

POINT ISABEL INDEPENDENT SCHOOL DISTRICT EVALUATION OF PERFORMANCE IN COMMUNITY AND STUDENT ENGAGEMENT; COMPLIANCE

House Bill 5 Section 46

Indicator	District:	Rating				
	Campus:	Unacceptable	Acceptable	Recognized	Exemplary	
Student and Community Engagement; Compliance	Program/Category					
	Fine arts			Recognized		
	Wellness and Physical Education				Exemplary	
	Community and Parental Involvement				Exemplary	
	21st Century Workforce Development				Exemplary	
	Dropout Prevention Strategies			Recognized		
	Second Language Acquisition			Recognized		
	Digital Learning Environment			Recognized		
	Educational Programs for Gifted and Talented			Recognized		
	Statutory Reporting and Policy Requirements					
	Compliance with statutory reporting and policy requirements by LEA based on criteria that was developed by a local committee:	Yes				
Overall Rating				Recognized		

Each school district shall evaluate the district's performance of each campus in the district by August 8 of each year. The districts shall report the information to TEA and make the performance ratings public.

SCHOOL DISTRICT EVALUATION OF PERFORMANCE IN COMMUNITY AND STUDENT ENGAGEMENT; COMPLIANCE

House Bill 5 Section 46

Indicator

District Rating

Statutory Reporting and Policy Requirements Current Rating ----->

Exemplary

Statutory Reporting and Policy Requirements

	Indicator	District Rating				Data Source	Rating
		"No" Area Unacceptable	Acceptable	Recognized	Exemplary		
1	Texas Academic Performance Report (TAPR)	Does not conduct a public discussion or disseminate the TAPR.	Conducts a public discussion within 90 days from the release date to the superintendents, public release and wide dissemination of the TAPR within the district.	Conducts a public discussion within 90 days from the release date to the superintendents, public release and wide dissemination of the TAPR within the district.	Conducts a public discussion within 90 days from the release date to the superintendents, public release and wide dissemination of the TAPR within the district.	x	Exemplary
2	PEIMS Validation/Submission Attendance Leavers Discipline Student Assessment Demographic Data Program Coding Budget /Actual Expenditures		70 - 79 % on time PEIMS submission.	80 - 99 % on time PEIMS submission.	100 % error free PEIMS submissions.	x	2016 TEA on-time reports. Exemplary
3	IMPROVEMENT PLANS (IP) District Improvement Plan (DIP) Texas Accountability Intervention System TAIS (IP/CAP)	Less than 75% of the IP is implemented.	75-84% of the IP is implemented.	85-94% of the IP is implemented.	95-100% of the IP is implemented.	x	Recognized
4	Personnel						
	Highly Qualified (HQ)	Less than 100% HQ by submission date and do not submit on time.	100% HQ by submission date and submit on time.	100% HQ by October and submit on time.	100% HQ by Snapshot Date and submit on time.	x	Exemplary
	Student/Teacher Ratio	Class size in K-4 exceeds 22:1 ratio. Waivers not submitted.	More than one K-4 class exceeds 22:1 ratio. Required waiver is submitted on time.	x	One K-4 class exceeds the 22:1 ratio. A waiver is not required.		All K-4 classes meet the 22:1 ratio. Acceptable
5	Finance FIRST Rating	Sub-standard/suspended data quality.	Standard.	Above standard.	Superior achievement.	x	Exemplary
6	Programs/Compliance Gifted and Talented Bilingual/ESL SpED ISPP Career Technical Education Title I/Migrant Food services Transportation Parental Involvement/Homeless Response To Intervention (RTI)	Less than 80% of all programs meet compliance.	80-89% of all programs meet compliance.	90-94% of all programs meet compliance.	95-100% of all programs meet compliance.	x	Recognized

