

Indicator	District:	2016-2017 Point Isabel ISD			Rating				
	Campus:				Unacceptable	Acceptable	Recognized	Exemplary	
Student and Community Engagement; Compliance	Program/Category								
	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.

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

House Bill 5 Section 46

Indicator		District Rating									
Statutory Reporting and Policy Requirements		Statutory Reporting and Policy Requirements Current Rating ----->						Exemplary			
		"No" Area		"Yes" Area						Data Source	Rating
		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.	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 submission.	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.	x	95% - 100% of the IP is implemented.			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; waivers not submitted.	More than one K-4 class exceeds 22:1; required waiver submitted on time.	x	One K-4 class exceeds 22:1; waiver 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.			Recognized		

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Indicator		District Rating					
Statutory Reporting and Policy Requirements		Statutory Reporting and Policy Requirements Current Rating ----->				Exemplary	
		"No" Area		"Yes" Area			
		Unacceptable	Acceptable	Recognized	Exemplary	Data Source	Rating
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 Report 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	Exemplary
9	Technology Plan Acceptable Use Child Internet Protection Act (CIPA) Star Chart	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

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Indicator	Point Isabel ISD Rating						Data Source	Rating
	Unacceptable	Acceptable	Recognized	Exemplary	Exemplary			
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	X	Course, Master Schedules, 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	
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	X	All	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. Veteran's Day, Memorial Day, Mother's Day), performances at/for businesses in the community.	0-4	5-9	10-14	15+	X		Exemplary	
Student Recognition								
Have any of your Fine Arts groups been recognized beyond the district?	No			Yes	X		Exemplary	
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	

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Indicator		Point Isabel ISD Rating					
Fine Arts Program		Fine Arts Program Current Rating ----->				Exemplary	
	Facilities	Unacceptable	Acceptable	Recognized	Exemplary	Data Source	Rating
	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

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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 P.E. 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
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 P.E. classes.	Students are taught Human Sexuality Education in the High School and Middle School campuses and is introduced in the Elementary campuses (4th and/or 5th grade).	x	Lesson Plans, Human Sexuality permission slips, 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 a year for all professional staff.	1 training a year for all professional staff and a mental health training for all new professionals.	1 training a year for all professional staff, a mental health training for all new professionals, and counselors attend one or more additional trainings a year.	x	Eduphoria Workshop data.	Recognized

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		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.	Exemplary
IV. Child Nutrition							
District breakfast and lunch menus meet 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 healthy eating to students, parents, and the community (nutritional analysis and nutrition information provided through program website).	x	Menus.	Exemplary

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	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. Concession stands at school activites 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 two of the campuses .	x	Flyers, Sign-In Sheets.	
VI. Physical Education							

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	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 the in 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 P.E. class for more than 10% of the 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 P.E. class for more than 10% of the 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 MVPVA (Moderate to Vigorous Physical Activity) per day/week for grade level (Elem. 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 (MVPVA) per day/week for 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 that contain 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, students also participate 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 Schedules.	Exemplary
Staff and students participate in causes (Autism Walk, Lymphoma Cause, Breast Cancer Walk) Awareness Walks)	None	One to three causes.	Four to Six causes.	Seven or more causes.	List of student participants and pictures.	Exemplary
Increased health awareness activities recommended by SHAC.	1 activity	2 activities.	3 activities.	4 or more activities.	SHAC minutes.	Recognized

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	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 in grades 3-12 for students 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, 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 preparations methods for state assessment.	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 a 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 some 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 that focus on test taking strategies.	There is some evidence attendance in assessment tutorials is taking place (50% attendance).	There is some evidence attendance in assessment tutorials is taking place (80% attendance).	There is significant evidence attendance in assessment tutorials is 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.	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
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 endrosements.	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 and Colleges.	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

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Indicator	Point Isabel ISD Rating							
Dropout Prevention Strategies	Dropout Prevention Strategies Current Rating ----->						Data Source	Rating
	Unacceptable	Acceptable	Recognized	Exemplary				
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.	Meets monthly.	X	Meets weekly.			Recognized
Online Cohort Data Analysis.	No				Yes	X		Exemplary
Dropout Specialist.	None				Yes	X		Exemplary
Smaller Teacher:Student Ratios.	No				Yes	X		Exemplary
Trailer Courses at high school.	None				Yes	X		Exemplary
Credit Recovery Programs.	None				Yes	X	Purchase order, Master Schedules, Student Schedules.	Exemplary
RTI/SRT Programs.	None				Yes	X	Minutes Sign-In Sheets.	Exemplary
Communication System.	Not utilized for truancy	Utilized for truancy monthly	Utilized for truancy weekly		Utilized daily for truancy	X	Blackboard Connect Log.	Exemplary
Home visits conducted.	No				Yes	X	Log.	Exemplary
Notices sent to parents daily.	No				Yes	X	Log.	Exemplary
CTE Informational sessions.	None	1-2 sessions	3-4 sessions	X	ten or more sessions		District/Campus Plan, PEIMS, Activity Logs, Sign-In Sheets.	Acceptable
Optional Flexible School Day Program.	No				Yes	X	Plan, Calendar.	Exemplary
College visits.	0-1 per year.	1-2 per year.	3-4 per year.		4-5 more per year.	X	Newsletters, Listings of students, College fliers	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 Sheets	Exemplary

