

Community & Student Engagement Performance Evaluation 2017-18

	Campus
	District

The document will be used at the campus level. For the district evaluation, we will total the indicator points for each campus and divide by 6.

Summary of Ratings by Program			
	2017-18 Score	2017-18 Rating	Letter Grade Assigned (where applicable)
Fine Arts			
Wellness and Physical Education			
Community and Parental Involvement			
21st Century Workforce Development			
Second Language Acquisition			
Digital Learning Environment			
Dropout Prevention Strategies			
Gifted and Talented			

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Fine Arts

Indicators		0	1	2	3	4	Score
1	<p>Did the campus provide regular opportunities for students to participate in fine arts curriculum?</p> <p><i>Examples: K-5 Art Class, K-5 Music Class, 6th grade fine arts elective variety of elective choices in grades 7-12. This is a campus-wide determined total.</i></p>	No opportunities for students	1 opportunity for students	2 opportunities offered for students	3 opportunities offered for students	4 opportunities offered for students	
2	<p>Did the campus offer and encourage student involvement in fine arts activities?</p> <p><i>Examples: UIL, One Act Play, special assemblies, clubs, student art exhibits, field trips, guest speakers, musicians, artists, speakers, or art show, STEAM day, Fine Arts night, Nana Pudding, Bucket Filler</i></p>	No opportunities for students	1 opportunity for students	2 opportunities offered for students	3 opportunities offered for students	4 opportunities offered for students	
3	<p>Did students have access to a certified fine arts teacher who provided a TEKS based curriculum?</p> <p><i>Data Source: Skyward, PEIMS, lesson plans</i></p>	0% of students	1-25% of students	26-50% of students	51-75% of students	76-100% of students	
4	<p>Did the campus host Fine Arts events to which the community or parents were invited to attend?</p> <p><i>Examples: UIL, One Act Play, special assemblies, clubs, student art exhibits, field trips, guest speakers, musicians, artists, speakers, or art shows</i></p>	No Fine Arts events	1 Fine Arts event	2 Fine Arts events	3 Fine Arts events	4 or more Fine Arts events	
Overall Program Score							
<p>A: ≥ 3.5 B: ≥ 2.5 and < 3.5 C: ≥ 1.5 and < 2.5 D: ≥ 0.5 and < 1.5 F: < 0.5</p>							Overall Program Letter Grade (if applicable)
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Wellness and Physical Education

Indicators		0	1	2	3	4	Score
1	<p>Did the campus offer opportunities that address the physical, social and emotional health needs of the school community through PE, cafeteria, classroom and/or building wide efforts?</p> <p><i>Examples: Morning announcements, health screenings, Red Ribbon Week, DARE, Fun Runs, participating in daily recess, fitnessgram, nursing services, counseling services</i></p>	No building wide efforts	1 building wide effort	2 building wide efforts	3 building wide efforts	4 or more building wide efforts	
2	<p>Did the campus provide opportunities for students and/or parents to attend events that focused on wellness, emotional health, or overall wellbeing for students?</p> <p><i>Examples: Speakers such as SROs, counselors, or other speakers, PTO events, video presentations, clubs, campus initiatives, Shattered Dreams</i></p>	No opportunities for students	1 opportunity for students	2 opportunities for students	3 opportunities for students	4 or more opportunities for students	
3	<p>Did the campus provide opportunities for employee wellness?</p> <p><i>Examples: Fitness challenges, weight loss programs, notification of Employee Assistance Programs, Health Fair, after school wellness activity, Diabetes Guidance Meeting, Flu Shots, Individual Benefits Planning, Guest Speakers</i></p>	No opportunities for students	1 opportunity for students	2 opportunities for students	3 opportunities for students	4 or more opportunities for students	
4	<p>Policy and procedures are in place to support student safety and well being.</p> <p><i>Examples: Board Policy, EduHero Courses, Campus Handbooks, safety drills, Administrative Procedures</i></p>	0 instances	2 instance	2 or more instances	3 or more instances	4 or more instances	
Overall Program Score							
<p>A: ≥ 3.5 B: ≥ 2.5 and < 3.5 C: ≥ 1.5 and < 2.5 D: ≥ 0.5 and < 1.5 F: < 0.5</p>							Overall Program Letter Grade (if applicable)
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Community and Parental Involvement

