

## Mineral Wells ISD Community and Student Engagement; Compliance



**Mineral Wells Works**

## Background Information

House Bill 5 adds a new category of accountability that is to be locally determined and is generally referred to as **Performance in Community and Student Engagement; Compliance**. The District, in collaboration with the District Educational Improvement Council, developed evaluation criteria in each performance area.

The criteria are used to evaluate the performance of the District and each campus assigning a rating of Exemplary, Recognized, Acceptable or Unacceptable for both overall performance and each individual evaluation factor. The District must report each rating to TEA and make the ratings publicly available by Aug. 8 of each year.

Performance ratings will be based on the following programs at each campus:

- Fine Arts
- Wellness And Physical Education
- Community And Parental Involvement
- 21st Century Workforce Development
- Second Language Acquisition
- Digital Learning Environment
- Dropout Prevention Strategies
- Gifted And Talented Program

Performance ratings are also based on the record of the district and each campus regarding:

- Compliance With Statutory Reporting and Policy Requirements

The Community/Student Engagement and Compliance Rating and the Financial Accountability Rating System (FIRST) will be reported alongside the district and campus Academic Performance Ratings.

## Fine Arts

<input type="checkbox"/> <b>Exemplary 01</b> Consistently: 90-100% Uniformly Throughout the year (if applicable) Highly predictable Planned	<input type="checkbox"/> <b>Recognized 02</b> Generally: 75-89% Common practice Predictable Typical Somewhat planned	<input type="checkbox"/> <b>Acceptable 03</b> Occasionally: 60-74% Sporadic Random Irregular By chance	<input type="checkbox"/> <b>Unacceptable 04</b> Rarely: 0-59% Infrequent Non-existent Minimal Hardly ever										
District/Campus consistently provides opportunities for students to receive instruction in fine arts including visual and performing arts.	District/Campus generally provides opportunities for students to receive instruction in fine arts including visual and performing arts.	District/Campus occasionally provides opportunities for students to receive instruction in fine arts including visual and performing arts.	District/Campus rarely provides opportunities for students to receive instruction in fine arts including visual and performing arts.										
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50px;">NA</th> <th style="width: 50px;">Yes/No</th> </tr> </thead> <tbody> <tr><td style="height: 20px;"> </td><td> </td></tr> <tr><td style="height: 20px;"> </td><td> </td></tr> <tr><td style="height: 20px;"> </td><td> </td></tr> <tr><td style="height: 20px;"> </td><td> </td></tr> </tbody> </table>	NA	Yes/No									<p><b>Questions:</b></p> <ul style="list-style-type: none"> <li>Did your district/campus host fine arts events in which the community or parents were invited to attend such as art shows, band concerts, choir concerts, musicals, plays, and talent shows?</li> <li>Did students compete in fine arts competitions available to your district/campus?</li> <li>Did your district/campus provide opportunities for students to take fine arts field trips to museums, music halls and theaters?</li> <li>Does the district/campus provide a variety of fine arts courses such as band, choir, art and theater arts?</li> </ul> <p><b>Evidence Examples:</b></p> <ul style="list-style-type: none"> <li>Evidence of student art work in classrooms, halls, and central office; art shows on or off campus</li> <li>Participation in UIL-sponsored competitions (one-act play, dance, choir, etc.) or non-UIL clubs and organizations</li> <li>Number of high school students completing more than one fine arts credit</li> <li>Student participation in special assemblies, invited guests - musicians, poets, dance troops, etc.</li> <li>Student participation in fine art performances such as musicals and theater productions or in community-based fine arts programs</li> </ul> <p><b>District/Campuses wanting to describe ongoing work, target goals, next steps, etc., related to the criteria used should attach any related documents.</b></p>		
NA	Yes/No												

## Wellness and Physical Education

<input type="checkbox"/> <b>Exemplary 01</b> Consistently: 90-100% Uniformly Throughout the year (if applicable) Highly predictable Planned	<input type="checkbox"/> <b>Recognized 02</b> Generally: 75-89% Common practice Predictable Typical Somewhat planned	<input type="checkbox"/> <b>Acceptable 03</b> Occasionally: 60-74% Sporadic Random Irregular By chance	<input type="checkbox"/> <b>Unacceptable 04</b> Rarely: 0-59% Infrequent Non-existent Minimal Hardly ever
District/Campus consistently provides opportunities for students to receive instruction in wellness & physical education.	District/Campus generally provides opportunities for students to receive instruction in wellness & physical education.	District/Campus occasionally provides opportunities for students to receive instruction in wellness & physical education.	District/Campus rarely provides opportunities for students to receive instruction in wellness & physical education.