SCHOOL DISTRICT EVALUATION OF PERFORMANCE IN COMMUNITY AND STUDENT ENGAGEMENT; COMPLIANCE

House Bill 5 Section 46

Indicator

District Rating

Statutory Reporting and Policy Requirements Current Rating ----->

Exemplary

Statutory Reporting and Policy Requirements		"No" Area		"Yes" Area			Data Source	Rating
		Unacceptable	Acceptable	Recognized	Exemplary			
7	GRANTS/SUBMISSIONS Other Erate	Less than 50% on-time submission of all reports submitted on time.	50-74% on-time submission of all reports submitted on time.	75-99% on-time submission of all reports submitted on time.	100% on-time submission of all reports submitted on time.	x		Exemplary
8	NCLB Cards Report	Information was not disseminated within 6 calendar weeks from time of notification.	100% of information was disseminated within 6 calendar weeks from time of notification.	100% of information was disseminated within 6 calendar weeks from time of notification with at least two means of distribution.	100% of information was disseminated within 6 calendar weeks from time of notification through various means of distribution.	x		Exemplary
9	Technology Plan Child Internet Protection Act (CIPA) Star Chart Acceptable Use	Less than 70% of the Technology Plan implemented with 100% of components listed below submitted.	70-84% of the Technology Plan implemented with 100% of components listed below submitted.	85-94% of the Technology Plan implemented with 100% of components listed below submitted.	95-100% of the Technology Plan implemented with 100% of components listed below submitted.	x		Exemplary
10	WAIVERS Class size Attendance Courses Calendar Other	Less than 80% on-time required waiver submittals.	80%-89% on-time required waiver submittals.	90%-99% on-time required waiver submittals.	100% on-time required waiver submittal or N/A due to being in compliance in which a waiver is not required.	x		Exemplary

POINT ISABEL SCHOOL INDEPENDENT DISTRICT EVALUATION OF PERFORMANCE IN COMMUNITY AND STUDENT ENGAGEMENT; COMPLIANCE

House Bill 5 Section 46

Indicator		Port Isabel Junior High School					Recognized	
		Unacceptable	Acceptable	Recognized	Exemplary	Data Source	Rating	
Fine Arts Program		District						
	TEKS based instruction is provided K-5 in the Fine Arts disciplines (visual art, theater, music - Senate Bill 815).	None	Some	Most	All		Course/Master Schedule, Lesson Plans	Acceptable
	Indicate how many Fine Arts disciplines (visual art, theater, music) have TEKS based curriculum documents in place at the Elementary level.	None	Some	Most	All		Lesson Plans/ Curriculum Maps for Music Classes	Acceptable
	Indicate how many Fine Arts disciplines (visual art, theater, music) have TEKS based curriculum documents in place at the Secondary level.	None	Some	Most	All	X	Lesson Plans/ Curriculum Maps for Fine Arts Classes	Exemplary
	How many Fine Arts specialists are degreed and certified within the Fine Arts areas they are teaching?	None	Some	Most	All	X	Teacher Certifications	Recognized
	Indicate the number of times Fine Arts programs exhibited/performed at *non-competitive events for the community during the 2016-2017 school year. *Examples: concerts, parades, shows, plays, musicals, holiday programs (i.e. Veterans Day, Memorial Day, Mother's Day), performances at/for businesses in the community.	0-4	5-9	10-14	15+	X		Recognized
	Student Recognition				X			Recognized
	Have any of your Fine Arts groups have been recognized beyond the district?	No			Yes		X	Exemplary
	Teacher Instructional Support				X			Recognized
	Have any of the classes taken a field trip to a museum, local theatre, opera, symphony, art exhibit, etc?	No			X			Recognized
	Fine Arts Regional and State Professional Development	Fine Arts teachers are not permitted to attend regional and state professional development.	Fine Arts teachers are permitted to attend regional and state professional development.	Fine Arts teachers are encouraged to attend regional and state professional development.	X	Fine Arts teachers receive funding to attend regional and state professional development.		Recognized
	Facilities	None of the Fine Arts programs have a dedicated classroom/facility that supports the instructional needs of the program.	Some of the Fine Arts programs have dedicated classroom/facility that supports the instructional needs of the program.	Most of the Fine Arts programs have dedicated classroom/facility that supports the instructional needs of the program.		All of the Fine Arts programs have dedicated classroom/facility that supports the instructional needs of the program.	X	Exemplary