Indicators		0	1	2	3	4	Score
1	<p>Did the campus offer opportunities for parents and community volunteers to work in the school in roles or activities that support the needs of the district?</p> <p><i>Examples: site word helper, PTO, STEAM day, Mystery Readers, Booster Clubs, Destination Imagination, Robotics, Dandy Dads, Science Fair Judges, LINK Breakfast, Library Volunteers, Kids Hope, Education Foundation</i></p>	No opportunities	1 to 2 opportunities	3 opportunities	4 opportunities	5 or more opportunities	
2	<p>Were community or parent representatives given opportunities to provide input at the campus/district level?</p> <p><i>Examples: Site based committee, PTO, booster clubs, advisory groups, surveys, email, phone calls, SHAC</i></p>	No opportunities	1 to 2 opportunities	3 opportunities	4 opportunities	5 or more opportunities	
3	<p>Did the campus use a variety of communication tools to inform parents of school news and information?</p> <p><i>Examples: Facebook, twitter, eBlasts, email, Skyward email, program related emails, teacher communication, canvas notifications, Friday folders, school marquee</i></p>	No communication tools	1 communication tool	2 communication tools	3 communication tools	4 or more communication tools	
4	<p>Did the campus provide parents and community members with opportunities to be attend classroom or school events?</p> <p><i>Examples: Back-to-School night, parent information meetings, parent read alouds, school carnivals, open lunch</i></p>	No opportunities	1 to 2 opportunities	3 opportunities	4 opportunities	5 or more opportunities	
Overall Program Score							
<p>A: ≥ 3.5 B: ≥ 2.5 and < 3.5 C: ≥ 1.5 and < 2.5 D: ≥ 0.5 and < 1.5 F: < 0.5</p>							Overall Program Letter Grade (if applicable)
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21st Century Workforce Development

Indicators		0	1	2	3	4	Score
1	<p>Did the campus provide opportunities to develop the whole child through character and citizenship activities that reflect the broad array of factors influencing long term success?</p> <p><i>Examples: Character Education Program, guest speakers, morning announcements, monthly character recognition, award night, Character counts, DARE, Student Council, Red Ribbon Week, PALS, Bucket Filling, Class Character Plays, common sense media lessons</i></p>	No opportunities	1 opportunity	2 opportunities	3 opportunities	4 or more opportunities	
2	<p>Did the campus host or participate in college/career enrichment experiences?</p> <p><i>Examples: Career guest speakers, Naviance, STEAM day, School day PSAT 8/9 and PSAT, Discovery Education career connection lessons, College Shirt Day, Teacher's College Signs, Graduation Walk, Jr College Night, Dual Credit Parent Night, 8th grade individual planning meetings</i></p>	No enrichment experiences	1 enrichment experiences	2 enrichment experiences	3 enrichment experiences	4 or more enrichment experiences	
3	<p>Did the campus give students the opportunity to integrate technology applications into enhanced student engagement and learning experiences?</p> <p><i>Examples: keyboarding, computer/iPad hardware and software usage, cyber safety lessons, responsible use policy, digital textbooks, research, preparation of presentations and documents</i></p>	No opportunities provided	Opportunities provided quarterly	Opportunities provided monthly	Opportunities provided weekly	Opportunities provided daily	
4	<p>Were students offered 21st century learning experiences that incorporated the 4Cs (collaboration, communication, critical thinking and creativity)?</p> <p><i>Examples: Project-based learning, Dual Credit, advanced courses, Discovery Education Lessons, flipped lessons, Coherent sequence of CTE Courses, Media Center guided experiences, cardboard challenge</i></p>	No opportunities	1 experiences	2 experiences	3 experiences	4 or more experiences	
		Overall Program Score					
A: ≥ 3.5 B: ≥ 2.5 and < 3.5 C: ≥ 1.5 and < 2.5 D: ≥ 0.5 and < 1.5 F: < 0.5		Overall Program Letter Grade (if applicable)					
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Second Language Acquisition

Indicators		0	1	2	3	4	Score
1	Does longitudinal data suggest English Language Learners (ELLs) on campus are demonstrating their acquisition of the English Language? <i>Examples: ELL Progress on STAAR, STAAR Progress Measure, yearly progress on TELPAS, number of students exited from the program</i>	0% demonstrated acquisition	1-20% demonstrated acquisition	20-40% demonstrated acquisition	41-60% demonstrated acquisition	> 60% demonstrated acquisition	
2	Did the campus provide opportunities for staff to receive professional learning in ELL, ELPS or SIOP training? <i>Examples: yearly ESL strategies district training, support ESL certifications, individualized ESL Teacher meetings</i>	0% trained or certified in ELL Instructional Strategies	1% to 20% trained or certified in ELL Instructional Strategies	21% to 40% trained or certified in ELL Instructional Strategies	41% to 60% trained or certified in ELL Instructional Strategies	> 60% trained or certified in ELL Instructional Strategies	
3	Did the campus offer parent involvement opportunities targeted at ELLs? <i>Examples: translated communication, ESL teacher outreach, literacy night, ESL parent nights</i>	No opportunities	1 opportunity	2 opportunities	3 opportunities	4 or more opportunities	
4	Did the campus provide opportunities to access programs or resources to assist in students' language development? <i>Examples: Rosetta Stone, ESL class, Parent Night, iPods, Internet enabled devices, digital textbook language options, Google translate, Reading Plus, translated instructional materials</i>	Students were not offered opportunities	Up to 25% of students participated in opportunities	26% to 50% of students participated in opportunities	51% to 75% of students participated in opportunities	> 75% of students participated in opportunities	
Overall Program Score							
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Digital Learning Environment