NA	Yes/No	<b>Questions:</b>
		<ul style="list-style-type: none"> <li>Does the district/campus participate in available, grade-appropriate interscholastic competitions that promote wellness and physical education?</li> <li>Does the district/campus have a procedure for notifying parents of required immunizations?</li> <li>Does the district/campus provide regular recess opportunities for students as appropriate for the age of students?</li> <li>Does the district/campus have a concussion oversight team as required by HB 2038?</li> <li>Does the district/campus have students that complete more than the required number of Physical Education courses such as athletics, marching band, color guard, cheerleading and drill team?</li> <li>Does the district/campus offer nutrition opportunities for students during summer break?</li> <li>Does the district/campus have a full time nurse on campus?</li> <li>Does the district/campus have counseling available to all students?</li> <li>Does the district/campus sponsor host health/wellness events for student participation such as <i>Jump Rope for Heart</i>?</li> <li>Does the district/campus provide open gym opportunities outside the school day?</li> </ul>
		<b>Evidence Examples:</b> <ul style="list-style-type: none"> <li>Participation in UIL-sponsored, relevant competitions (one-act play, dance, athletics, etc.)</li> <li>Notice given regarding needed immunizations</li> <li>Number of forced administrative withdrawals due to noncompliance with immunization requirements</li> <li>Number of high school students completing more than one physical education credit</li> <li>Participation rates in F/RPM Programs, summer food programs</li> <li>Compliance with annual SHAC report to local school board</li> <li>Fitness gram results</li> <li>Health screenings (hearing, vision, dental, spinal curvature)</li> <li>Master Schedules of Campuses</li> <li>Number of participants in voluntary health/wellness events (Marathon Kids, employee health/wellness fairs, Jump Rope for Heart, etc.)</li> </ul> <p><b>District/Campuses wanting to describe ongoing work, target goals, next steps, etc., related to the criteria used should attach any related documents.</b></p>

## Community & Parent Involvement

<input type="checkbox"/> <b>Exemplary 01</b> Consistently: 90-100% Uniformly Throughout the year (if applicable) Highly predictable Planned	<input type="checkbox"/> <b>Recognized 02</b> Generally: 75-89% Common practice Predictable Typical Somewhat planned	<input type="checkbox"/> <b>Acceptable 03</b> Occasionally: 60-74% Sporadic Random Irregular By chance	<input type="checkbox"/> <b>Unacceptable 04</b> Rarely: 0-59% Infrequent Non-existent Minimal Hardly ever
The District/Campus consistently provides multiple opportunities for parent and community involvement.	The District/Campus generally provides multiple opportunities for parent and community involvement.	The District/Campus occasionally provides multiple opportunities for parent and community involvement.	The District/Campus rarely provides multiple opportunities for parent and community involvement.

