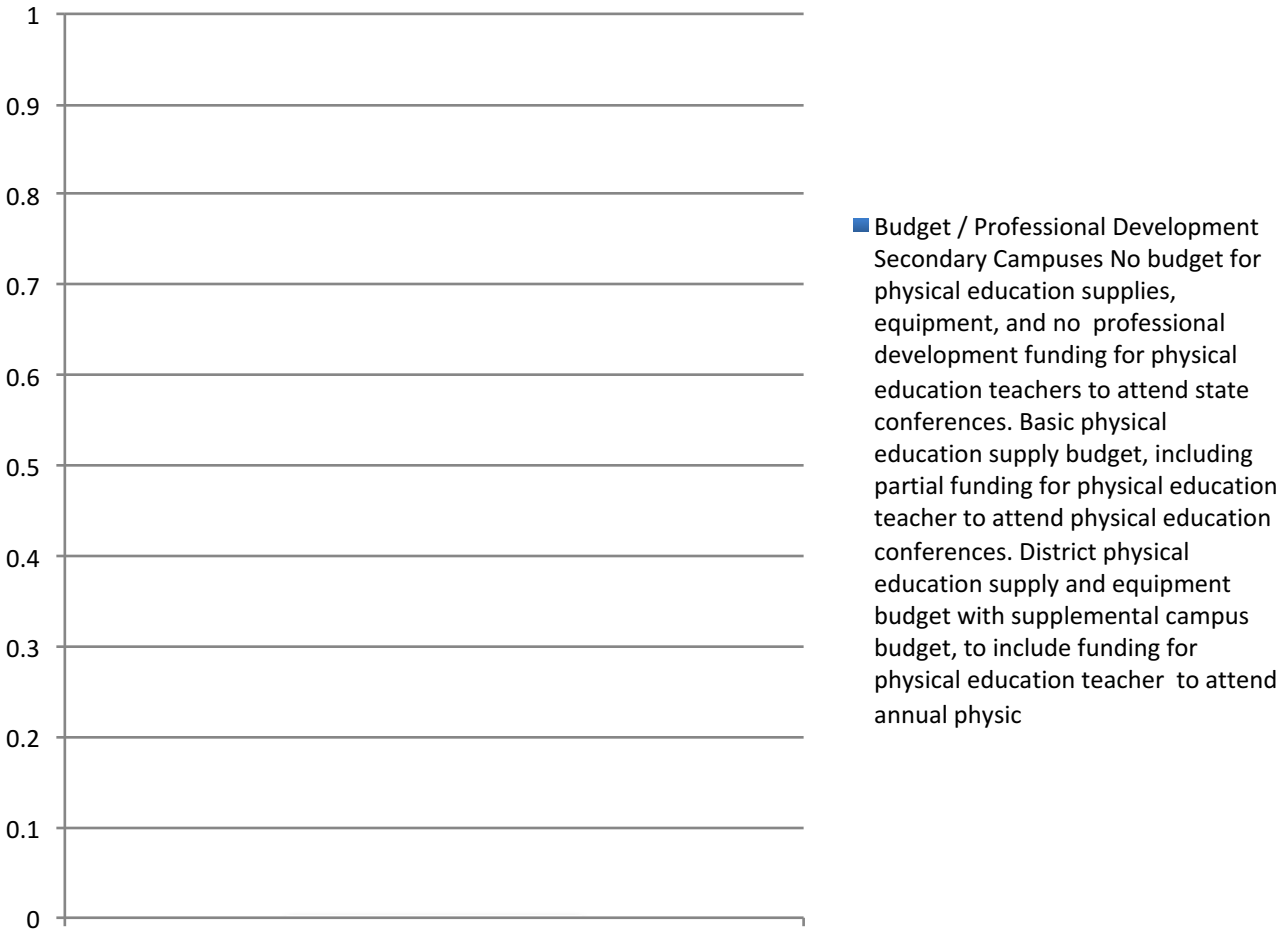


FINE ARTS							
		Unacceptable (1)	Acceptable (2)	Recognized (3)	Exemplary (4)	Campus Documentation	Criteria Rating
Fine Arts Participation	Elementary Campuses	Less than 100% of students have access to fine arts instruction	100% of students receive regular fine arts instruction	100% of students receive 50 minutes of art or music instruction at least 36 times per academic year	100% of students receive more than 50 minutes per week of art AND music instruction more than 36 times per academic year		
	Secondary Campuses	Less than 100% of students complete one TEKS-based fine arts course before campus graduation	100% of students complete at least one TEKS-based fine arts course before campus graduation	At least 60% of students complete 2 or more years of TEKS-based fine arts courses before campus graduation	At least 80% of students complete 2 or more years of TEKS-based fine arts courses before campus graduation		
Staffing and Class Size	Elementary Campuses	Fine Arts classes are not taught by fine arts professionals (meet highly qualified status under NCLB)	All Fine Arts classes are taught by fine arts professionals (meet highly qualified status under NCLB)	All Fine Arts classes are taught by fine arts professionals and the average fine arts class student to teacher ratio does not exceed 25:1	All Fine Arts classes are taught by fine arts professionals and each fine arts class is below the 25:1 student to teacher ratio		
	Secondary Campuses	Fine Arts classes are not taught by fine arts professionals (meet highly qualified status under NCLB)	All Fine Arts classes are taught by fine arts professionals (meet highly qualified status under NCLB)	All Fine Arts classes are taught by fine arts professionals and the average fine arts class student to teacher ratio does not exceed 30:1	All Fine Arts classes are taught by fine arts professionals and each fine arts class is below the 25:1 student to teacher ratio. Performing groups have 30:1 student to teacher ratio		
Curriculum / Fine Arts TEKS	Elementary Campuses	Planning and Instruction not based on SISD written curriculum and Fine Arts TEKS	Planning and Instruction is based on Fine Arts TEKS	Planning and Instruction is based on SISD written curriculum and Fine Arts TEKS	Planning and Instruction is based on SISD written curriculum and Fine Arts TEKS. Staff implements best practices		
	Secondary Campuses	Planning and Instruction not based on SISD written curriculum and Fine Arts TEKS	Planning and Instruction is based on Fine Arts TEKS	Planning and Instruction is based on SISD written curriculum and Fine Arts TEKS	Planning and Instruction is based on SISD written curriculum and Fine Arts TEKS. Staff implements best practices		
UIL Participation	Elementary Campuses (Grades 4 and 5 only)	Campus provides no opportunities for students to participate in UIL activities related to art, music or theater	Campus provides opportunities for students to participate in one UIL activity related to art, music or theater	Campus provides opportunities for students to participate in multiple UIL activities related to art, music or theater	Students earn recognition for their work in multiple UIL activities related to art, music or theater		