Indicators		0	1	2	3	4	Score
1	<p>Did teachers participate in digital learning professional development opportunities?</p> <p><i>Examples: iCoaches, digital textbook publisher training, design team, PLC problem of practice, Technology Department Summer Learning, Technology Symposium, Guest Speakers</i></p>	No teachers participated in at least 3 hours of instructional technology PD	1% to 20% of teachers participated in at least 3 hours of instructional technology PD	21% to 40% of teachers participated in at least 3 hours of instructional technology PD	41% to 60% of teachers participated in at least 3 hours of instructional technology PD	> 60% of teachers participated in at least 3 hours of instructional technology PD	
2	<p>Do parents have access to online resources to monitor student learning and progress?</p> <p><i>Examples: Skyward Parent Access, Canvas, See Saw Portfolios, digital textbooks, email, Naviance, MAP</i></p>	No opportunities	1 opportunity	2 opportunities	3 opportunities	4 or more opportunities	
3	<p>Do students regularly and responsibly use technology and digital learning resources?</p> <p><i>Examples: Media Centers, digital textbooks, Chromebook/iPads usage, research, responsible use policy, digital citizenship week, guest speakers, Safe Search results, filters</i></p>	No Use	Quarterly Use	Monthly Use	Weekly Use	Daily Use	
4	<p>Did the campus utilize technology to assist students in acceleration, remediation or enrichment?</p> <p><i>Examples: BrainPop, MAP, Accelerated Reader, Think Through Math, GradPoint, Naviance</i></p>	No students utilized technology	1% to 20% students utilized technology	21% to 40% students utilized technology	41% to 60% students utilized technology	> 60% students utilized technology	
Overall Program Score							
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Dropout Prevention Strategies

Indicators		0	1	2	3	4	Score
1	Does the campus offer opportunities (clubs/organizations/activities) for students for students to be engaged at school? <i>Example: Choir, Community Ed, Destination Imagination, Robotics, Student Council, PALS, LunchBunch</i>	No opportunities	1 opportunity	2 opportunities	3 opportunities	4 or more opportunities	
2	Does the campus offer multiple opportunities for students who are struggling academically/behaviorally to get on-track? <i>Example: PASS, GradPoint, restest policy, tutoring, PALS, Kid Hope, FHS Math Buddies</i>	No opportunities	1 opportunity	2 opportunities	3 opportunities	4 or more opportunities	
3	Does the campus actively review campus attendance data? <i>Data Sources: Skyward, eSPED, individual student documentation with pattern of absences, OnPoint</i>	No regular reviews	At the end of the semester	At the end of each grading period	Twice during grading period	Weekly	
4	Does the campus visit/conference with parents/students who are having attendance issues? <i>Example: emails, phone calls, student and parent meetings, mailed letters</i>	No regular attempts	At the end of the year	At the end of the semester	At the end of each grading period	Twice during grading period	
Overall Program Score							
A: ≥ 3.5 B: ≥ 2.5 and < 3.5 C: ≥ 1.5 and < 2.5 D: ≥ 0.5 and < 1.5 F: < 0.5							Overall Program Letter Grade (if applicable)
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Gifted and Talented

Indicators		0	1	2	3	4	Score
1	Do teachers who serve gifted students meet minimum state GT training requirements? <i>Data Sources: Eduphoria</i>	< 50% of GT teachers met state requirements of training by end of 1st Semester	51-75% of GT teachers met state requirements of training by end of 1st Semester	76-99% of GT teachers met state requirements of training by end of 1st Semester	100% GT teachers met state requirements of training by end of 1st Semester	100% GT teachers met state requirements of training by Day 1 of Instruction	
2	Do parents of gifted students have opportunities to know what their child is learning through the GT (SEARCH/Pre-AP/AP) program during the school year? <i>Example: Open House, Genius Hour Showcase, Progress Reports, Report Cards</i>	The campus did not provide information to parents	1 identified opportunity was provided to parents	2 identified opportunities were provided to parents	3 identified opportunities were provided to parents	4 or more identified opportunities were provided to parents	
3	Is the GT (SEARCH/Pre-AP/AP) curriculum designed to meet the social, emotional, and learning needs of the gifted including opportunities such as project-based learning, collaborative team-work, learning perseverance, time management, organization, and goal setting? <i>Examples: lesson plans, SEARCH curriculum, AP syllabi submission, UIL Competitions, Destination Imagination, Robotics, Spelling Bee, CTE Competitions</i>	No identified types of opportunities were provided to students	1 identified type of opportunity was provided to students	2 identified types of opportunities were provided to students	3 identified types of opportunities were provided to students	4 or more identified types of opportunities were provided to students	
4	The campus reviewed the identification criteria and procedures to ensure that students from various backgrounds were being considered for GT services and made adjustments as needed. <i>Data Sources: recommendations for screening, course selection forms, PEIMS, OnPoint</i>	No review was conducted and no plans for future review	Review and adjustments completed every 5 years	Review and adjustments completed every 3 years	Review and adjustments completed every 2 years	Annual review and adjustment were completed	
Overall Program Score							
A: ≥ 3.5 B: ≥ 2.5 and < 3.5 C: ≥ 1.5 and < 2.5 D: ≥ 0.5 and < 1.5 F: < 0.5							Overall Program Letter Grade (if applicable)
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