NA	Yes/No	Questions:
		<ul style="list-style-type: none"> <li>Does the district/campus host open house opportunities for parents to confer with teachers and other school personnel?</li> <li>Does the district/campus have an active parent organization such as PTO, Booster Club or Watch Dogs?</li> <li>Does the district/campus have a program that works with local community organizations?</li> <li>Does the district/campus provide opportunities for parents to participate in planning their child’s education plan?</li> <li>Does the district/campus have multiple mediums that can be used to inform parents about their child’s progress and other school news?</li> <li>Does the district/campus actively communicate through multiple mediums student successes such as honor roll and award recipients.</li> </ul>
		<b>Evidence Examples:</b> <ul style="list-style-type: none"> <li>Evidence of student art work in classrooms, halls, and central office; art shows</li> <li>Participation rates in Free and Reduced Meal Programs, summer food programs</li> <li>Number of campuses with active chapters in PTO, booster clubs, site based teams, advisory committees, etc....</li> <li>Percent of student body with one or more family members represented in PTO</li> <li>Mentoring/tutoring provided through community/business partnerships</li> <li>College/Career Fairs</li> <li>Improvement plans that include each statutorily required component</li> <li>Required notices posted to web site in timely manner (ratings, etc.)</li> <li>Grant and/or federal funds expended in a timely manner and as provided for in grant application, inclusive of any amendments</li> <li>Number of students whose family members attend one or more adult/community education programs to acquire English literacy</li> <li>Climate Surveys</li> <li>School email listservs, school newsletters, parent portal participation, website hits, etc....</li> </ul> <p><b>District/Campuses wanting to describe ongoing work, target goals, next steps, etc., related to the criteria used should attach any related documents.</b></p>

## 21st Century Workforce Development

<input type="checkbox"/> <b>Exemplary 01</b> Consistently: 90-100% Uniformly Throughout the year (if applicable) Highly predictable Planned	<input type="checkbox"/> <b>Recognized 02</b> Generally: 75-89% Common practice Predictable Typical Somewhat planned	<input type="checkbox"/> <b>Acceptable 03</b> Occasionally: 60-74% Sporadic Random Irregular By chance	<input type="checkbox"/> <b>Unacceptable 04</b> Rarely: 0-59% Infrequent Non-existent Minimal Hardly ever
District/Campus consistently provides students opportunities to develop 21 <sup>st</sup> century work skills.	District/Campus generally consistently provides students opportunities to develop 21 <sup>st</sup> century work skills.	District/Campus occasionally consistently provides students opportunities to develop 21 <sup>st</sup> century work skills.	District/Campus rarely consistently provides students opportunities to develop 21 <sup>st</sup> century work skills.

NA	Yes/No	Questions:
		<ul style="list-style-type: none"> <li>Does the district/campus partner with local businesses to provide students with age-appropriate information regarding the relationship of school achievement and post-graduation success?</li> <li>Does the district/campus provide age-appropriate college and career information and CTE course offerings available to students related to postsecondary opportunities?</li> <li>Does the district/campus provide for students opportunities for age-appropriate work experiences in a variety of fields of study?</li> <li>Does the district/campus provide dual credit/advance placement opportunities?</li> <li>Does the district/campus provide first generation college students and their parents the knowledge needed to navigate the college application process?</li> </ul>
		<p><b>Evidence Examples:</b></p> <ul style="list-style-type: none"> <li>Mentoring/tutoring provided through community partnerships such as Watchdogs.</li> <li>Required notices posted to web site in timely manner (ratings, etc.)</li> <li>College and Career Fairs Documentation</li> <li>Grant and/or federal funds expended in a timely manner and as provided for in grant application, inclusive of any amendments</li> <li>Number of students completing coherent sequence of CTE courses</li> <li>Number of students completing articulated programs that lead to recognized certifications or licenses</li> <li>Number of students meeting one or more TSI benchmark criteria</li> <li>Post-secondary data</li> <li>Pre-AP/ AP and dual credit course data</li> <li>Community Workforce Committee Survey</li> <li># of seniors taking college days</li> </ul>
		<p><b>District/Campuses wanting to describe ongoing work, target goals, next steps, etc., related to the criteria used should attach any related documents.</b></p>

## 2<sup>nd</sup> Language Acquisition

<p style="text-align: center;"><input type="checkbox"/> <b>Exemplary 01</b></p> <p>Consistently: 90-100% Uniformly Throughout the year (if applicable) Highly predictable Planned</p>	<p style="text-align: center;"><input type="checkbox"/> <b>Recognized 02</b></p> <p>Generally: 75-89% Common practice Predictable Typical Somewhat planned</p>	<p style="text-align: center;"><input type="checkbox"/> <b>Acceptable 03</b></p> <p>Occasionally: 60-74% Sporadic Random Irregular By chance</p>	<p style="text-align: center;"><input type="checkbox"/> <b>Unacceptable 04</b></p> <p>Rarely: 0-59% Infrequent Non-existent Minimal Hardly ever</p>
District/Campus consistently provides students opportunities for 2 <sup>nd</sup> language acquisition.	District/Campus generally provides students opportunities for 2 <sup>nd</sup> language acquisition.	District/Campus occasionally provides students opportunities for 2 <sup>nd</sup> language acquisition.	District/Campus rarely provides students opportunities for 2 <sup>nd</sup> language acquisition.