	Secondary Campuses	Fine Arts students do not participate in events sponsored by UIL, TMEA, VASE or other appropriate sponsoring organization	Fine Arts students are provided opportunities to participate in events sponsored by UIL, TMEA, VASE or other appropriate sponsoring organization(s)	Of performing arts students that are eligible to participate - at least 75% participate in at least one activity sponsored by UIL, TMEA, or other appropriate sponsoring organization(s)	Of performing arts students that are eligible to participate - at least 90% participate in at least one activity sponsored by UIL, TMEA, or other appropriate sponsoring organization(s)		
Community Fine Arts Events	Elementary Campuses	Campus holds no fine arts events for community to attend which showcase student work	Campus provides opportunities for the community to attend fine arts events which showcase student work	Campus provides opportunities for the community to attend events related to both art and music which showcase student work	Students participate in art and music events beyond the campus level. The community is invited to attend these events		
	Secondary Campuses	Campus holds no fine arts events for community to attend which showcase student work	Campus provides opportunities for the community to attend fine arts events which showcase student work	Campus provides opportunities for the community to attend events in each fine arts discipline	Students in all arts disciplines participate in events beyond the campus level. The community is invited to attend these events		
Supplies / Equipment / Budget	Elementary Campuses	No budget for fine arts supplies, equipment, or Professional Development funding for fine arts teachers to attend state conferences	Basic fine arts supply budget, including partial funding for one teacher in each discipline to attend fine arts conferences	Fine arts supply and equipment budget provided with campus funds, including partial funding for one teacher in each discipline to attend fine arts conferences	Fine Arts supply and equipment budget provided with campus funds, including partial funding for all fine arts teachers to attend fine arts conferences		
	Secondary Campuses	No budget for fine arts supplies, equipment, or Professional Development funding for fine arts teachers to attend state conferences	Basic fine arts supply budget, including partial funding for one teacher in each discipline to attend fine arts conferences	Fine arts supply and equipment district budget with supplemental campus funds, including partial funding for one teacher in each discipline to attend fine arts conferences	Fine Arts supply and equipment district budget with supplemental campus funds, including partial funding for all fine arts teachers to attend fine arts conferences		
Campus Rating		6-8 points	9-14 points	15-20 points	21-24 points	Total points: Campus Rating:	

