

Timeline	Spring 2017	May 2017	June 1, 2017
Process	Each campus designates a committee to handle one of the engagement areas and that committee completes the rubric with all of the opportunities on that campus that occur within that selected engagement area	After the committee meets and adds all of the information to the campus rubric the principal reviews and assigns a designated score/rating. the principal reviews the final draft with the entire staff and they agree on the ratings or add more information that may have been left out etc.	Final draft from each campus is presented to Superintendent who completes the district template and submits the district ratings and posts on district website.

Fine Arts: Recognized													
	Performance Measure	Not Applicable	Unacceptable	Acceptable	Recognized	Exemplary		Comments on Grading Rubric	Band List of Activities for Criteria	Theatre List of Activities for Criteria	Studio Art	Principles of Arts	Rating
1	Participation of students in fine art courses, classes.		Less than 40% of students are enrolled in fine arts courses / classes.	40 to 49% of students are enrolled in fine arts courses / classes.	50 to 59% of students enrolled in fine arts courses / classes.	60% or more of students enrolled in fine arts courses / classes.	Participation of students in Fine Arts courses, classes						
2	Percent of students continuing Fine Arts compared to preceding year.		Less than 40 % of students are continuing Fine Arts	50% of students are continuing Fine Arts	60% of students are continuing Fine Arts	Greater than 70 % of students are continuing Fine Arts	Percent of students continuing Fine Arts compared to preceding years						
4	Fine Arts UIL or comparable Competition Participation		Less than 5% of participating Fine Arts students involved in UIL or like competitions.	5 to 10% of participating Fine Arts students involved in UIL or like competitions.	11 to 15% of participating Fine Arts students involved in UIL or like competitions.	16 to 20% of participating Fine Arts students involved in UIL or like competitions.	Fine Arts UIL or comparable Competition Participation						
5	Fine Arts UIL or comparable Competition Outcome		Did not participate in UIL Fine Arts Competition	6 or more students earned district acknowledgment	4 or more students earned regional acknowledgment. At least 1 Group Win at District or Regional Level.	2 or more students qualified for state. At least 2 Group Wins at District or Regional Level	Fine Arts UIL or comparable Competition Outcome						
6	Exhibition / Performance opportunities		Less than the acceptable number of opportunities	Primary - 5 Elementary - 7 Middle School - 8 High School - 12 opportunities	Primary - 10 Elementary - 14 Middle School - 16 High School 24 opportunities	Primary - 15 Elementary - 21 Middle School - 24 High School 36 opportunities	Exhibition Performance Opportunities						
7	Opportunities to participate in special events Ex: cultural development, field trips, guest speakers, artists, , musicians		Less than the acceptable number of opportunities	3 opportunities	4 opportunities	5 opportunities	Opportunities to participate in special events Ex: cultural development, field trips, guest speakers/artists /musicians						

Wellness and Physical Education: Recognized

	Performance Measure	Not Applicable	Unacceptable	Acceptable	Recognized	Exemplary	Notes
1	PE students participating in fitness programs on campus (any course earning PE credit)		<50% of students participating	<50-70% of students participating	70-85% of students participating	85-100% of participating	
2	Character education is offered to students		<50% of students participate	<50-70% of students participate	70-90% of students participate	90-100% students participate	
3	Students have access to exercise opportunities other than the required PE		Campus rarely provides additional opportunities	Campus occasionally provides opportunities	Campus generally provides opportunities	Campus consistently provides opportunities	
4	Campus offers opportunities to promote healthy choices		Rarely	Occasionally	Generally Somewhat Planned	Consistently Throughout the year	
5	Lifeskills classes		rarely	Occasionally	generally Somewhat Planned	consistently Throughout the year	
6	Blood Drives sponsored by the school		0 blood drives per year	2 blood drives per year	3 blood drives per year	4 blood drives per year	
7	Health Science classes		<10 % of students participating	10-20% of students participating	21-30% of students participating	>30% of students participating	
8	Nutrition Education		<10 % of students participating	10-20% of students participating	21-30% of students participating	>30% of students participating	