NA	Yes/No	
		<ul style="list-style-type: none"> <li>Does the district/campus include in the improvement plan strategies to create greater parent involvement among the parents of English Language Learners (ELL)?</li> <li>Does the district/campus partner with community programs to provide adult second language acquisition programs?</li> <li>Does the district/campus provide interventions for struggling ELL students?</li> <li>Does the district/campus provide acceleration opportunities for 2<sup>nd</sup> language acquisition students such as Credit by Exam?</li> <li>Does the district/campus provide multiple language offerings?</li> <li>Does the district/campus offer foreign language classes below 9<sup>th</sup> grade?</li> </ul> <p><b>Evidence Examples:</b></p> <ul style="list-style-type: none"> <li>Grant and/or federal funds expended in a timely manner and as provided for in grant application, inclusive of any amendments.</li> <li>Home language surveys completed</li> <li>LPAC decisions' implementation documented</li> <li>Low levels of risk in PBMAS on measures related to ELLs</li> <li>Percent of students completing 2 or more credits of a given foreign language</li> <li>Number of dual language programs offered</li> <li>Number of students whose family members attend one or more adult/community education programs to acquire English literacy</li> <li>TELPAS Results</li> <li>Credit by Exam Results</li> <li>Foreign language course offerings</li> </ul> <p><b>District/Campuses wanting to describe ongoing work, target goals, next steps, etc., related to the criteria used should attach any related documents.</b></p>

## Digital Learning Environment

<input type="checkbox"/> <b>Exemplary 01</b> Consistently: 90-100% Uniformly Throughout the year (if applicable) Highly predictable Planned	<input type="checkbox"/> <b>Recognized 02</b> Generally: 75-89% Common practice Predictable Typical Somewhat planned	<input type="checkbox"/> <b>Acceptable 03</b> Occasionally: 60-74% Sporadic Random Irregular By chance	<input type="checkbox"/> <b>Unacceptable 04</b> Rarely: 0-59% Infrequent Non-existent Minimal Hardly ever
Students consistently have access to a rich and robust digital learning environment.	Students generally have access to a rich and robust digital learning environment.	Students occasionally have access to a rich and robust digital learning environment.	Students rarely have access to a rich and robust digital learning environment.

NA	Yes/No	Questions:
		<ul style="list-style-type: none"> <li>Does the district/campus have a “Bring Your Own Device” policy?</li> <li>Are teachers knowledgeable of the Technology Applications TEKS and do they seamlessly integrate them as appropriate for content area and grade level?</li> <li>Does the high school offer Computer Science courses?</li> <li>Does the district/campus have an internet connected computer to student ratio of 4 to one or lower?</li> <li>Does the district/campus have fully equipped classrooms with readily available technology to enhance student instruction?</li> </ul> <p><b>Evidence Examples:</b></p> <ul style="list-style-type: none"> <li>Texas STaR Chart Survey</li> <li>A robust network underlying the whole enterprise.</li> <li>Reliable network services that provide what the students and teachers need to do their work.</li> <li>An array of digital devices in the hands of students and teachers.</li> <li>Powerful software that lets students create and communicate with these devices.</li> <li>Solid curriculum content, in digital form.</li> <li>A network that enables students to access the information and services they need from a variety of devices and places, including home and community.</li> <li>A content /curriculum management system that stores and presents course materials posted by teachers, and projects created by students.</li> <li>Course Catalog</li> </ul> <p><b>District/Campuses wanting to describe ongoing work, target goals, next steps, etc., related to the criteria used should attach any related documents.</b></p>