WELLNESS AND PHYSICAL EDUCATION							
		Unacceptable (1)	Acceptable (2)	Recognized (3)	Exemplary (4)	Campus Documentation	Criteria Rating
Health Education	Elementary Campuses	Students are not offered health education.	Students are provided TEKS based health education instruction.	TEKS based health education supplemented with additional curriculum (CATCH).	TEKS based health education supplemented with additional curriculum (CATCH) and additional programs such as nutrition and/or gardening.		
	Secondary Campuses	Students are not offered health education.	Students are provided TEKS based health education instruction within other courses.	Students are provided TEKS based health education instruction and taught a sexuality curriculum (Worth The Wait).	Students are provided TEKS based health education instruction and taught a sexuality curriculum (Worth The Wait and P.A.P.A.).		
Staffing and Class Size	Elementary Campuses	Physical education teachers are not certified. Student to teacher ratio more than 45:1.	Physical education teachers are certified with at least general certification. Student to teacher ratio no more than 45:1 or if higher, a safety plan is provided.	Physical education teachers are certified in physical education. Student to teacher ratio no more than 45:1 or if higher, a safety plan is provided.	Physical education teachers are certified in physical education and CPR/First-Aid. Student to teacher ratio no more than 45:1 or if higher, a safety plan is provided.		
	Secondary Campuses	Physical education teachers are not certified. Student to teacher ratio no more than 45:1.	Physical education teachers are certified with at least general certification. Student to teacher ratio no more than 45:1 or if higher, a safety plan is provided.	Physical education teachers are certified in physical education. Student to teacher ratio no more than 45:1 or if higher, a safety plan is provided.	Physical education teachers are certified in physical education AND CPR/ First-Aid Student to teacher ratio no more than 45:1 or if higher, a safety plan is provided. Content specific ratios are considered (Outdoor Education 15:1).		
Curriculum /TEKS	Elementary Campuses	No physical education curriculum.	Students are provided TEKS based physical education instruction.	TEKS based physical education supplemented with additional curriculum (CATCH).	TEKS based physical education supplemented with additional curriculum (CATCH) and additional programs such as US Tennis Association, National Archery in Schools.		
	Secondary Campuses	No physical education curriculum.	Students are provided TEKS based physical education instruction.	TEKS based physical education supplemented with additional curriculum (CATCH) 6-8. HS students are offered a variety courses utilizing local resources (SOLC) (Skatepark).	TEKS based health education supplemented with additional curriculum (CATCH) 6-8 and additional programs such as Dance Dance Revolution. HS students are offered a variety courses utilizing local resources (SOLC) (Skatepark).		
Community Involvement	Elementary Campuses	Does not provide a wellness/physical education event or newsletter.	Provide at least one wellness/physical education event or newsletter annually.	Provide at least two wellness/physical education events or newsletters annually.	Provide at least three wellness/physical education events or newsletters annually.		
	Secondary Campuses	Does not provide a wellness/physical education event or newsletter.	Provide at least one wellness/physical education event or newsletter annually.	Provide at least two wellness/physical education events or newsletters annually.	Provide at least three wellness/physical education events or newsletters annually.		
Physical Activity	Elementary Campuses (K-6)	Students do not participate in physical education for 30 minutes/day or 135 minutes/week.	Students participation in physical education for 30 minutes/day or 135 minutes/week.	Students participation in physical education for 30 minutes/day or 135 minutes/week. Students maintain 50% MVPA during PE classes.	Students participation in physical education for 30 minutes/day or 135 minutes/week. Students maintain 50% MVPA during PE classes. Students participate in at least 20 minutes of unstructured recess daily in addition to PE.		
	Secondary Campuses (7-12)	Students do not complete 1 credit of physical education or substitution for graduation.	Students complete 1 credit of physical education or substitution for graduation.	Students complete 1 credit of physical education or substitution 7-8 & HS for graduation and offered additional physical education classes as electives.	Students complete 1 credit of physical education or substitution 7-8 & HS for graduation and offered additional physical education classes as electives. Students allowed access to fitness equipment before and after school.		
Budget / Professional Development	Elementary Campuses	No budget for physical education supplies, equipment, and no professional development funding for physical education teachers to attend state conferences.	Basic physical education supply budget, including partial funding for physical education teacher to attend physical education conferences.	District physical education supply and equipment budget with supplemental campus budget, to include funding for physical education teacher to attend annual physical education conference.	District physical education supply and equipment budget with supplemental campus budget, to include funding for physical education teacher to attend 2 annual physical education conferences.		
	Secondary Campuses	No budget for physical education supplies, equipment, and no professional development funding for physical education teachers to attend state conferences.	Basic physical education supply budget, including partial funding for physical education teacher to attend physical education conferences.	District physical education supply and equipment budget with supplemental campus budget, to include funding for physical education teacher to attend annual physical education conference.	District physical education supply and equipment budget with supplemental campus budget, to include funding for physical education teacher to attend 2 annual physical education conferences.		
Campus Rating		6-8 points	9-14 points	15-20 points	21-24 points	Total points: Campus Rating:	

Budget / Professional Development Secondary Campuses No budget for physical education supplies, equipment, and no professional development funding for physical education teachers to attend state conferences. Basic physical education supply budget, including partial funding for physical education teacher to attend physical education conferences. District physical education supply and equipment budget with supplemental campus budget, to include funding for physical education teacher to attend annual physical education conference.



