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

House Bill 5 Section 46

Indicator	District:	2016-2017 Point Isabel ISD	Rating			
	Campus:	Garriga Elementary	Unacceptable	Acceptable	Recognized	Exemplary
Student and Community Engagement; Compliance	Program/Category		Unacceptable	Acceptable	Recognized	Exemplary
	Fine Arts					Exemplary
	Wellness and Physical Education					Exemplary
	Community and Parental Involvement					Exemplary
	21st Century Workforce Development					Exemplary
	Dropout Prevention Strategies					Exemplary
	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					Exemplary	

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.

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Indicator

District Rating

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

Exemp

Statutory Reporting and Policy Requirements

	Indicator	"No" Area				"Yes" Area		Data Source
		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		
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.	
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.	x	95-100% of the IP is implemented.		
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		
	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.	One K-4 class exceeds the 22:1 ratio. A waiver is not required.	x	All K-4 classes meet the 22:1 ratio.		
5	Finance FIRST Rating	Sub-standard/suspended data quality.	Standard.	Above standard.	Superior achievement.	x		
6	Programs/Compliance Gifted and Talented Bilingual/ESL SpED ISPP Career Technical Education Title I/Migrant Food services Transportation Parental Involvement/Homeless	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		

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Statutory Reporting and Policy Requirements		"No" Area		"Yes" Area			Data Source
		Unacceptable	Acceptable	Recognized	Exemplary		
	Response To Intervention (RTI)						
7	GRANTS/SUBMISSIONS Other Erate Report	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	
8	NCLB Cards	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	
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	
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	



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

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Indicator	Point Isabel ISD Rating						Data Source	Rating
	Unacceptable	Acceptable	Recognized	Exemplary	Exemplary			
Fine Arts Program	Fine Arts Program Current Rating ----->							
	District							
TEKS based instruction is provided K-5 in the Fine Arts disciplines (Visual Art, Theater, Music - Senate Bill 815).	None	Some	Most	All	X	Course Schedules; Master Schedule; Lesson plans.	Exemplary	
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	X	Lesson Plans; Curriculum Maps for Music 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	Exemplary	
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		Exemplary	
Student Recognition								
Teacher Instructional Support								
Have any of the classes taken a field trip to a museum, local theatre, opera, symphony, art exhibit, etc?	No			Yes	X		Exemplary	
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.	X	All of the Fine Arts programs have dedicated classroom/facility that supports the instructional needs of the program.		Exemplary	

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Indicator	Point Isabel ISD Rating					
	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 schedules	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	No RNs for the District.	1 nurse for the District.	2 nurses for the District.	x Certification 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 (two per year).	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.	x 1 training per year for all professional staff, a mental health training for all new professionals, and counselors attend one or more additional trainings a year.	Eduphoria Workshop data	Recognized
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

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Indicator		Point Isabel ISD Rating					
		Wellness and Physical Education Current Rating ----->				Exemplary	
Education		Unacceptable	Acceptable	Recognized	Exemplary	Data Source	Rating
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 the 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	Exemplary
IV. Child Nutrition							
District breakfast and lunch menus meet need the Nutritional Guidelines according to age groups.	No evidence of menus 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 community (Nutritional Analysis and nutrition information provided through program website).	x	Menus	Exemplary
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 activites outside the school day are encouraged to provide health food options.	x	Principal records	Exemplary

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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						
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.	x 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).	x Math Movement Training, Master schedule.	Exemplary
Staff and students participate in causes (Autism Walk, Lymphoma Cause, Breast Cancer Awareness Walks)	None	One to three causes.	Four to six causes.	Seven or more causes.	x LIST OF participants, students and staff. Registration Forms. Photos.	Exemplary

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Education		Wellness and Physical Education Current Rating ----->				Exemplary	
		Unacceptable	Acceptable	Recognized	Exemplary	Data Source	Rating
Increased health awareness activities recommended by SHAC.	1 activity.	2 activities.	3 activities.	x	4 or more activities.	SHAC minutes	Recognized
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

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Indicator		Point Isabel ISD Rating					
Community and Parental Involvement		Community and Parental Involvement Current Rating ----->					
		Unacceptable	Acceptable	Recognized	Exemplary	Data Source	Rating
I. Opportunities for parents to assist students in preparing for assessments							
Communicate with parents about the importance of the 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 parents 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.	Exemplary
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