POINT ISABEL SCHOOL INDEPENDENT DISTRICT EVALUATION OF PERFORMANCE IN COMMUNITY AND STUDENT ENGAGEMENT; COMPLIANCE

House Bill 5 Section 46

Indicator							
Wellness and Physical Education Current Rating ----->							
Exemplary							
Education	Unacceptable	Acceptable	Recognized	Exemplary	Data Source	Rating	
I. Health Education							
TEKS based Health Education instruction at the Elementary campuses	No evidence of Instruction at the Elementary campuses	TEKS based Health Education instruction is taught to all Elementary students.	TEKS based Health Education instruction is taught to all Elementary students and is incorporated in the Physical Education classes.	TEKS based Health Education instruction is taught to all Elementary students, is incorporated in the PE classes, and at least 15 minutes of unstructured recess is offered to all students in addition to daily MVPA requirements.	x	Lesson plans, Master schedule	Exemplary
Human Sexuality Education	No evidence of Human Sexuality Instruction.	Students are taught Human Sexuality education at the secondary level.	Students are taught Human Sexuality Education in the High School and Middle School campuses during Health and/or PE classes.	Students are taught Human Sexuality Education in the High School and Middle School, and it is introduced in the Elementary campuses (4th and/or 5th grade).	x	Lesson plans, Human Sexuality permission slips, Master schedule.	Exemplary
II. Health Services							
Completed Health Screening Referrals (hearing, vision, and dental)	Less than 70% of completed health screening referrals.	80% of completed health screening referrals.	85% of completed health screening referrals.	Completed health screening referrals.	x	Nurse logs and records.	Exemplary
Availability of school nurses	No LVNs or RNs for the District.	No RNs for the District.	1 nurse for the District.	2 nurses for the District.	x	Certication records.	Exemplary
III. Mental Health/Counseling Services							
Staff trainings are provided on positive behavior and intervention supports (CPI).	No evidence of staff training.	1 training per year is offered.	1 training per semester is offered.	3 or more trainings are provided throughout the school year.	x	Eduphoria Workshop data	Exemplary
Training is provided on Suicide and Violence Risk Assessment.	No evidence of training.	1 training per year for all professional staff.	1 training per year for all professional staff and a mental health training for all new professionals.	1 training per year for all professional staff, a mental health training for all new professionals and counselors attend one or more additional trainings per year.	x	Eduphoria Workshop data	Recognized

POINT ISABEL SCHOOL INDEPENDENT DISTRICT EVALUATION OF PERFORMANCE IN COMMUNITY AND STUDENT ENGAGEMENT; COMPLIANCE

House Bill 5 Section 46

Indicator		Wellness and Physical Education Current Rating ----->					Exemplary	
Education		Unacceptable	Acceptable	Recognized	Exemplary	Data Source	Rating	
Campus staff will request Crisis Response as appropriate for suicide attempt, violence, etc.	Campus staff does not request Crisis Response for suicide attempt, violence, etc.	Campus staff does request Crisis Response as appropriate.	Campus staff does request Crisis Response as appropriate. Counselors have resources to address crisis issues.	Campus staff does request Crisis Response as appropriate. Counselors have resources and contacts to address crisis issues.	x	Principal/ Counselor records	Exemplary	
Campus staff will request Bullying Prevention and interventions as appropriate.	Campus staff does not request Bullying Prevention and interventions as appropriate..	Campus staff does request Crisis Response for Bullying Prevention and interventions as appropriate.	Campus staff does request Crisis Response for Bullying Prevention and interventions as appropriate. Bullying Prevention training is offered to campus.	Campus staff does request Crisis Response for Bullying Prevention and interventions as appropriate. Bullying Prevention training is conducted once per year for all professional staff.	x	Principal/ Counselor records/Eduphoria Workshop data	Exemplary	
IV. Child Nutrition								
District breakfast and lunch menus meet the Nutritional Guidelines according to age groups.	No evidence of menus meeting the Nutritional Guidelines.	Menus meet the Nutritional Guidelines.	Menus meet the Nutritional Guidelines and encourage healthy eating for students (variety of nutritional selections are offered daily).	Menus meet the Nutritional Guidelines and encourage and promote healthy eatings- to students, parents, and the community (Nutritional analysis and nutrition information provided through program website).	x	Menus	Exemplary	