COMMUNITY AND PARENTAL INVOLVEMENT						
	Unacceptable (1)	Acceptable (2)	Recognized (3)	Exemplary (4)	Campus Documentation	Criteria Rating
Encouragement of Parent Participation	No initiatives aimed at increasing parental involvement to include no opportunities for parents be involved in classrooms, school events and/or assist students in assessment preparation.	2 initiatives aimed at increasing parental involvement to include 1 opportunity for parents to be involved in classrooms, school events and/or assist students in assessment preparation.	3 initiatives aimed at increasing parental involvement to include 2 opportunities for parents to be involved in classrooms, school events and/or assist students in assessment preparation.	5 initiatives aimed at increasing parental involvement to include 3 opportunities for parents to be involved in classrooms, school events and/or assist students in assessment preparation.		
Parent Communication	The school regularly uses less than 2 forms of communication such as newsletters, website, letters, flyers, school messenger, social media. Parents do not have access to electronic communication such as Parent Portal, Remind 101.	The school regularly uses at least 2 forms of communication such as newsletters, website, letters, flyers, school messenger, social media. Parents have access to electronic communication such as Parent Portal, Remind 101.	The school regularly uses at least 3 forms of communication such as newsletters, website, letters, flyers, school messenger, social media. Parents have access to electronic communication such as Parent Portal, Remind 101.	The school regularly uses 4 or more forms of communication in the languages their parents understand such as newsletters, website, letters, flyers, school messenger, social media. Parents have access to electronic communication such as Parent Portal, Remind 101.		
Parent Participation	Less than 5% of students with one family member represented in PTC and/or Booster Club member and/or volunteer (Room Parent, WATCH Dogs).	5% of students with one family member represented in PTC and/or Booster Club member and/or volunteer (Room Parent, WATCH Dogs).	10% of students with one family member represented in PTC and/or Booster Club member and/or volunteer (Room Parent, WATCH Dogs) or 1% increase from prior year.	15% of students with one family member represented in PTC and/or Booster Club member and/or volunteer (Room Parent, WATCH Dogs) or 2% increase from prior year.		
Community Engagement	No community based mentoring, tutoring programs, campus level planning, or other events/initiatives/partnerships with local community organizations or businesses. No evidence of campus information provided to the community via social media or press releases.	1 community based mentoring, tutoring programs, campus level planning, or other events/initiatives/partnerships with local community organizations or businesses. Some evidence of campus information provided to the community via social media or press releases.	3 community based mentoring, tutoring programs, campus level planning, or other events/initiatives/partnerships with local community organizations or businesses. Clear evidence of campus information provided to the community via social media or press releases.	5 community based mentoring, tutoring programs, campus level planning, or other events/initiatives/partnerships with local community organizations or businesses. Substantial evidence of campus information provided to the community via social media or press releases.		
Student Engagement in Community	No opportunities for student field trips or community invited student performances/exhibits. No community service projects.	1 opportunity for student field trip or community invited student performance/exhibit. 1 community services projects.	3 opportunities for student field trips or community invited student performances/exhibits. 3 community services projects.	5 opportunities for student field trips or community invited student performances/exhibits. 5 or more community services projects.		
Staffing/ Budget	Campus does not have a designated staff responsible for coordinating parental support . No funding for training or supplies.	Campus has a designated staff responsible for coordinating parental support. No funding for training or supplies.	Campus has designated staff responsible for coordinating parental support. Budget include limited funding to attend training and supplies.	Campus has designated staff responsible for coordinating parental support. Budget includes sufficient funding to attend training and supplies.		
Campus Rating	6-8 points	9-14 points	15-20 points	21-24 points	Total points: Campus Rating:	