21st Century Workforce Development: Acceptable

	Performance Measure	Not Applicable	Unacceptable	Acceptable	Recognized	Exemplary
1	Percent of students enrolled in a coherent sequence of CTE courses that lead to recognized certifications, licenses, or degrees.		0 - 25% of CTE graduates received certification, license, or degree or on pathway to obtain or they are career ready.	25% to 50% of CTE graduates received certification, license, or degree or on pathway to obtain or they are career ready.	50% to 75% of CTE graduates received certification, license, or degree or on pathway to obtain or they are career ready.	75% or higher - CTE graduates received certification, license, or degree or on pathway to obtain or they are career ready.
2	Percent of Work force articulated / dual credit courses offered for students.		0% of CTE courses are offered as articulated or dual credit.	10% of CTE courses are offered as articulated or dual credit	20% of CTE courses are offered as articulated or dual credit	30% of CTE courses are offered as articulated or dual credit
3	Percent of students completing coherent sequence of CTE courses.		0-20% of exiting 12th graders	21%- 49% of exiting 12th grades	50% -69% of exiting 12th grades	70% or higher of exiting 12th graders
4	Percent of 8th grade students participating in career assessments (i.e. Kuder, Career Cruising, Bridges, etc.)		Zero to 49% of exiting 8th graders have participated in 1 or more online Career Assessments.	50 % to 74% of exiting 8th graders have participated in 1 or more online Career Assessments.	75% - 94: of exiting 8th graders have participated in 1 or more online Career Assessments.	95% or high exiting 8th graders have participated in 1 or more online Career Assessments.
5	Number of student-centered college and career enrichment opportunities (i.e. Guest Speakers, College Visits, Career Days/ Fairs, Science Fairs, Mentoring, Adopt a college, etc.)		0 opportunities provided annually	1-5 opportunities provided annually	6-10 opportunities provided annually	11 or more opportunities provided annually
6	Percent of CTE Students affiliated with CTE organizations (i.e. FFA, FCCLA, HOSA, FBLA, etc.)		0-20% are actively involved in a CTE Organization	21-40% are actively involved in a CTE Organization	40-50 % are actively involved in a CTE Organization	> 50% are actively involved in a CTE Organization
	Percent of students admitted to a college, technical school, military, or are career ready after graduation		<25%	26%-75%	75%-94%	>95%
	Percent of CTE courses taken and completed prior to graduation that were requested on a student's four year plan. (i.e. Students should drive staffing needs.)		<40%	40%-59%	60%-84%	85% or more

Community and Parent Involvement: Recognized

	Performance Measure	Not Applicable	Unacceptable	Acceptable	Recognized	Exemplary
1	Campus provides multiple opportunities for parent and community volunteer service		Less than 50 volunteer hours are recorded	50 - 100 volunteer hours are recorded	100 - 150 volunteer hours are recorded	150 -200 volunteer hours are recorded
2	Programs are scheduled to engage parents in the education of their students.		Rarely - < 2	Occasionally (34)	Common Practice (5-7)	Consistently Throughout the Year > 8+
3	Students participate in community service projects		< 5% of campus participate in community service projects	5 - 15% of students participate in community service projects	16-25% of students participate in community service projects	> 25% of students participate in community projects
4	Campus actively promotes participation in parent organizations.		< 5% of parents participate in a parent organization	6 - 10% of parents participate in one or more parent organizations	11-20% of parents participate in one or more parent organizations	> 20 % of parents participate in one or more parent organizations

Second Language Acquisition Program: Acceptable

	Performance Measure	Not Applicable	Unacceptable	Acceptable	Recognized	Exemplary
1	English Language Development Progress through TELPAS		6 or more points below the state average	State Average (including 5 points above or below average)	6-10 points above the state average	11 points or more above the state average
2	Open House opportunities are offered for ELL parents		No Open House opportunities are offered for ELL parents	1 Open House opportunity is offered for ELL parents	2-3 Open House opportunities are offered for ELL parents	4 or more Open House Opportunities are offered for ELL parents
3	Teacher Preparation (ESL Certification through ELA teachers)		Below 70% trained	70%-79% trained	80%-89% trained	90%-100% trained
4	Mentorship programs are offered for ELL students		No mentors	1 Mentors per year	2 - 3 Mentors per year	4 or more per year
5	Newcomers student program opportunities		No program available	Flex ESL	ESL pull-out	ESOL program
6	LPAC decisions implented, documented		Not identification of LEP students	Students identified	Students identified and accommodations provided	Student/accommodation identified - teacher input in the decision making process
7	Community outreach programs/services aimed at 2nd language aquisition		No program available	Providing options	2nd language acquisition program offered	Literacy center offers GED/ESL program for ELL parents
8	Target for dropouts prevention		No intervention	Tutorial program	Campus intervention	Alternative programs for graduation
9	Levels of risk in PBMAS on measures related to ELLs		2 out of 5 indicators have a risk factor 1 or 0	3 out of 5 indicators have a risk factor 1 or 0	4 out of 5 indicators have a risk factor of 1 or 0	All indicators have a risk factor of 1 or 0