POINT ISABEL SCHOOL INDEPENDENT DISTRICT EVALUATION OF PERFORMANCE IN COMMUNITY AND STUDENT ENGAGEMENT; COMPLIANCE

House Bill 5 Section 46

Indicator	Wellness and Physical Education Current Rating ----->					Exemplary	
Education	Unacceptable	Acceptable	Recognized	Exemplary	Data Source	Rating	
Adhere to State Guidelines for food served in school environment.	Competitive foods and foods of minimum nutritional values are allowed during the school day.	State guidelines are met with allowable snacks in the classroom and afterschool. Competitive foods and foods of minimum nutritional values are not allowed/provided.	State guidelines are met with allowable snacks in the classroom and afterschool. Competitive foods and foods of minimum nutritional values are not allowed/provided. Healthy choices such as water, low fat and fat free milk and 100% fruit or vegetable juice are provided throughout the day.	State guidelines are met with allowable snacks in the classroom and afterschool. Competitive foods and foods of minimum nutritional values are not provided. Healthy choices such as water, low fat and fat free milk and 100% fruit or vegetable juice are provided throughout the day. Concessions stands at school activities outside the school day are encouraged to provide healthy food options.	x	Principal records	Exemplary
V. Staff Wellness							
Host voluntary Health/Wellness (Health Fairs, Wellness Wednesday, Fit Fridays, Family Fun Fitness, Biggest Loser, etc.)	None	Conducted at Elementary campuses only.	At least one District-wide event.	At least one District-wide event and an additional event at two of the District's campuses.	x	Flyers and sign-in sheets.	
VI. Physical Education							

POINT ISABEL SCHOOL INDEPENDENT DISTRICT EVALUATION OF PERFORMANCE IN COMMUNITY AND STUDENT ENGAGEMENT; COMPLIANCE

House Bill 5 Section 46

Indicator		Wellness and Physical Education Current Rating ----->					Exemplary	
Education		Unacceptable	Acceptable	Recognized	Exemplary	Data Source	Rating	
State mandated TEKS based Physical Education curriculum and the use of TEA approved Coordinated School Health Programs (CATCH, SPARKE Healthy and Wise, etc).	Less than State mandates.	All students participate in the State mandated TEKS based Physical Education curriculum and in the TEA approved Coordinated School Health programs (CSH).	In addition to all students participating in State mandated TEKS based curriculum and TEA approved CSH programs, students are not pulled out of scheduled PE class for more than 10% of the instructional class time.	In addition to all students participating in the State mandated TEKS based curriculum and TEA approved CSH programs, students are not pulled out of scheduled PE class for more than 10% of the instructional class time, and Physical Education activity-recess is not treated as a punishment.	Physical Education, Athletics, Band, Tarpon+, CATCH, Attendance Records.	Recognized		
State mandated amount of TEKS based physical activity: MVPA (Moderate to Vigorous Physical Activity) per day/week by grade level; Elementary-30 minutes per day or 135 minutes per week, Middle School-30 minutes per day per semester, and High School 50 minutes of class time	Less than State mandates.	All students participate in the State mandated amount of TEKS based physical activity (MVPA) per day/week by grade level; Elementary-30 minutes per day or 135 minutes per week, Middle School-30 minutes per day per semester, and High School-50 minutes of class time.	In addition to the State mandated amount of Physical Activity, students also participate in before and after school programs containing physical activity (Fitness, Boys and Girls Club Partnerships, Jump Rope/Hoops for Heart Event, etc.).	Students participate in the State mandated amount of physical activity in before and after school programs containing physical activity, and in physical activity that is integrated in the classroom (Brain Breaks).	Math Movement Training, Master schedule.	Exemplary		
Staff and students participate in causes (Autism Walk, Lymphoma Cause, Breast Cancer Awareness Walk)	None	One to three causes.	Four to six causes.	Seven or more causes.	LIST OF participants, students and staff. Registration Forms. Photos.	Exemplary		
Increased health awareness activities recommended by SHAC.	1 activity.	2 activities.	3 activities.	4 or more activities.	SHAC minutes	Recognized		

POINT ISABEL SCHOOL INDEPENDENT DISTRICT EVALUATION OF PERFORMANCE IN COMMUNITY AND STUDENT ENGAGEMENT; COMPLIANCE

House Bill 5 Section 46

Indicator								
		Wellness and Physical Education Current Rating ----->					Exemplary	
Education	Unacceptable	Acceptable	Recognized	Exemplary		Data Source	Rating	
Fitness Assessment using Fitnessgram (FG)	Not used or conducted.	FG assessment is conducted at least once per school year for students in grades 3-12 receiving credit for Physical Education and reported to TEA on time.	FG Assessment is conducted at least once during the school year for students in grades 3-12 receiving credit for Physical Education, reported to TEA on time, and scores are shared with parents upon request.	X	FG Assessment is conducted at least once during the school year for all students in grades 3-12, reported to TEA on time, and scores are shared with parents with an explanation of the scores.	Fitness Gram data	Recognized	

