no".

Rating	Des
Yes	
No	
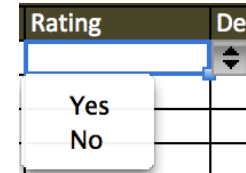
8. Once the district/campus ratings have been completed, go to the top of the Excel sheet and complete information in the cells labeled for each of the 9 factors, District, Overall Rating, Campus (if applicable), Name of Person Completing Form, Title.

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

9. Once all of the Excel sheets are completed districts/campuses may want to use the Excel tab labeled, *Overall Ratings*, to compile all data at the district and campus levels.

Note: This is an Excel document that can be modified to meet the individual needs of the district/campuses.

10. Once districts have completed assigning district and campus ratings, they should input the ratings in PEIMS as directed by TEA. Directions and deadline information on when and how this information should be submitted to TEA can be found in the TASA HB 5 Toolkit at www.tasanet.org, under the *Advocacy* tab. Districts are only required to submit the district/campus ratings to PEIMS. No supporting documentation is required to be submitted under the statute.

11. Districts are required to make the ratings publicly available. This Excel document may be used as developed by TASA, or districts can create their own.

District	Overall Rating	Campus (if applicable)	Name of Person Completing Form	Title
May ISD		May Elementary	Natalie Steele	Principal

Fine Arts

Criteria that could be considered in evaluating a district/campus	Rating	Description of programs, services, etc.	Link to content illustrating the criteria (optional)	Description of ongoing work/goals (optional)
Participation in UIL sponsored activities/competitions (choir, art, etc.)	Recognized	Annual District UIL Compeition, Winter and Spring band competitions		
Student participation in special assemblies, clubs, and performances	Exemplary	STUCO, Robotics, Winter and Spring band concerts		
Field trips to museums, community theaters, opera, symphony, art, etc.	Recognized			
Student art exhibits on or off campus	Recognized	Annual GT field trip to Star of TX Museum, Elementary GT art displays		
Music Memory/Picture Memory –UIL opportunities related to fine arts	Recognized	Music Memory and Picture Memory at UIL Competition		

List other factors	Rating	Description of programs, services, etc.	Link to content illustrating the criteria (optional)	Description of ongoing work/goals (optional)

District	Overall Rating	Campus (if applicable)	Name of Person Completing Form	Title
May ISD		May Elementary	Natalie Steele	Principal

Wellness and Physical Education

Criteria that could be considered in evaluating a district/campus	Rating	Description of programs, services, etc.	Link to content illustrating the criteria (optional)	Description of ongoing work/goals (optional)
Number of PE course offerings (i.e. elementary, middle, high school athletics)	Exemplary	Kinder-6th grade Daily PE Classe		
Safe playground equipment	Recognized	New Playground equipment added and installed by company to ensure safety		
Open Gym outside of the traditional school day	Exemplary	Use for Peewee sports		
Participation in school breakfast/lunch/dinner programs	Recognized	Bring your Parent to Lunch Day		
Concussion oversight team required under HB 2038	Exemplary	May HS has a concussion oversight team trained		
Availability of school nurses	Exemplary	School nurse available everyday		
Participation in school breakfast/lunch/dinner programs	Recognized	National Take your Parent to Lunch Day		
Field Day	Exemplary	Field day offered every year with the assistance of HS students		
DARE/Red Ribbon activities	Exemplary	Red Ribbon Week		
CPR Training provided to staff and/or students	Exemplary	All faculty &staff is CPR trained; HS students (junior class) is CPR trained annually.		

List other factors	Rating	Description of programs, services, etc.	Link to content illustrating the criteria (optional)	Description of ongoing work/goals (optional)

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

Community and Parental Inolvement

Criteria that could be considered in evaluating a district/campus	Rating	Description of programs, services, etc.	Link to content illustrating the criteria (optional)	Description of ongoing work/goals (optional)
PTA/PTO involvement at district and campus levels	Recognized			
Participation in community-based fine arts programs (dance, music, art, etc.)	Exemplary	Band Concert Once a semester		
Back to school orientations	Recognized	Open House and Meet the Tigers		
Extracurricular events that include and encourage community involvement	Exemplary	Awards Assembly each six weeks, Tea Time for Girls, and Building Boys		
Documentation of IEP, Personal Graduation, 504 plans	Recognized	Documentation kept for all programs		
Santa store	Exemplary	Christmas store available every year and parent volunteers sign up and work it.		