Digital Learning Environment: Recognized

	Performance Measure	Not Applicable	Unacceptable	Acceptable	Recognized	Exemplary
1	Percentage of curriculum that is web/computer based.		Less than 30%	44%-30%	59%-45%	60%+
2	Percentage of students with access to computers. (ipads, lap tops, tablets)		Less than 30%	64%-30%	79%-65%	80% or more
3	Percent of teachers who have students to develop digital presentations regularly. (1 per 9Ws)		Less than 30%	64%-30%	79%-65%	80% or more
4	Percent of teachers who annually complete 8 or more hours of professional development on technology integration.		Less than 30%	64%-30%	79%-65%	80% or more
5	Percent of teachers who regularly use some form of instant messaging(ex: google chat, IM, texting) to communicate between staff, students, and parents.		Less than 30%	64%-30%	79%-65%	80% or more

Educational Programs for Gifted and Talented Students: Acceptable

	Performance Measure	Not Applicable	Unacceptable	Acceptable	Recognized	Exemplary	
1	GT Teachers Meeting State GT Hours Requirements (K-12)		< 100% GT Teachers Meeting State Requirements	100% GT Teachers Meeting State Requirements	100% GT Teachers Meeting State Requirements AND 20% of those GT teachers have 3 Additional Hours	100% GT Teachers Meeting State Requirements AND >20% of those GT teachers have 6 or more Additional Hours	
2	Parental Involvement Opportunities for GT Program Options (K-12)		Less than One Parental Involvement Opportunity during an academic year	One Parental Involvement Opportunity during an academic year	Two Parental Involvement Opportunities during an academic year	Three or More Parental Involvement Opportunities during an academic year	
3	GT Service Opportunities Academies/PreAP/AP (2-12)		Less than 75% of GT Students participate in GT Program Options	76-85% of GT Students participate in GT Program Options	86-95% of GT Students participate in GT Program Options	96-100% of GT Students participate in GT Program Options	
4	Academic UIL Competition Outcome		Did not participate in UIL Academic Competition	Participated in District Academic UIL Competition	Ranked 2nd or 3rd in District Academic UIL Competition	Ranked 1st in District Academic UIL Competition	
5	Student leadership activities, field trips and/or competitions are planned for GT students		GT students do not have the opportunity to participate in school leadership activities, dedicated field trips, competitions or clubs.	Student leadership activities and 1 field trip/competition are provided for GT students	Student leadership activities, and 2 field trips/competitions opportunities are provided for GT students	Student leadership activities and 3 or more field trip/competition opportunities are provided for GT students	

Dropout Prevention: Recognized

	Performance Measure	Not Applicable	Unacceptable	Acceptable	Recognized	Exemplary	Notes
1	Percent of students participating in extra-curricular classes (High School)		< 50%	50% - 70%	70% - 85%	> 85%	
2	Number of clubs/organizations offered		<1	2- 5	6 - 8	>9	
3	Campus has designed intervention programs for at-risk students		Specific intervention programs are not available on the campus	Campus offers 1-3 intervention programs/strategies	Campus offers 4 - 6 intervention programs/strategies	Campus offers more than 6 intervention programs/strategies	
4	Mentor programs provided for at risk students (athlete, Dad's night, peer-to-peer)		Campus does not offer mentor programs for at-risk students	Campus offers a minimum of 2 mentor programs	Campus offers 3-4 mentor programs	Campus offers 5 or more mentor programs	
	Activities related to college or career/vocational fairs		Campus does not offer student incentives	Campus offers a minimum of 1 student incentive program	Campus offers 2 - 3 student incentive programs	Campus offers 4 or more student incentive programs	
	Number of students targeted for truancy prevention due to high absentee rate		< 10%	10% - 15%	16% - 25%	> 25%	
	Implementation of positive behavior systems		Campus does not offer student incentives	Campus offers a minimum of 1 student incentive program	Campus offers 2 student incentive programs	Campus offers 3 or more student incentive programs	
	Attendance Incentives		Campus does not offer student incentives	Campus offers a minimum of 1 student incentive program	Campus offers 2 - 3 student incentive programs	Campus offers 4 or more student incentive programs	

Compliance with Statutory Reporting and Policy Requirements

	Performance Measure	Data Source	Question	Answer	Timeline
1	Required Data Reports	District	What percent of these indicators were in compliance?	100%	April
2	Academic Notices / Reports	District	What percent of these indicators were in compliance?	100%	April
3	Tax and Finance Notices / Reports	District	What percent of these indicators were in compliance?	100%	April
4	Personnel Notices / Reports	District	What percent of these indicators were in compliance?	100%	April
5	General Governance Notices / Reports	District	What percent of these indicators were in compliance?	100%	April