POINT ISABEL INDEPENDENT SCHOOL DISTRICT EVALUATION OF PERFORMANCE IN COMMUNITY AND STUDENT ENGAGEMENT; COMPLIANCE

House Bill 5 Section 46

Indicator		Community and Parental Involvement Current Rating ----->					Data Source	Rating
Community and Parental Involvement		Unacceptable	Acceptable	Recognized	Exemplary			
I. Opportunities for parents to assist students in preparing for assessments								
Communicate with parents about the importance of State Assessments and tutorials.	No evidence of communication.	Communication about State Assessment and tutorials occur once per semester.	Communication about State Assessment and tutorials occur three times per semester.	Communication about State Assessment and tutorials occur five or more times per semester.	X	BlackBoard Connect log, Copies of flyers, Sign-In sheets.	Exemplary	
Provide parent meetings relevant to District Programs and Services.	No evidence of parent meetings.	1-2 parent sessions provided per semester.	3-4 parent sessions provided per semester.	5 or more parent sessions provided per semester.	X	Agendas Sign-In sheets.	Exemplary	
Provide individual grade level parent meetings at the Elementary level twice a year.	No evidence of parent meetings.	2 grade levels conducted two meetings per year.	4 grade levels conducted two meetings per year.	6 grade levels conducted two meetings per year.	X	Agendas Sign-In sheets.	Recognized	
Provide parents the opportunity to participate in campus decision-making committees to provide input about preparation methods for State Assessments.	No evidence of parent input through DEIC/SHAC/LPAC.	Some evidence of parent participation in DEIC/SHAC/LPAC (50% of the time).	Regular parent participation in DEIC/SHAC/LPAC (80% of the time).	Consistent evidence of parent participation in DEIC/SHAC/ LPAC (100% of the time).	X	Agendas Sign-In sheets.	Recognized	
II. Tutoring Programs that Support Students taking State Assessments								
Academic Tutorials	No evidence of academic tutorials to support state assessment knowledge and skills.	There is some evidence attendance in academic tutorials are taking place for targeted student populations (50% attendance).	There is evidence regular attendance in academic tutorials are taking place for targeted student populations (80% attendance).	There is consistent evidence attendance in academic tutorials is taking place for targeted student populations (90 - 100% attendance).	X	Tutoring Logs Sign-In Sheets	Recognized	
Flexible Learning Opportunities	No evidence of Flexible Learning Opportunities.	There is limited evidence of Flexible Learning Opportunities (1 - 2 offerings).	There is evidence of Flexible Learning Opportunities (3 - 4 offerings).	There is significant evidence of Flexible Learning Opportunities (5 or more offerings).	X	Sign-In Sheets Lesson plans	Exemplary	
Assessment tutorials (STAAR, ACT, TSI, SAT, AP).	No evidence of tutorials focusing on test taking strategies.	There is some evidence attendance in assessment tutorials are taking place (50% attendance).	There is evidence that attendance in assessment tutorials are taking place (80% attendance).	There is significant evidence attendance in assessment tutorials are taking place (90% attendance).	X	Tutoring Logs Sign-In Sheets	Exemplary	
III. Opportunities for Students to Participate in Community Service Projects								
Community Service Projects	0-2 Community Service Projects per year.	3-4 Community Service Projects per year.	5-6 Community Service Projects per year.	7 or more Community Service Projects per year.	X	Project Information	Exemplary	

POINT ISABEL INDEPENDENT SCHOOL DISTRICT EVALUATION OF PERFORMANCE IN COMMUNITY AND STUDENT ENGAGEMENT; COMPLIANCE

House Bill 5 Section 46

Indicator		21st Century Workforce Development Current Rating ----->						Exemplary
21st Century Workforce Development		Unacceptable	Acceptable	Recognized	Exemplary	Data Source	Rating	
Career Pathways	0 Career Pathways.	1 to 3 Career Pathways.	4 to 7 Career Pathways.	8 - 10 or more Career Pathways.	X	CTE Course Catalogue.	Exemplary	
Endorsements	9 or less Endorsements.	10-12 Endorsements.	13-15 Endorsements.	16 or more Endorsements.	X	CTE Course Catalogue.	Exemplary	
4-year Individualized Graduation Plan	0-10% completed based on enrollment.	11%-50% completed based on enrollment.	51%-79% completed based on enrollment.	80%-100% completed based on enrollment.	X	Registration	Exemplary	
Advanced Technical Credit Courses	None offered.			Advanced Technical Courses offered for each Career Pathway.	X	Master Schedule, Course Catalog.	Exemplary	
Academic and Technical Dual-Enrollment Credit	None offered.			Academic and Technical Dual-Enrollment credit offered.	X	Master Schedule, Course Catalog, Teacher agreement with Universities, Colleges, and Technical Schools.	Exemplary	
Industry certificates (OSHA Safety, Microsoft Office Specialists, etc.).	None offered.	1 - 3 Offered.	4 - 7 Offered.	X	8 or more offered.	CTE Data	Recognized	
CTE/Community Partnerships, Internships, Job Shadowing, Externships, Mentoring, School presentations	None offered.	1 - 3 Offered.	4 - 7 Offered.		X	CTE Data	Exemplary	