List other factors	Rating	Description of programs, services, etc.	Link to content illustrating the criteria (optional)	Description of ongoing work/goals (optional)
Field Day	Recognized	Annual Field Day		
PALS	Exemplary	Parent Committee that helps with book fair, incentives each six weeks, and decorating teachers' doors/halls		

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

21st Century Workforce Development					
Criteria that could be considered in evaluating a district/campus		Rating	Description of programs, services, etc.	Link to content illustrating the criteria (optional)	Description of ongoing work/goals (optional)
Partnerships with Workforce Center		Recognized	Partner with community businesses to tour local workshops		
Mentoring/tutoring provided through community partnerships		Recognized	Tiny Tigers		
Student orgs- CTE affiliated organizations, FFA, FCCLA, Ready-Set-Teach, etc.		Recognized	FFA, 4-H		
Student led organization opportunities		Exemplary	STUCO		
College visits - college students who are former grads return to talk to students		Exemplary	HS seniors visit local colleges for college day		
Dual Credit opportunities available, dual credit course completions, etc.		Recognized	Offers limited number of dual credit courses via distance learning		
List other factors		Rating	Description of programs, services, etc.	Link to content illustrating the criteria (optional)	Description of ongoing work/goals (optional)

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

2nd Language Acquisition				
Criteria that could be considered in evaluating a district/campus	Rating	Description of programs, services, etc.	Link to content illustrating the criteria (optional)	Description of ongoing work/gaols (optional)
Home language surveys distributed and completed	Exemplary	HLS distributed to all incoming PreK or Kinder students in handbook		
LPAC decisions implemented, documented	Exemplary	LPAC Annual meetings and plan implemented throughout year		
ESL/ELL program participation (% of total participation is ESL, % of pre-k are ESL)	Exemplary	ELL are served through ESL program		
List other factors	Rating	Description of programs, services, etc.	Link to content illustrating the criteria (optional)	Description of ongoing work/goals (optional)

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

Digital Learning Environment					
Criteria that could be considered in evaluating a district/campus	Rating	Description of programs, services, etc.	Link to content illustrating the criteria (optional)	Description of ongoing work/goals (optional)	
Staff completing prof. development using technology, online courses, etc.	Recognized	Workshops offered district wide to promote 1:1 implementation			
Staff completing prof. dev. with technology as a tool to assist student learning	Acceptable	iPad workshops, Technology specialists brought into the district for workshops			
Purchase and use of electronic textbooks, technology, infrastructure, etc.	Exemplary	LearnPad, iStation, Think Through Math, Social Studies Curriculum online, Promethean/Mimio boards in every room			
Wi-fi access on and off campus for students, faculty and parents	Exemplary	Wireless district, wifi for guest users, increased acces points for stronger wifi strength			
Use of social media for communication between students, teachers and parents	Exemplary	Website and Facebook			
Purchase and use of electronic textbooks, technology, infrastructure, etc.	Recognized	Beginning stages of ordering electronic textbooks and increased technolgoy to promote 1:1			
Ratio of students to computer work stations (tablets, lap tops, etc.)	Exemplary	HS is 1:1 with personal laptops that students checkout and are responsible for the whole school year			
One-to-One device initiatives	Exemplary	HS is 1:1 with personal laptops that students checkout and are responsible for the whole school year			

List other factors	Rating	Description of programs, services, etc.	Link to content illustrating the criteria (optional)	Description of ongoing work/goals (optional)	

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

Dropout Prevention Strategies					
Criteria that could be considered in evaluating a district/campus	Rating	Description of programs, services, etc.	Link to content illustrating the criteria (optional)	Description of ongoing work/goals (optional)
End of year programs including parents highlighting various successes of students	Exemplary	Awards assemblies at the end of each six weeks and UIIL Awards assembly		
Programs and initiatives geared to increasing communication with parents	Exemplary	PALS parent program: parent volunteers		
Open house opportunities	Recognized	Open house/meet the Tigers at the beginning of the year.		
Implementation of positive behavior systems	Recognized	Incentives given every six weeks for honor roll, attendance, and conduct		
Offering ESL summer school	Exemplary	ESL is offered every summer for reading and math		
Response to Intervention programs, Student Success Initiative programs, 504 plans	Recognized	Intervention programs are used as needed.		
Mentoring/tutoring provided through community partnerships	Exemplary	Building Boys and Girls' Tea		
Improvement plans that include statutory requirements	Recognized	CIP/DIP with strategies for all 10 components		
Availability of early childhood education	Exemplary	Early Childhood/Prek Offered		
Extra / co-curricular activity availability	Exemplary	Athletic programs, Robotics, Academic UIL, Elementary and HS band, STUCO, NHS		
List other factors	Rating	Description of programs, services, etc.	Link to content illustrating th criteria (optional)	Description of ongoing work/goals (optional)