21st Century Workforce Development

High School Campuses		Indicator	Unacceptable (1)	Acceptable (2)	Recognized (3)	Exemplary (4)	Campus Documentation	Criteria Rating
Leadership and Sustainability	Has the campus proactively planned for 21st Century Workforce Development issues such as, career readiness?	0 performance objectives to increase 21st Century Workforce Development in the current Campus Improvement Plan	1 performance objectives to increase 21st Century Workforce Development in the current Campus Improvement Plan	2 performance objectives to increase 21st Century Workforce Development in the current Campus Improvement Plan	3 performance objective to increase 21st Century Workforce Development in the current Campus Improvement Plan			
Student Academic Progress	Have performance objectives outlined in a campus improvement plan led to increases in student performance?	Less than 1% Increase in the percentage of students meeting College Readiness Standards	Increase the percentage of students meeting College Readiness Standards by 1%	Increase the percentage of students meeting College Readiness Standards by 2%	Increase the percentage of students meeting College Readiness Standards by 3%			
College and or Career Activity	Did the campus host or participate in college and/or career events during the school year?	Campus offers less than 5 college or career related events	Campus offers 5 college or career related events	Campus offers 8 college or career related events	Campus offers more than 8 college or career related events			
CTE Participation	Does the campus offer courses that meet the needs of 21st century learners and are focused towards high need and high wage industries?	Less than 70% of students enrolled in a CTE course	70% of students enrolled in a CTE course	75% of students enrolled in a CTE course	85% of students enrolled in a CTE course			
CTE Certifications	Does the campus offer industry credentials or certifications that enable students to attain employment in high need and high wage industries?	Less than 70% of eligible students earn certification	70% of eligible students earn certification	80% of eligible students earn certification	90% of eligible students earn certification			
CTSO Competition and Leadership	Does the campus offer opportunities for student leadership and/or participation in technical competitions?	Campus offers 0 opportunities for CTE student leadership or technical competitions	Campus offers fewer than 3 CTSO leadership organizations but does not attend competitions	Campus offers fewer than 3 CTSO leadership organizations and has less than 20 student competitors	Campus offers more than 3 CTSO leadership organizations and has more than 20 student competitors			
High School Campus Rating scale		6-8 points	9-14 points	15-20 points	21-24 points	Campus Rating:	Total points:	
Elementary and MS Campuses		Indicator	Unacceptable (1)	Acceptable (2)	Recognized (3)	Exemplary (4)	Campus Documentation	Criteria Rating
Leadership and Sustainability	Has the campus proactively planned for 21st Century Workforce Development issues such as career readiness?	0 performance objectives to increase 21st Century Workforce Development in the current Campus Improvement Plan	1 performance objectives to increase 21st Century Workforce Development in the current Campus Improvement Plan	2 performance objectives to increase 21st Century Workforce Development in the current Campus Improvement Plan	3 performance objective to increase 21st Century Workforce Development in the current Campus Improvement Plan			
Student Academic Progress	Have performance objectives outlined in a campus improvement plan led to increases in student performance?	No increase the percentage of students scoring advanced Level 3 on STAAR ELA and Math	Increase the percentage of students scoring advanced Level 3 on STAAR ELA and Math by 1%	Increase the percentage of students scoring advanced Level 3 on STAAR ELA and Math by 2%	Increase the percentage of students scoring advanced Level 3 on STAAR ELA and Math by 3%			
College and or Career Activity	Did the campus host or participate in college and/or career events during the school year?	Campus offers less than 2 college or career related events	Campus offers 2 college or career related events	Campus offers 3 college or career related events	Campus offers 4 or more college or career related events			
College and Career Readiness (MS Campus only)	Does the campus offer courses that meet the needs of 21st century learners and are focused towards high need and high wage industries?	No students enrolled in a College and Career Readiness course	less than 50% of students enrolled in a College and Career Readiness course	50%-75% of students enrolled in a College and Career Readiness course	more than 75% of students enrolled in a College and Career Readiness course			
Middle School Campus Rating scale		4 points	4-8 points	8-12 points	12-16 points	Campus Rating:	Total points:	
Elementary Campus Rating scale		3 points	3-6 points	6-9 points	10-12 points	Campus Rating:	Total points:	

SECOND LANGUAGE ACQUISITION PROGRAM						
	Unacceptable (1)	Acceptable (2)	Recognized (3)	Exemplary (4)	Campus Documentation	Criteria Rating
Professional Development	Less than 70% of campus bilingual/ESL teachers receive professional development in sheltered instruction.	70-79 % of campus bilingual/ESL teachers receive professional development in sheltered instruction.	80-89 % of campus bilingual/ESL teachers receive professional development in sheltered instruction.	90-100% of campus bilingual/ESL teachers receive professional development in sheltered instruction.		
Parental Participation	Less than 30% of parents attend bilingual/ESL program meetings, teacher/parent conferences, campus events.	30-39% of parents attend bilingual/ESL program meetings, teacher/parent conferences, campus events.	40-49% of parents attend bilingual/ESL program meetings, teacher/parent conferences, campus events.	50% or more of parents attend bilingual/ESL program meetings, teacher/parent conferences, campus events.		
Parent communication	The school regularly uses less than 2 forms of communication in both English and Spanish such as newsletters, website, letters, flyers, school messenger, social media.	The school regularly uses at least 2 forms of communication in both English and Spanish such as newsletters, website, letters, flyers, school messenger, social media.	The school regularly uses at least 3 forms of communication in both English and Spanish such as newsletters, website, letters, flyers, school messenger, social media.	The school regularly uses 4 or more forms of communication in both English and Spanish such as newsletters, website, letters, flyers, school messenger, social media.		
Progress Monitoring	Less than 50% of ELLs have increased at least 1 proficiency level as measured annually on TELPAS.	50-59% of ELLs have increased at least 1 proficiency level as measured annually on TELPAS.	60-69% of ELLs have increased at least 1 proficiency level as measured annually on TELPAS.	70% or more of ELLs have increased at least 1 proficiency level as measured annually on TELPAS.		
Leadership and Sustainability (CIP)	No performance objective to increase second language acquisition is included in the campus improvement plan.	At least 1 performance objective to increase second language acquisition is included in the campus improvement plan.	At least 2 performance objectives to increase second language acquisition are included in the campus improvement plan.	At least 3 performance objectives to increase second language acquisition are included in the campus improvement plan.		
Student Interventions	Less than 70% of ELL students identified as at-risk participate in intervention programs.	70-79% of ELL students identified as at-risk participate in intervention programs.	80-89% of ELL students identified as at-risk participate in intervention programs.	90% or more of ELL students identified as at-risk participate in intervention programs.		
Cultural Awareness Programs/ Special Events	The school does not offer any multi-cultural awareness programs/special events for students, parents, staff and community during the school year (Hispanic Heritage Month, Black History Month, Veteran's Day, appreciation of diversity events).	The school offers at least 1 multi-cultural awareness program/special event for students, parents, staff and community during the school year (Hispanic Heritage Month, Black History Month, Veteran's Day, appreciation of diversity events).	The school offers at least 2 multi-cultural awareness programs/special events for students, parents, staff and community during the school year (Hispanic Heritage Month, Black History Month, Veteran's Day, appreciation of diversity events).	The school offers at least 3 multi-cultural awareness programs/special events for students, parents, staff and community during the school year (Hispanic Heritage Month, Black History Month, Veteran's Day, appreciation of diversity events).		
Campus Rating	7-10 points	11-16 points	17-24 points	25-28 points	Total points: Campus Rating:	