POINT ISABEL INDEPENDENT SCHOOL DISTRICT EVALUATION OF PERFORMANCE IN COMMUNITY AND STUDENT ENGAGEMENT; COMPLIANCE

House Bill 5 Section 46

Indicator	Port Isabel Junior High School							
Dropout Prevention Strategies	Dropout Prevention Strategies Current Rating ----->							
	Unacceptable	Acceptable	Recognized	Exemplary	Data Source	Rating		
Optional Flexible School Year Program	No			Yes	X	District/Campus Plan; PEIMS; Local Activity Logs; Sign-In sheets; Agendas.	Exemplary	
Dropout Prevention Planning	None	Meets once per semester	X				Acceptable	
Online Cohort Data Analysis	No		X	Yes			Acceptable	
Dropout Specialist	None			X	Yes		Recognized	
Smaller Teacher:Student Ratios	No			Yes	X		Exemplary	
Credit Recovery Programs	None		X			Purchase Order; Master Schedule; Student schedules	Acceptable	
RTI/SRT Programs	None			Yes	X	Minutes, Sign-In sheets.	Exemplary	
Communication System	Not utilized for Truancy.	Utilized for Truancy monthly.		X	Utilized for Truancy weekly.	Blackboard Connect Log	Recognized	
Home Visits Conducted	No			X	Yes	Log	Recognized	
Notices sent to parents daily	No			X	Yes	Log	Recognized	
CTE Informational Sessions	None	1-2 Sessions.	X	3-4 Sessions.	10 or more sessions.	District/Campus Plan, PEIMS, Activity Logs/Sign-In Logs.	Acceptable	
Optional Flexible School Day Program	No			Yes	X	Plan, Calendar.	Exemplary	
College visits	0-1 per year	1-2 per year	X	3-4 per year	4-5 more per year	Newsletters, Listings of students, College Flyers.	Acceptable	
Community Meetings/Parental Involvement	Less than five strategies.	Five strategies.		Six - nine strategies.	Ten or more strategies.	X District/Campus Plan, PEIMS, Activity Logs/Sign-In Logs.	Exemplary	
Parental Involvement Meetings/Sessions	4 or less sessions annually.	5-6 sessions annually.		X	7-8 sessions annually.	9 or more sessions annually.	Sign-In Sheets, Agendas.	Recognized

POINT ISABEL INDEPENDENT SCHOOL DISTRICT EVALUATION OF PERFORMANCE IN COMMUNITY AND STUDENT ENGAGEMENT; COMPLIANCE

House Bill 5 Section 46

Indicator

Port Isabel Junior High School

Dropout Prevention Strategies Current Rating ----->

Recognized

Dropout Prevention Strategies

	Unacceptable	Acceptable	Recognized	Exemplary	Data Source	Rating
Dropout Prevention Planning	None	Once per month. X	Once per week.	Daily.	Sign-in sheets, Agendas.	Acceptable
Communication System to keep in contact with parents	Not utilized.	Utilized monthly.	Utilized weekly.	Utilized daily. X	Blackboard Connect Log	Exemplary
Counselors available at every campus	No	Minimum required.	One more than minimal requirement.	Two or more than minimal requirement. X	Counselor schedules, Campus Staff rosters, and Enrollment.	Exemplary
Discipline Management System (Anti - Bullying, Champs, PBIS, De-escalating Strategies, CPI)	No			Yes X	Program Data, Sign-In sheets.	Exemplary
Support for pregnant teens	None offered.	1 -2 support systems.	3 - 4 support systems. X	5 or more support systems.	Schedules and Plans.	Recognized
Student involvement - Programs, Clubs, Mentors	None offered.	Offered 50% - 74% of the instructional days.	Offered 75% - 89% of the instructional days.	Offered 90% - 100% of the instructional days. X	Schedules, Agendas, Sign-In sheets.	Exemplary