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

Educational Programs for Gifted and Talented Students				
Criteria that could be considered in evaluating a district/campus	Rating	Description of programs, services, etc.	Link to content illustrating the criteria (optional)	Description of ongoing work/goals (optional)
Academic UIL participation by GT students		UIL partiicpation is highly encouraged for all students, including GT		
Clubs/Science Olympiad, Robotics, Math/science competitions for GT students		Robotics program for 4th-6th grades; competes at regional level with the opportunity to go to state		
List other factors	Rating	Description of programs, services, etc.	Link to content illustrating the criteria (optional)	Description of ongoing work/goals (optional)

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

Compliance and Policy Reporting Requirements

Criteria that could be considered in evaluating a district/campus	Rating	Description of programs, services, etc.	Link to content illustrating the criteria (optional)	Description of ongoing work/goals (optional)
Improvement plans that include statutory requirements		CIP includes all requirements using needs assessment and decided upon with the SBDM team.		
Home language surveys completed		HLS are given to all incoming Kindergarten students		
LPAC decisions implementation documented		LPAC committee makes decisions with parents, information is doucmented, put in the student's file and, and implemented during the school year.		
Notice of required immunizations delivered timely to parents		Anually at the end of the prior school year and send notices again at the beginning of the school year		
Compliance with state and federal nutrition requirements		Complys with FMNV laws daily		
List other factors	Rating	Description of programs, services, etc.	Link to content illustrating the criteria (optional)	Description of ongoing work/goals (optional)

Fine Arts

Participation in UIL sponsored activities/competitions (choir, art, etc.)

Participation in non-UIL competitions

Student participation in special assemblies, clubs, and performances

Student participation in community-based fine arts programs

Literary publications by students

Field trips to museums, community theaters, opera, symphony, art, etc.

Inclusion of art, music and/or theatre TEKS in core courses

Student art exhibits on or off campus

Number of students completing more than one fine arts credit

Partnerships with Council of the Arts

Distance learning opportunities for Fine Arts

Number of Fine Arts course offerings/clubs (i.e. set design, Ag fine arts, etc.)

Summer camp programs (attending/school or campus initiated)

Co-curricular competition travel

Music Memory/Picture Memory –UIL opportunities related to fine arts

Enrollment in AP art courses

Wellness & Physical Education

Military Partnerships-Preconditioning for boot camp/military academy

Number of PE course offerings (i.e. elementary, middle, high school athletics)

Concussion oversight team required under HB 2038

Student access to recess opportunities

Safe playground equipment

Open Gym outside of the traditional school day

Life Skills classes offerings

Participation in school breakfast/lunch/dinner programs

Breakfast in the Classroom

Summer Food Program participation

Number of forced admin. withdrawals noncompliance with immunization requirements

Availability of Employee Assistance Programs

Availability of school nurses

Notice of required immunizations

Compliance with state and federal nutrition requirements

Participation in health fairs, free vaccination clinics/other health services

Wellness clinics (access, information availability to students/parents)

Mobile health screenings on campus (heart, hearing, vision, dental, spinal)

Participation in fitness programs on campus (not related to Fitnessgram)

Percent of students completing more than one credit of P.E.

Participation in voluntary health/wellness programs fairs (Night at Gym,etc.)

Participation and results on Fitnessgram

Fun runs, Walk a thons, community runs

Fundraising for causes

Participation/district coordination in causes (Pink Out, Special Olympics, etc.)

Intramural Programs

Field Day

Enrichment Programs (golf, tennis, ballroom dancing)

Positive Role Models- student athletes, alumni college athletes, prof. athletes

Sports tournaments (kickball)

CPR Training provided to staff and/or students

AED Instruction provided to staff and/or students

Sports medicine career pathway

New student programs availability

Back to School Health Programs

Health courses, nutritional value training, etc.