## Dropout Prevention Strategies

<input type="checkbox"/> <b>Exemplary 01</b>	<input type="checkbox"/> <b>Recognized 02</b>	<input type="checkbox"/> <b>Acceptable 03</b>	<input type="checkbox"/> <b>Unacceptable 04</b>
<p>Consistently: 90-100%</p> <p>Uniformly</p> <p>Throughout the year (if applicable)</p> <p>Highly predictable</p> <p>Planned</p>	<p>Generally: 75-89%</p> <p>Common practice</p> <p>Predictable</p> <p>Typical</p> <p>Somewhat planned</p>	<p>Occasionally: 60-74%</p> <p>Sporadic</p> <p>Random</p> <p>Irregular</p> <p>By chance</p>	<p>Rarely: 0-59%</p> <p>Infrequent</p> <p>Non-existent</p> <p>Minimal</p> <p>Hardly ever</p>
<p>District/Campus consistently implements multiple strategies for dropout prevention.</p>	<p>District/Campus generally implements multiple strategies for dropout prevention.</p>	<p>District/Campus occasionally implements multiple strategies for dropout prevention.</p>	<p>District/Campus rarely implements multiple strategies for dropout prevention.</p>
<b>NA</b>	<b>Yes/No</b>	<ul style="list-style-type: none"> <li>Does the district/campus have counseling available to all students “At Risk” of dropping out?</li> <li>Does the district/campus provide a mentoring/tutoring program for “At Risk” students?</li> <li>Does the district/campus have grade appropriate education plans for “At Risk” students that include parent input?</li> <li>Does the district/campus have intervention plans for students with attendance problems that include parent input?</li> <li>Does the district/campus provide alternative learning environments such as an alternative by choice campus?</li> <li>Does the district/campus highlight various successes of students?</li> </ul> <p><b>Evidence Examples:</b></p> <ul style="list-style-type: none"> <li>Availability of school counselors</li> <li>Mentoring/tutoring provided through community partnerships such as Watchdogs.</li> <li>PGPs established as required and documented</li> <li>Number of students whose family members attend one or more adult/community education programs to acquire English literacy</li> <li>Users and amount of usage of acceleration/remediation programs such as, I-Station, Think through Math, etc.</li> <li>Number of students targeted for truancy prevention in response to high absence rates</li> <li>Low levels of risk in PBMAS data validation measures related to student discipline</li> <li>Implementation of positive behavior systems; reduction in rates of student removals from class</li> <li>Character education data</li> <li>The Academy and The Academy with direct instruction.</li> </ul> <p><b>District/Campuses wanting to describe ongoing work, target goals, next steps, etc., related to the criteria used should attach any related documents.</b></p>	

## Gifted/ Talented Programs

<p style="text-align: center;"><input type="checkbox"/> <b>Exemplary 01</b></p> <p>Consistently: 90-100%</p> <p>Uniformly</p> <p>Throughout the year (if applicable)</p> <p>Highly predictable</p> <p>Planned</p>	<p style="text-align: center;"><input type="checkbox"/> <b>Recognized 02</b></p> <p>Generally: 75-89%</p> <p>Common practice</p> <p>Predictable</p> <p>Typical</p> <p>Somewhat planned</p>	<p style="text-align: center;"><input type="checkbox"/> <b>Acceptable 03</b></p> <p>Occasionally: 60-74%</p> <p>Sporadic</p> <p>Random</p> <p>Irregular</p> <p>By chance</p>	<p style="text-align: center;"><input type="checkbox"/> <b>Unacceptable 04</b></p> <p>Rarely: 0-59%</p> <p>Infrequent</p> <p>Non-existent</p> <p>Minimal</p> <p>Hardly ever</p>
District/Campus consistently implements gifted services as outlined in the state plan for the gifted.	District/Campus generally implements gifted services as outlined in the state plan for the gifted.	District/Campus occasionally implements gifted services as outlined in the state plan for the gifted.	District/Campus rarely implements gifted services as outlined in the state plan for the gifted.