POINT ISABEL ISD SCHOOL DISTRICT EVALUATION OF PERFORMANCE IN COMMUNITY AND STUDENT ENGAGEMENT; COMPLIANCE

House Bill 5 Section 46

Indicator		Second Language Acquisition Current Rating ----->						Recognized	
Second Language Acquisition		Unacceptable	Acceptable	Recognized	Exemplary	Data Source	Rating		
1		Second Language Acquisition Programs							
Bilingual Program Implementation	None	As required by law (under an approved TEA exception).	As required by law (with appropriately certified staff).	X	Provides the program to additional grade levels and student populations.	Program Handbook, District Documents.	Recognized		
ESL Program Implementation	None	As required by law (under an approved TEA waiver).	As required by law (with appropriately certified and trained staff).	X	Provides the program to additional grade levels and student populations.	Program Handbook, District Documents.	Recognized		
Bilingual/ESL Program Participation	Greater than 10% Parental Denials (Code C).	7-9% Parental Denials (Code C).	4-6% Parental Denials (Code C).	X	0-3% Parental Denials (Code C).	Percent of LEP students participating in the Bilingual/ESL Education Programs.	Exemplary		
LOTE Participation	None	Provided at the High School level as required by law.	Provided at the High School and Middle School levels.	X	Provided at the High School, Middle School, and Elementary levels.	Teacher schedules, Master schedule.	Recognized		
2		Professional Staff Development							
Sheltered Instruction and ELPS Training are provided to staff serving ELLs.	Not offered.	As required by state and federal law.	Offered to content area teachers, including those not serving ELLs.	X	Offered to all instructional staff on a yearly basis (content, electives, extracurricular).	Agendas, Sign-In sheets, Evaluations, Surveys, Training materials, Teacher transcripts, Certificates.	Recognized		
LPAC Training	Not offered.	As required by state law.	Yearly LPAC training: Elementary, at least one teacher per grade level; Secondary, one teacher per subject area.	X	Yearly LPAC training for all teachers at a campus.	Agendas, Sign-In sheets, Evaluations, Surveys, Training materials, Teacher transcripts, Certificates.	Recognized		
3									

POINT ISABEL ISD SCHOOL DISTRICT EVALUATION OF PERFORMANCE IN COMMUNITY AND STUDENT ENGAGEMENT; COMPLIANCE

House Bill 5 Section 46

Indicator		Second Language Acquisition Current Rating ----->						Recognized	
Second Language Acquisition		Unacceptable	Acceptable	Recognized	Exemplary	Data Source	Rating		
Spanish and English grade level TEKS implemented as required by the District's Program Model.		Inconsistent implementation.	Implemented as required by law.	Vertical and horizontal alignment is evident in most curriculum documents and delivery of instruction.	X	Vertical and horizontal alignment is evident in all curriculum documents and delivery of instruction.	Curriculum documents, Lesson plans, Walk-throughs.	Recognized	
ELPS are implemented as required for each student commensurate to their English Language Proficiency Level.		Inconsistent Implementation.	Implemented as required by law.	Vertical and horizontal alignment is evident in most curriculum documents and delivery of instruction.	X	Vertical and horizontal alignment is evident in all curriculum documents and delivery of instruction.	Curriculum documents, Lesson plans, Walk-throughs.	Recognized	
CCRS are implemented as required for each student.		Inconsistent Implementation.	Implemented as required by law.	X	Vertical and horizontal alignment is evident in most curriculum documents and delivery of instruction.	Vertical and horizontal alignment is evident in all curriculum documents and delivery of instruction.	Curriculum documents, Lesson plans, Walk-throughs.	Acceptable	
Integration of technology for Second Language Acquisition.		Not available.	Available, but not used consistently.		Teacher is using technology consistently to deliver instruction.	X	Lesson plans, Walk-throughs, Student Usage reports, Student products.	Exemplary	
Pre-Advanced and Advanced Placement Courses are offered to current and former ELLs.		Not offered.	As required by law.		Campus has activities in place to recruit students.	X	Recruitment plan, Calendar, Rosters, PEIMS data.	Exemplary	
Supplemental materials support Second Language Acquisition (SLA).		Materials purchased do not support SLA.	Materials purchased support SLA.		Supplemental materials supporting SLA are available for some subject areas and grade levels.	X	Purchase requisitions, campus inventories	Exemplary	
State adopted materials are available in both English and Spanish for ELLs.		Not available.	As per required by law.		State adopted materials utilized by classroom teachers support language of instruction in most content areas.	X	Purchase requisitions, Campus inventories.	Exemplary	
4 Parent and Community Engagement									
Parents and Community Members are afforded the opportunity to participate in Adult Education Classes (ESL and Literacy , etc.).		No courses are available.	One course is available.	X	Two courses are available.		Agendas, Sign-In sheets, Evaluations, Surveys, Training materials.	Acceptable	