Family Health Night

Anti-bullying lessons/programs/educational activities

Suicide Prevention programs (Tip line, messaging system, etc.)

TEA PRS (Pregnancy related services)

Character education

Availability of school counselors

Compliance with annual SHAC requirements (report to the board)

Blood Drives (district or campus)

DARE/Red Ribbon activities

Texting while driving awareness courses/information provided to students

Drunk Driving simulation provided to students (MADD)

Blood born pathogens – compliance with state law requirements

Unlicensed Diabetes Care assistant training/requirements (mandated by HB 984)

Courses in Health Sciences (CTE)

Bus Safety courses or information provided to students

Bike Safety information provided to students/parents

Community & Parental Involvement

PTA/PTO involvement at district and campus levels

Focus on Schools related activities

Participation in community-based fine arts programs (dance, music, art, etc.)

Back to school orientations

Extracurricular events that include and encourage community involvement

Communities in Schools Program

Education partnerships with community members/groups/business/charities, etc.

Educational Foundations

Veterans Day Assemblies

9/11 Assemblies

Climate surveys of parents, community members, etc.

Materials and training provided in multiple languages to parents and community

Activities sponsored by dedicated grants (i.e. Gear Up)

Opportunities for field trips to museums, theaters, opera, etc.

Student art exhibits on or off campus (city hall, local bank)

Cultural fair/expo (FFA)

Number of campuses with active PTOs or PTAs

Programs engaging parental/community involvement (meet the teacher, food drive)

End of year programs including parents - highlighting successes of students

Community wide pep rally to honor persons in the community or campus

Mentoring/tutoring provided to students/parents through community partnerships

Mentorship programs hosted by district or campuses (Dad's night, character bldg)

College/Career counseling programs and/or College/Career Fairs

Room Parent Programs offered at the district or campus levels

Opportunities for Open House for parents, local businesses, local charities, etc.

Freshman/New Family orientation opportunities available

Community partnerships (local libraries, doctors, businesses, local fire, etc.)

Percent of student body with one or more family members represented in PTA or PTO

Communication with parents/community via Facebook, Twitter, Parent portals, etc.

Use of newsletters to communicate with parents, community members, etc.

Activities related to college/career fairs (assemblies with businesses, higher ed)

Required posting notices timely filed on the district website

Participation of family members that attend one or more adult-ed program

Documentation of IEP, Personal Graduation, 504 plans

Number of active Boosters

Community partners supporting various school organizations

Community service projects (beautification projects, food drives, clothing drives)

Art/Project based community Expos

Fundraising projects with various community organizations (homeless projects)

School Health Night

Number of volunteer opportunities coordinated by district/campuses

Preschool screening
Student participation in community gardens
College night offerings
Literacy Night opportunities for parents and community members
Math Night
Reading recognition programs
Reading partnerships
Community partners in education
Initiatives aimed at increase parental involvement (Donuts with Dad)
Book fairs
Santa store
Onsite after-school care
Participation in boys/girls clubs
Volunteering (senior centers, animal shelters)
Assemblies and award programs open to the public
Student Principal's Advisory Committee
Activities related to Student Council/Government
Principal brown bag lunch with parents
"Meet the Teacher" opportunities
WATCH D.O.G.S. program
Participation in County Shows/Fairs (arts, metal projects, etc.)

21st Century Workforce Development

CTE Course offerings available to students related to postsecondary opportunities

First Generation College Students programs

Associates Degree –number of students working toward associates degree

Assessment data for level 3

Articulated coursework

Dual Credit opportunities available, dual credit course completions, etc.

Career Days - Dress for future employment

Job Shadowing opportunities

Take your child to work day programs

College and Career Readiness Fair

College Day (s) (i.e. College representatives visiting campuses and students

College visits - college students who are former grads return to talk to students

College pennant/dress days

Partnerships with Workforce Center

Certifications/licenses that can be obtained

Career exploration opportunities available

Mentoring/tutoring provided through community partnerships

Number of students completing coherent sequence of CTE courses

Number of students completing articulated programs for certifications or licenses

Number of students completing college credit courses

Percent of students admitted to colleges, tech. school, military after graduation

Number of students completing 1st year of post-secondary education/training

District or campus participation in TEA STaR Chart

ROTC availability and participation

Magnet schools

Student advocates/college mentors

Student leadership opportunities/Student Council

Student orgs- CTE affiliated organizations, FFA, FCCLA, Ready-Set-Teach, etc.