DIGITAL LEARNING ENVIRONMENT						
	Unacceptable (1)	Acceptable (2)	Recognized (3)	Exemplary (4)	Campus Documentation	Criteria Rating
Teaching & Learning	0 to 20% of teachers were observed integrating technology and digital learning resources	21% to 40% of teachers were observed integrating technology and digital learning resources	41% to 60% of teachers were observed integrating technology and digital learning resources	> 60% of teachers were observed integrating technology and digital learning resources		
Student Access	0 to 20% of students have access to technology for learning in the classroom	21% to 40% of students have access to technology for learning in the classroom	41% to 60% of students have access to technology for learning in the classroom	> 60% of students have access to technology for learning in the classroom		
Parent Access	0 to 20% of parents report accessing or are registered to access online resources to monitor student learning	21% to 40% of parents report accessing or are registered to access online resources to monitor student learning	41% to 60% of parents report accessing or are registered to access online resources to monitor student learning	>60% of parents report accessing or are registered to access online resources to monitor student learning		
Professional Development	0 to 20% of teachers participated in at least 3 hours of instructional technology professional development	21% to 40% of teachers participated in at least 3 hours of instructional technology professional development	41% to 60% of teachers participated in at least 3 hours of instructional technology professional development	> 60% of teachers participated in at least 3 hours of instructional technology professional development		
Campus Rating	4-5 points	6-9 points	10-13 points	14-16 points	Total points: Campus Rating:	

DROPOUT PREVENTION STRATEGIES

*Based on the findings of the National Dropout prevention Network guidelines by Edwards and Edwards (2007).

	Unacceptable (1)	Acceptable (2)	Recognized (3)	Exemplary (4)	Campus Documentation	Criteria Rating
Identify Students Early	The campus reviews attendance data at the end of the semester	The campus reviews attendance data at the end of each grading period	The campus reviews attendance data monthly	The campus reviews attendance data at least weekly		
Examine Existing School Policies	Limited to no policy review.	Review of all new policies impact on all student (e.g. grading, make-up work, credit recovery, alternative programs)	Annual review of all new and existing policies impact on all student (e.g. grading, make-up work, credit recovery, alternative programs)	Periodic review of existing student perception, demographic, assessment and school process data to determine policy effectiveness		
Build Strong Community Partnerships and Personalize Your School	Limited to no community involvement.	Regular contact with community agencies (e.g. law enforcement, probation, youth service agencies, colleges and universities).	Regular contact with community agencies (e.g. law enforcement, probation, youth service agencies, colleges and universities). Development of parent connection and/or school-based programs to promote the personalization of the school.	Regular contact with community agencies (e.g. law enforcement, probation, youth service agencies, colleges and universities). Development of parent connection and/or school-based programs to promote the personalization of the school. Designate personnel or hire personnel to support an increased community partnership.		
Reduce Social Isolation	No clubs/organizations offered on campus for student involvement. Limited or no exposure to positive cultural experiences.	At least 2 clubs/organizations offered on campus for student involvement. Students are exposed to positive cultural opportunities (e.g. plays, museums, colleges, and universities).	At least 4 clubs/organizations offered on campus for student involvement. Students are exposed to positive cultural opportunities. The schools are partnered with the community to provide students with job shadowing, internships or other professional experiences.	At least 6 clubs/organizations offered on campus for student involvement. Students are exposed to positive cultural opportunities. The schools are partnered with the community to provide students with job shadowing, internships or other professional experiences. Students also participate in service learning and/or community service.		
Manage Student Transitions	There are little or no supports to students transitioning from elementary to middle to high school and then to college.	There is evidence of programs to support student transitioning from elementary to middle to high school and then to college or the workforce.	There is evidence of programs to support student transitioning from elementary to middle to high school and then to college or the workforce. Schools have effective transition programs in place (e.g.. Campus visitations, parent meetings, transition teams) from both the sending and receiving school.	There is evidence of programs to support student transitioning from elementary to middle to high school and then to college or the workforce. Schools have effective transition programs in place (e.g.. Campus visitations, parent meetings, transition teams) from both the sending and receiving school. There are advocates to support student transitions to assist students in the new year with emotional, social and academic needs.		
Create Options and Implement Creative Interventions	0 to 20% of students participated in at least 1 college/career readiness activity or dropout intervention.	21% to 40% of students participated in at least 1 college/career readiness activity or dropout intervention.	41% to 60% of students participated in at least 1 college/career readiness activity or dropout intervention.	> 60% of students participated in at least 1 college/career readiness activity or dropout intervention.		
Build Parent Family Relationships	There is little to no evidence of an initiative to build parent involvement.	There is evidence of campus support for frequent and regular communication with parents.	There is evidence of a campus support for regular communication with parents that include information on positive gains made by students.	There is evidence of campus support for regular communication with parents that include information on positive gains made by students. There is additional evidence of the school supporting the family in the community and/or at home.		
Increase Student Attendance	The school has an overall attendance rate of <92% (HS), <93% (MS), or <95% (ES).	The school has an overall attendance rate of >=92% (HS), >=93% (MS), or >=95% (ES).	The school has an overall attendance rate of >=94% (HS), >=94% (MS), or >=96% (ES) OR made .25% improvement over the prior year.	The school has an overall attendance rate of >=95% (HS), >=96% (MS), or >=98% (ES) OR made .5% improvement over the prior year.		
Campus Rating	8-11 points	12-19 points	20-27 points	28-32 points	Total points: Campus Rating:	