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Indicator		Point Isabel ISD Rating					
21st Century Workforce Development		21st Century Workforce Development Current Rating ----->					
		Unacceptable	Acceptable	Recognized	Exemplary	Data Source	Rating
College and Career Awareness	0 activities.	1 activity.	2 activities per year.	3 or more activities per year.	x	College t-shirt day; Career Fair; Career Dress-Up Days; (red ribbon week).	Exemplary
JH and HS students, administrators, band directors, and athletes visit to explain future coursework and options.	0 visits.	1 visit per year.	2 visits per year.	3 or more visits per year.	x	Schedule; Newsletter	Exemplary
Students visit community businesses and offices.	No visits conducted.	1 visit per year.	2 visits per year.	3 or more visits per year.	x	Schedules: Police station, Fire station, HEB, Bank, Field trips, etc.	Exemplary
CTE/Community Partnerships/Involvement	None offered.	1 activity.	2 activities per year.	3 or more activities per year.	x	Career Fair, presentation, Sign In sheets, Parent Fair, Fire Prevention Week.	Exemplary

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Indicator	Point Isabel ISD Rating						
Dropout Prevention Strategies	Dropout Prevention Strategies Current Rating ----->						
	Unacceptable	Acceptable	Recognized	Exemplary	Data Source	Rating	
Optional Flexible School YearProgram	No			Yes	X	District/Campus Plan; PEIMS; Local Activity Logs; Sign-In sheets; Agendas.	Exemplary
Smaller Teacher:Student Ratios	No			Yes	X		Exemplary
RTI/SRT programs	None			Yes	X	Minutes, Sign-In sheets.	Exemplary
Home Visits Conducted	No			Yes	X	Log	Exemplary
Notices sent to parents	No			Yes	X	Log	Exemplary
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.	7-8 sessions annually.	9 or more sessions annually.	X	Sign-In Sheets, Agendas.	Exemplary
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			Yes	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
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

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Indicator		Point Isabel ISD Rating					
Second Language Acquisition		Second Language Acquisition Current Rating ----->				Recognized	
		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).		0-3% Parental Denials (Code C).	X Percent of LEP students participating in the Bilingual/ESL Education Programs.	Exemplary
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.		Offered to all instructional staff on a yearly basis (content, electives, extracurricular).	X Agendas, Sign-In sheets, Evaluations, Surveys, Training materials, Teacher transcripts, Certificates.	Exemplary
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							
Spanish and English on 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

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Indicator		Point Isabel ISD Rating					
Second Language Acquisition		Second Language Acquisition Current Rating ----->				Recognized	
		Unacceptable	Acceptable	Recognized	Exemplary	Data Source	Rating
ELPS are implemented as required for each student commensurate to their English Language Proficiency Level.	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.	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.	Students are actively engaged through the use of technology. The teacher is the facilitator in the learning process.	Lesson plans, Walk-throughs, Student Usage reports, Student products.	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.	Supplemental materials supporting SLA are available for all subject areas and grade levels.	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.	State adopted materials utilized by classroom teachers support language of instruction in all subject areas.	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.	Three or more courses are available.	Agendas, Sign-In sheets, Evaluations, Surveys, Training materials.	Acceptable
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.	Exemplary
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.	X	Twice a year.	Three times or more a year.	Agendas, Sign-In sheets, Evaluations, Surveys, Training materials.	Acceptable

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Indicator	Point Isabel ISD Rating								
Digital Learning Enviroments	Digital Learning Enviroments Current Rating ----->							Recognized	
	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	X	Separate plan		Recognized		
Opportunity for teachers to use a Learning Management System (i.e Blackboard, Project Share, Edmodo, iTunes U, Edivation, Atomic Learning, Canvas, etc.)	Not available				X		Exemplary		
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.	X	81-100% usage.		Recognized		
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.	X	One dedicated professional per campus.		Recognized		
Digital Citizenship Curriculum Implementation (iSafe)	Implementation level: student	Implementation level: student, faculty.	Implementation level: student, parent, faculty.	X	Implementation level: community, student, faculty and parents.		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.	X	Students are mastering available databases, how to evaluate information, and identify authoritative websites.		Acceptable		