Student led organization opportunities

National Honor Society

School-wide ACT test / Plan, Explore opportunities

Specialty schools - New Tech High Schools

Personal graduation plans

GO Centers – Initiatives related to the "Education. Go Get It." Program

Community/business partnerships preparing students for post secondary success

Junior Achievement Financial Literacy

Tutoring opportunities

Virtual course offerings and/or participation rates

Program offerings for students related to auto mechanics, technology, welding, etc.

Pre-academics for (STEM, medical, culinary, cosmetology, broadcast media, etc.)

Texas Scholars Award

High School courses offered to middle school students
Embedded soft skills in various courses to prepare students for postsecondary success
Project Based Learning (PBL)
Pre–AP courses available
Programs that promote contextual/soft skills/Character Education Programs
Competitive grant funded activities

2nd Language Acquisition

Career Pathways designated for each grade level

Home language surveys distributed and completed

English language courses offered to ELL parents

Open House opportunities for ELL parents

CLEP students for foreign language students

Foreign language course offerings in middle school

Multiple language offerings

AP Language courses

Newcomer student program opportunities

SIOP Instructional Model

Foreign Language Clubs

Online Course offerings in LOTE

Bilingual class offerings

Longitudinal data that reflects language acquisition

Cultural programs available to assist students in 2nd language acquisition

Availability of language tools for students

Language mentors - Confucius Classroom

Mentorship programs to assist students in 2nd language acquisition

Mentorship programs to assist ELL students

High school mentors

Business partnerships that promote 2nd language acquisition

Multicultural clubs

Cultural performances

Providing translations of letters/notices to parents and students

Services for families that will assist students in a 2nd language acquisition

Summer programs geared to language proficiency

Community outreach programs/services aimed at 2nd language acquisition

ESL/ELL program participation (% of total participation is ESL, % of pre-k are ESL)

Target for dropout prevention

Number of Dual Language Programs offered

Percent of students completing 2 or more credits of a given foreign language

Number of LOTE offerings available online or on campus

LPAC decisions implemented, documented

Low levels of risk in PBMAS on measures related to ELLs

Digital Learning Environment

Student/family access to technology away from school

Resources aimed at supporting technology (financial/personnel/infrastructure/etc.)

Staff completing prof. development using technology, online courses, etc.

Staff completing prof. dev. with technology as a tool to assist student learning

Purchase and use of electronic textbooks, technology, infrastructure, etc.

Number of "flipped" classrooms

Ratio of students to computer work stations (tablets, lap tops, etc.)

Extent to which state or other assessments are administered online

Number of courses completed via online delivery (TxVSN or other)

Student access to graphing calculators for state assessments

One-to-One device initiatives

B.Y.O.D. (Bring your Own Device) initiatives

21st Century Classroom initiatives

CTE course availability related to digital learning

Online coursework availability/opportunities

Use of technology to assist students in credit recovery

Use of technology to assist students in credit acceleration

Readily available computer access

Technology initiatives to increase technology in classroom and with students work

School policies updated to foster a digital learning environment

Wi-fi access on and off campus for students, faculty and parents

Student newscasts

Participation in TEA's Project Share

Participation in the Texas Virtual School Network (TxVSN)

Use of web filters for Internet safety

Digital safety training for students/teachers/parents

Training on cyberbullying

Use of YouTube/Teacher Tube Channel

Use of social media/other tools to deliver course content, instruction, tutoring

Use of social media for communication between students, teachers and parents

Use of models and tools that integrate technology and mobile learning in schools

Digital access for use of probes in science classes

Use of Digital Curation (finding free open content and warehouse it digitally)

District and campus use of Texas STaR Chart

Dropout Prevention Strategies

Mentoring/tutoring provided through community partnerships

Improvement plans that include statutory requirements

End of year programs including parents highlighting various successes of students

Mentorship programs (Dad's night, character building programs, peer-to-peer, etc.)