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Indicator	Point Isabel ISD Rating					
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Dropout Prevention Strategies	Dropout Prevention Strategies Current Rating ----->						Data Source	Rating
	Unacceptable	Acceptable	Recognized	Exemplary	Exemplary	Exemplary		
Parental Involvement Meetings/Sessions.	4 or less sessions annually.	5-6 sessions annually.	7-8 sessions annually.	X	9 or more sessions annually.	X	Sign-In Sheets, Agendas.	Exemplary
Dropout Prevention Planning.	None	Once per month.	Once per week.	X	Daily.	X	Sign-In Sheets, Agendas.	Recognized
Communication System to keep in contact with parents.	Not utilized.	Utilized monthly.	Utilized weekly.	X	Utilized daily.	X	Blackboard Connect Log.	Exemplary
Counselors available at every campus.	No	Minimum required.	One more than minimum requirement.	X	Two or more than minimum requirement.	X	Counselor Schedules, Campus staff rosters and enrollment.	Exemplary
Discipline Management System (Anti - Bullying, Champs, PBIS, De-escalating Strategies, CPI).	No			X	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.	X	Schedules, Plans.	Recognized
Student Involvement - programs, clubs, mentors.	None offered.	Offered 50% - 74% of the Instructional days.	Offered 75% - 89% of the Instructional days.	X	Offered 90% - 100% of the Instructional days.	X	Schedules, Agendas, Sign-In Sheets.	Exemplary

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Indicator	Point Isabel ISD Rating						Data Source	Recognized
	Unacceptable	Acceptable	Recognized	Exemplary	Second Language Acquisition Current 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 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								

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Indicator	Point Isabel ISD Rating						
Second Language Acquisition	Second Language Acquisition Current Rating ----->						Recognized
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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
ELPS are implemented as required for each student comensurate 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.	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.	Acceptable
Integration of technology for Second Language Acquisition.	Not available.	Available, but not used consistently.	Teacher is using technology consistently to deliver instruction.	X	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
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	Campus recruits and has at least 10% of their current and former ELL students participating in Pre-AP/AP courses.	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	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.	X	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.	Two courses are available.	X	Three or more 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		Point Isabel ISD Rating						
Second Language Acquisition		Second Language Acquisition Current Rating ----->				Recognized		
		Unacceptable	Acceptable	Recognized	Exemplary	Data Source	Rating	
	Communication to parents and community members are provided in both English and Spanish.	Sometimes.	Frequently.	Most of the time.	X	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.	X	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	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	
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.	X	80%-89% use a Learning Management System.		90%-100% use a Learning Management System.		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.	X	81%-100% usage.		Recognized
8th grade percentage of students tested.	85% and below of students tested.	86%-90% of students tested.		91%-95% of students tested.	X	96%-100% of students tested.		Recognized
8th grade percentage of students technology literate.	69% and below technology literate.	70%-79% technology literate.	X	80%-89% technology literate.		90%-100% technology literate.		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.	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.	X	Students are utilizing available databases, evaluating information, and identifying authoritative websites		Students are mastering available databases, how to evaluate information, and identify authoritative websites.		Acceptable

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			
Talented		Unacceptable	Acceptable	Recognized	Exemplary	Data Source	Rating			
1 Identification of Key Components										
Student Assessment										
	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's established timelines.	X	Board approved policies, Parent notifications in English and Spanish, Meeting agendas, 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 Program Manual, Lesson Plans, Student Schedules, Personal Graduation Plan.	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 Curriculum areas, arts, leadership, and creativity.		Lesson plans, Grouping Rosters, Rotation Schedules, Pull-Out Program Rosters, Club, Organization, 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, 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				
Talented		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, and maintain an	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 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.		Information is shared annually requesting parent and community recommendations regarding Gifted and Talented	X	Meetings are held annually requesting parent and community recommendations regarding Gifted and Talented	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.		Orientation and periodic updates are provided for parents of identified Gifted and Talented students.	X	Orientation and periodic updates are provided for community volunteers.	Agendas, Sign-In Sheets, Mentorship Meeting Logs, Electronic Communication, Flyers.	Recognized	
			Students demonstrate giftedness through products and achievements.		Products and achievements of Gifted and Talented students are shared with the community.		Students present products at community events.	X	Posters, Flyers, Newspaper Articles, Video Clips.	Exemplary

POINT ISABEL INDEPENDENT SCHOOL DISTRICT EVALUATION OF PERFORMANCE IN COMMUNITY AND STUDENT ENGAGEMENT; COMPLIANCE
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Indicator		Point Isabel ISD Rating						
Educational Programs for Gifted and Talented		Educational Programs for Gifted and Talented Current Rating ----->				Recognized		
Talented		Unacceptable	Acceptable	Recognized	Exemplary	Data Source	Rating	
	The effectiveness of Gifted and Talented services is 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 reflected in the District Improvement Plan.	Evaluation Tool District Improvement Plan.	Acceptable