EDUCATIONAL PROGRAMS FOR GIFTED AND TALENTED STUDENTS

Indicators	1	2	3	4	Campus Documentation	Criteria Rating
	Unacceptable	Acceptable	Recognized	Exemplary		
GT Curriculum and Instruction	GT or Advanced Academic classes are not offered to students.	GT or Advanced Academic classes are offered to students intermittently or in some core academic areas.	GT or Advanced Academic classes are offered to students regularly or in all core academic areas.	GT or Advanced Academic classes are offered to students regularly or in all core academic areas. There are student opportunities for field trips and/or competitions.		
GT Professional Development	GT facilitators or Advanced Academic teachers are not qualified and do not attend related professional development.	Some GT facilitators or Advanced Academic teachers are qualified and some attend related professional development.	Most GT facilitators or Advanced Academic teachers are qualified and most attend related professional development.	All GT facilitators or Advanced Academic teachers are qualified and all attend related professional development.		
Student Participation	No evidence of elementary students meeting with a GT facilitator or less than 70% of secondary GT students are enrolled in Advanced Academic courses.	Elementary students meet with a GT facilitator intermittently or at least 70% of secondary GT students are enrolled in Advanced Academic courses.	Elementary students meet with a GT facilitator on a regular basis or at least 80% of secondary GT students are enrolled in Advanced Academic courses.	Elementary students meet with a GT facilitator on a regular and consistent basis or at least 90% of secondary GT students are enrolled in Advanced Academic courses. There are opportunities to showcase student work.		
GT Parent Involvement	No parent information was provided through informational meetings, events or notifications.	Limited parent information was provided through one informational meeting, event or notification.	Some parent information was provided through more than one informational meeting, event, or notification.	Regular parent information was provided through multiple informational meetings, events or notifications.		
Leadership and Sustainability	No performance objective implementing the use of differentiation strategies included in the current Campus Improvement Plan.	There is not a specific performance objective implementing the use of differentiation strategies included in the current Campus Improvement Plan.	At least one performance objectives implementing the use of differentiation strategies is included in the current Campus Improvement Plan.	At least one performance objectives implementing the use of differentiation strategies is included in the current Campus Improvement Plan and is evident in classroom walk-through.		
Campus Rating	5-7 points	8-12 points	13-17 points	18-20 points	Total points: Campus Rating:	

STATUTORY COMPLIANCE

In Compliance: >6/13

Not In Compliance: <=6/13

	Indicator	Description and Target Value	Documentation/Data Collection
<input type="checkbox"/>	Accountability	At least 80% of teachers are Proficient or better on PDAS ratings of accountability.	Data will be collected from 2014-15 PDAS Scores.
<input type="checkbox"/>	Attendance	The school has an overall attendance rate of >= 95% OR made improvement over prior year.	Data will be collected from TEAMS.
<input type="checkbox"/>	Budget	Budget deadlines are met, and the yearly audit is passed.	Business Department
<input type="checkbox"/>	Site Based Council and DEIC	The school has a Site Based Council and the District has a DEIC that meets state and district requirements pertaining to membership, campus planning and budgeting, open meetings, etc.	Data will be collected from the Campus and District Improvement Plans.
<input type="checkbox"/>	School and District Improvement Plan	The district and school have a completed an improvement plan that has been approved by the district.	Data will be collected from the Campus and District Improvement Plans.
<input type="checkbox"/>	Highly Qualified	The school meets or exceeds federal guidelines for Highly Qualified standards.	Human Resources
<input type="checkbox"/>	Health Screening	Parents are provided opportunities for their children to receive vision and hearing screening. Parents are sent results and related information. Parents are provided resources for receiving free immunizations.	Campus Nurses
<input type="checkbox"/>	PEIMS data submissions	The school and district meet state and district PEIMS data submission deadlines.	Data will be collected from PEIMS.
<input type="checkbox"/>	Required web postings for accountability	The school and district comply with mandatory reporting TAPR results.	Data will be collected from campus websites.
<input type="checkbox"/>	School Report Cards Distributed	The school distributes report cards as required by district reporting deadlines.	Campus report card verification procedures.
<input type="checkbox"/>	Special Education	The school provides special education programs that meet the individual needs of its special education students.	State Performance Plans
<input type="checkbox"/>	Nutrition	The school complies with State and Federal nutrition requirements.	Food Service
<input type="checkbox"/>	School Safety	The school complies with state required safety plans.	Campus documentation to Student Services Dept.