Student athlete mentor program

Student work programs

Room Parents

Programs and initiatives geared to increasing communication with parents

Open house opportunities

Percent of student body with one or more family members represented in PTA or PTO

ROTC programs offered

Activities related to college or career/vocational fairs

Opportunities for student to visit college campuses

Programs for family members to acquire English literacy

Migrant education programs keeping student on grade level, staying up with peers

Documenting Personal Graduation Plans, 504 plan implementation

Anti-bullying activities, programs, lessons, etc.

Availability of school counselors

Number of students targeted for truancy prevention due to high absentee rate

Implementation of positive behavior systems

Reductions in students being removed from class

Door-to-door sweeps of truant students

Use of character education programs

Use of early warning discipline indicators

Climate surveys / student satisfaction surveys

Online courses for HS credit/credit recovery

Summer school attendance rate

Offering ESL summer school

Credit recovery programs on campus

School culture/climate initiatives

Transition program to next level

Fish camps

Availability of extracurricular activities/after school activities

Student clubs (sports, fishing, chess, language, boys and girls clubs, YMCA, etc.)

Availability of early childhood education

Response to Intervention programs, Student Success Initiative programs, 504 plans

Transportation programs for challenged students

Homeless education initiatives

Guest speakers promoting "Stay In School"

Campus-wide discipline program (CHAMPS, etc.)

Attendance incentives

Attendance measure for dropouts
Breakfast program availability
Mobile Healthcare
Programs to transform classrooms and campuses to keep students engaged
TEA PRS (Pregnancy Related Services)
After school tutoring, homework assistance program availability
Double block scheduling
Teen leadership programs
Personal graduation plan
Extra / co-curricular activity availability
At-risk Counselor(s)
Social Work program(s)

Educational Programs for Gifted and Talented Students

Number of diverse course offerings (academy class for GT and accelerated students)
Number of GT course offerings
AP / Dual Credit / IB participation by GT students
Online coursework availability for GT students
Academic UIL participation by GT students
Clubs/Science Olympiad, Robotics, Math/science competitions for GT students
Enrichment opportunities / summer camps for GT students
Utilization of the Texas Performance Standards Project
Teacher training, professional development geared to GT students and programs
TEA rating for GT (self-assessment)
Student leadership opportunities for GT students
Master scheduling - GT grouping / clustering
Field trips and competitions for GT students
Showcasing work and activities of GT students
Parent and student surveys of GT programs
Summer school / after-school programs
Parent support groups for GT students
Support for underrepresented groups
Parent training regarding GT programs and students
Chess or other enrichment clubs availability
Supportive policies for GT programs and students
Verification for underrepresented groups

Compliance & Policy Reporting Requirements

Improvement plans that include statutory requirements

Documented Personal Graduation Plans, 504 plan implementation

Home language surveys completed

LPAC decisions implementation documented

Low levels of risk in PBMAS on measures related to ELLs, etc.

Number of forced admin. withdrawals - noncompliance with immunization requirements

Notice of required immunizations delivered timely to parents

Compliance with state and federal nutrition requirements

Participation in free vaccination clinics or other health services

Participation and results on Fitnessgram

Health screenings on campus (hearing, vision, dental, spinal curvature)

Compliance with annual SHAC requirements (report to the board)

Participation in summer food programs

PID error rate

Notice of required notices/postings to web site in timely manner (ratings, etc.)

Timely accountability notices sent home with first report cards

TEA-prepared "school report cards" sent to parents

Number of testing irregularities reported to TEA in a timely manner

Grant/federal funds expended as required

Staff evaluations completed by district or campus deadline

Identified staff completed required training relevant to their jobs

Percent of staff meeting certification requirements

Percent of staff meeting highly qualified

Compliance with state required safety plans

Reporting compliance related to NCLB, FIRST Rating, PBMAS, PEIMS, transportation

Timeliness and accuracy of submitting reports

Office of Civil Rights (OCR) compliance

School board reporting items

School Improvement Audit (SIP)

TAIS (Texas Accountability Intervention System)

Campus Plan / District Plan

SHAM (Sign-in sheets, Hand-outs, Agendas, and Minutes)

Overall District Ratings

Overall District/Campus Rating

Category	Rating	Category	Rating
Fine Arts	0	Wellness and Physical Education	0
Community and Parental Inolvement	0	21st Century Workforce Development	0
2nd Language Acquisition	0	Digital Learning Environment	0
Dropout Prevention Strategies	0	Educational Programs for Gifted and Talented Students	0
Compliance and Policy Reporting Requirements	0		