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Indicator		Point Isabel ISD Rating					
Educational Programs for Gifted and Talented		Educational Programs for Gifted and Talented Current Rating ----->				Recognized	
Identification of Key Components		Unacceptable	Acceptable	Recognized	Exemplary	Data Source	Rating
Student Assessment							
1	The district has board approved policies for ongoing Gifted and Talented identification		Gifted and Talented identification process includes at least three criteria collected from multiple sources for each area of giftedness served, and assessments in languages students understand or nonverbal assessments for K-12.	Families are provided referral procedures and forms in languages they understand according to District established timelines.	Informational meeting for parents on student referral procedures in languages they understand according to the District established timelines.	X Board approved policies /parent notifications in English and Spanish/meeting agendas and attendance documentation.	Exemplary
Service Design/Curriculum and Instruction							
	The District provides enrichment opportunities for students to advance in areas of strength during the school day as well as the entire year and informs parents.		Gifted and Talented students are provided opportunities in each of the Four Foundation Curriculum areas in grades K-12.	X Gifted and Talented students are provided opportunities for Career and Leadership assessment and training in areas of student strength.	Gifted and Talented services are provided in all areas of giftedness, including leadership, artistic areas and creativity.	Gifted and Talented Pogram manual; Lesson plans; Student schedules; PGP.	Acceptable
	Gifted and Talented students are ensured opportunities for Flexible Grouping and/or out-of-school options.		Gifted and Talented students are ensured opportunities to work together as a group, work with other students and work independently.	Flexible Grouping patterns and independent investigations are employed in the Four Foundation Curriculum areas.	X Services for Gifted and Talented students are appropriately challenging including options in the Four Foundation Curricular areas, arts, leadership, and creativity.	Lesson plans; Grouping rosters; Rotation schedules; Pull-Out Program Rosters; Club, Organization, and Program Participation.	Recognized
	A continuum of learning experiences is provided.		Learning experiences lead to the development of advanced-level products and/or performances such as those provided through the Texas Performance Standards Project (TPSP).	Participation in the Texas Performance Standards Project (TPSP), or other experiences that result in the development of sophisticated products and/or performances.	Students are provided opportunities to have sophisticated products and/or performances assessed by external evaluators who are knowledgeable in the field.	X Lesson plans reflecting TPSP activities/Products and/or Performances/Rubrics/Fair announcements agendas.	Exemplary
Professional Development							

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

House Bill 5 Section 46

Indicator		Point Isabel ISD Rating								
Educational Programs for Gifted and Talented		Educational Programs for Gifted and Talented Current Rating ----->				Recognized				
		Unacceptable	Acceptable	Recognized	Exemplary	Data Source	Rating			
Personnel involved in the planning, creation, and delivery of services to Gifted and Talented students participate in Gifted and Talented professional development.			A minimum of 30 clock hours of professional development that includes nature and needs, identification and assessment, curriculum and instruction for Gifted and Talented students is required for teachers who provide instruction and services. Teachers maintain an annual 6 hour update.	X	Teachers are encouraged to pursue advanced degrees or obtain additional professional development in their teaching field and/or in Gifted and Talented Education.	Release time or tuition assistance is provided as part of a long range plan for professional development for teachers to complete advanced degrees and/or supplemental certification in Gifted and Talented Education or advanced degrees in their teaching fields.	Sign-in sheets; Participant Records; Certificates; District staff Development Plan; Budgets reflecting Tuition Assistance; Teacher certification in Gifted and Talented or Content areas.	Acceptable		
			Administrators and counselors with authority for service decision-making are required to complete a minimum of 6 hours of professional development that includes nature and needs and service options for Gifted and Talented students.		The District offers professional development opportunities on a regular basis.	X	Administrators and counselors with authority for service decision-making are required to complete a minimum of 6 hours of annual professional development in Gifted and Talented Education.	Sign-In sheets; Participant records; Certificates; Agendas.	Recognized	
Family and Community Involvement										
Written policies are developed for the implementation of the Gifted and Talented program.			All written policies regarding Gifted and Talented services are disseminated to parents.		X	Information is shared annually requesting parent and community recommendations regarding Gifted and Talented services.	Meetings are held annually requesting parent and community recommendations regarding Gifted and Talented services.	Board policy; Gifted and Talented manual.	Recognized	
An array of learning opportunities is provided for Gifted and Talented students in grades K-12.			Parents are informed of all Gifted and Talented services and opportunities.		X	Orientation and periodic updates are provided for parents of identified Gifted and Talented students.	Orientation and periodic updates are provided for community volunteers.	Agendas; Sign-In sheets; Mentorship Meeting Logs; Electronic Communication; and Flyers.	Recognized	
			Students demonstrate giftedness through products and achievements.			Products and achievements of gifted students are shared with the community.	X	Students present products at community events.	Posters/flyers/ newspaper articles/video clips	Exemplary
The effectiveness of Gifted and Talented services are evaluated annually.			Parents are included in the Gifted and Talented evaluation process where data is used to modify and update services.	X	Input from community representatives is solicited as part of the evaluation process where data is used to update and modify services.		All pertinent data obtained through the evaluation process is used to improve Gifted and Talented services and is reflected in the District Improvement Plan.	Evaluation tool; District Improvement Plan	Acceptable	