POINT ISABEL ISD SCHOOL DISTRICT EVALUATION OF PERFORMANCE IN COMMUNITY AND STUDENT ENGAGEMENT; COMPLIANCE

House Bill 5 Section 46

Indicator

Second Language Acquisition Current Rating ----->

Recognized

Second Language Acquisition		Second Language Acquisition Current Rating ----->				Recognized	
		Unacceptable	Acceptable	Recognized	Exemplary	Data Source	Rating
Communication to parents and community members is provided in both English and Spanish.	Sometimes.	Frequently.	Most of the time.	Always.	Parent portal, Website, Email, Flyers, Letters, Phone messenger, Phone logs.	Recognized	
Informational sessions are provided to parents and community members in regards to available Second Language Acquisition Programs and Services.	None are scheduled.	Once a year.	Twice a year.	Three or more times a year.	Agendas, Sign-In sheets, Evaluations, Surveys, Training materials.	Acceptable	

POINT ISABEL INDEPENDENT SCHOOL DISTRICT EVALUATION OF PERFORMANCE IN COMMUNITY AND STUDENT ENGAGEMENT; COMPLIANCE

House Bill 5 Section 46

Indicator

Digital Learning Enviroments Current Rating ----->

Recognized

Digital Learning Enviroments	Unacceptable	Acceptable	Recognized	Exemplary	Data Source	Rating
District Technology Plan	Non-existent	In progress	Submitted	TEA approved	X	Plan Exemplary
District Written Plan	Non-existent	In progress	Submitted	TEA approved	X	Plan Exemplary
Campus Written Plan	Non-existent	In progress	Included in Campus Improvement Plan	Separate plan	X	Recognized
Percentage of courses using a Learning Management System (i.e Blackboard, Project Share, Edmodo, iTunes U, Edivation, Atomic Learning, Canvas, etc.)	69% and below use a Learning Management System.	70%-79% use a Learning Management System.	80%-89% use a Learning Management System.	90%-100% use a Learning Management System.	X	Acceptable
Student usage reports identifying time a student spends using an Instruction Learning System (Pearson, Google Classroom, Learning.com, Compass Learning, iStation, Think Through Math, Study Island, Kahn Academy, etc.) K-8th Campuses.	50-60% and below usage.	61-70% usage.	71-80% usage.	81-100% usage.	X	Recognized
8th grade percentage of students tested	85% and below of students tested.	86%-90% of students tested.	91%-95% of students tested.	96%-100% of students tested.	X	Recognized
8th grade percentage of students Technology Literate	69% and below Technology Literate.	70%-79% Technology Literate.	80%-89% Technology Literate.	90%-100% Technology Literate.	X	Acceptable
HB5 compliance for required high school course offerings for technology applications.	Two courses offered.	Three courses offered.	Four courses offered.	Five or more courses offered.	X	Exemplary
Percentage of classrooms with Digital Tools as identified by the NCLB portion of the Local Teacher Technology Proficiency Evaluation (projectors, document readers, and interactive board technology).	69% and below of classrooms with Digital Tools.	70%-79% of classrooms with Digital Tools.	80%-89% of classrooms with Digital Tools.	90%-100% of classrooms with Digital Tools.	X	Exemplary
One to one and/or bring your own device initiatives.	Non-Existent	Planning	Pilot	Large scale implementation	X	Exemplary
Staffing (Technology Instructional Staff to Student Ratio).	One dedicated professional for more than 10 campuses.	One dedicated professional shared between 5-10 campuses.	One dedicated professional shared between 2-4 campuses.	One dedicated professional per campus.	X	Recognized
Digital Citizenship Curriculum Implementation (iSafe)	Implementation level: student.	Implementation level: student, faculty.	Implementation level: student, parent, faculty.	Implementation level: community, student, faculty and parents.	X	Recognized
Information Literacy (Learning. Com, MackenVia, etc...).	Students are aware of available databases, how to evaluate information, and identify authoritative websites.	Students are familiar with available databases, how to evaluate information, and identify authoritative websites.	Students are utilizing available databases, evaluating information, and identifying authoritative websites.	Students are mastering available databases, how to evaluate information, and identify authoritative websites.	X	Acceptable