**SISD - PEIMS Performance Rating Data
2016-2017 - Campus Rating**



Independent School District

Campus Number: Campus Name:

Data Element	Not Applicable -00	Exemplary - 04	Recognized – 03	Acceptable - 02	Unacceptable – 01
Fine Arts					
Wellness and Physical Ed					
Community and Parental Involvement					
21 st Century Workforce Devel Pgm					
Second Language Acquisition Pgm					
Digital Learning Environment					
Dropout Prevention Strategies					
Educational Pgm for GT Students					
Overall Rating					

* The overall rating is determined by the overall score divided by the number of applicable sections.

Data Element	Not Compliant Not Receiving Services, Or Condition Or Situation Not Applicable - 0	Compliant Participant in Program or Service, Or Condition Or Situation Applicable - 1
Statutory Reporting and Policy Compliance		

List Dates of Committee Meetings:		
Committee Members:	Position:	Name:

Include: Agenda: _____ Sign in sheets: _____

Final Campus Rating: _____ **Final Compliance Rating:** _____

Principal

Date

I approve the ratings as determined by members and criteria of the locally developed committee for Seguin ISD

Superintendent

Date

Business Rules

FINE-ARTS-CATEGORY-CODE (E1531) indicates the performance rating locally assigned to the LEA or campus in community and student engagement for fine arts. TEC 39.0545(b)(1)(A)

A LEA must use criteria developed by a local committee to evaluate the performance in fine arts.

WELLNESS-AND-PHYSICAL-ED-CATEGORY-CODE (E1532) indicates the performance rating locally assigned to the LEA or campus in community and student engagement for wellness and physical education. TEC 39.0545(b)(1)(B)

A LEA must use criteria developed by a local committee to evaluate the performance in wellness and physical education.

COMMUNITY-AND-PARENTAL-INVOLVEMENT-CATEGORY-CODE (E1533) indicates the performance rating locally assigned to the LEA or campus in community and student engagement for community and parental involvement. TEC 39.0545(b)(1)(C)

A LEA must use criteria developed by a local committee to evaluate the performance in community and parental involvement.

21ST-CENTURY-WORKFORCE-DEVEL-PGM-CATEGORY-CODE (E1534) indicates the performance rating locally assigned to the LEA or campus in community and student engagement for 21st Century Workforce Development program. TEC 39.0545(b)(1)(D)

A LEA must use criteria developed by a local committee to evaluate the performance of the 21st Century Workforce Development program.

SECOND-LANG-ACQUISITION-PGM-CATEGORY-CODE (E1535) indicates the performance rating locally assigned to the LEA or campus in community and student engagement for second language acquisition program. TEC 39.0545(b)(1)(E)

A LEA must use criteria developed by a local committee to evaluate the performance of the second language acquisition program.

DIGITAL-LEARNING-ENVIRONMENT-CATEGORY-CODE (E1536) indicates the performance rating locally assigned to the LEA or campus in community and student engagement for digital learning environment. TEC 39.0545(b)(1)(F)

A LEA must use criteria developed by a local committee to evaluate the performance of the digital learning environment.

DROPOUT-PREVENTION-STRATEGIES-CATEGORY-CODE (E1537) indicates the performance rating locally assigned to the LEA or campus in community and student engagement for dropout prevention strategies. TEC 39.0545(b)(1)(G)

A LEA must use criteria developed by a local committee to evaluate the performance of the dropout prevention strategies.

EDUCATIONAL-PGM-FOR-GT-STUDENTS-CATEGORY-CODE (E1538) indicates the performance rating locally assigned to the LEA or campus in community and student engagement for educational program for gifted and talented students. TEC 39.0545(b)(1)(H)

A LEA must use criteria developed by a local committee to evaluate the performance of the educational programs for gifted and talented students.

OVERALL-RATING-CATEGORY-CODE (E1539) indicates the performance rating locally assigned to the LEA or campus in community and student engagement for overall performance rating. TEC 39.0545(a)

A LEA must use criteria developed by a local committee to evaluate overall district performance

STATUTORY-REPORTING-AND-POLICY-COMPLIANCE-CODE (E1540) indicates whether the LEA or campus has met compliance with statutory reporting and policy requirements by using criteria established by a local committee. TEC 39.0545(b)(2)

A LEA must use criteria developed by a local committee to evaluate compliance with statutory reporting and policy requirements for the LEA.