NA	Yes/No	<p><b>Questions:</b></p> <ul style="list-style-type: none"> <li>Does the district/campus have a plan to identify students for the Gifted and Talented program?</li> <li>Does the district/campus have a plan that gives GT students multiple opportunities to accelerate their learning at their own pace?</li> <li>Does the district/campus provide enrichment activities for GT students that are designed to meet the needs of the individual student and his/her interests?</li> <li>Does the district/campus utilize the Texas Performance Standards Project?</li> <li>Does the district/campus have GT student participation in AP/Dual Credit classes?</li> </ul> <p><b>Evidence Examples:</b></p> <ul style="list-style-type: none"> <li>The population of the total District/Campus is reflected in the population of the gifted/talented services program or has been for two (2) of the past three (3) years.</li> <li>Board-approved GT policies are reviewed at least once every three years and modified as needed.</li> <li>The identification process for gifted/talented services is ongoing.</li> <li>Services for gifted/talented students are comprehensive, structured, sequenced, and appropriately challenging, including options in the four (4) foundation curricular areas, arts, leadership, and creativity.</li> <li>Acceleration options are actively facilitated by District/Campus administrators, counselors, and teachers.</li> <li>A person or persons with a gifted/talented endorsement, supplementary certification, or advanced degree in gifted/talented education are assigned to coordinate the district's K-12 gifted/talented education services.</li> </ul> <p><b>District/Campuses wanting to describe ongoing work, target goals, next steps, etc., related to the criteria used should attach any related documents.</b></p>

## Compliance

<input type="checkbox"/> <b>Exemplary 01</b> Consistently: 90-100% Uniformly Throughout the year (if applicable) Highly predictable Planned	<input type="checkbox"/> <b>Recognized 02</b> Generally: 75-89% Common practice Predictable Typical Somewhat planned	<input type="checkbox"/> <b>Acceptable 03</b> Occasionally: 60-74% Sporadic Random Irregular By chance	<input type="checkbox"/> <b>Unacceptable 04</b> Rarely: 0-59% Infrequent Non-existent Minimal Hardly ever
District/Campus is consistently in compliance with district, state and federal reporting.	District/Campus is generally in compliance with district, state and federal reporting.	District/Campus is occasionally in compliance with district, state and federal reporting.	District/Campus is rarely in compliance with district, state and federal reporting.
<b>NA</b>	<b>Yes/No</b>	<b>Questions:</b> <ul style="list-style-type: none"> <li>Does the district/campus comply with all state laws and regulations?</li> <li>Does the district/campus comply with all federal laws and regulations?</li> <li>Does the district/campus comply with all District policies?</li> </ul>	
		<b>Evidence Examples:</b>  SEE <u>APPENDIX A</u>	
District/Campuses wanting to describe ongoing work, target goals, next steps, etc., related to the criteria used should attach any related documents.			

## **DISTRICT/CAMPUS RATING**

District/Campus Name: \_\_\_\_\_

Overall Rubric Score	Criterion
	Fine Arts
	Wellness and Physical Education
	Community and Parental Involvement
	21st Century Workforce
	Second Language Acquisition
	Digital Learning Environment
	Dropout Prevention Strategies
	Gifted and Talented Programs
	Compliance With Statutory Reporting and Policy Requirements
	<b>TOTAL SCORE</b>

**District/Campus Rating Key – Total Score**  
9 – 15 = EXEMPLARY 01  
16 – 22 = RECOGNIZED 02  
23 – 29 = ACCEPTABLE 03  
30 – 36 = UNACCEPTABLE 04  
 Any campus/district category score in the unacceptable range negates an overall Exemplary rating.

District/Campus Rating: \_\_\_\_\_

**Document Development Sources:**

- Moak and Casey Sample
- China Spring ISD Sample
- Implementation Matrix – Transform Texas - <http://www.transformtexas.org/implementation-matrix/>
- Texas State Plan For The Education Of Gifted/Talented Students
- Mineral Wells District Education Improvement Council
- TASA Sample

## APPENDIX A

- Notice given regarding needed immunizations
- Compliance with USDA nutrition requirements for NSLP
- Participation rates in F/RPM Programs, summer food programs
- Compliance with annual SHAC report to local school board; Ratings on FIRST report
- Fitness gram results
- Health screenings (hearing, vision, dental, spinal curvature)
- PID error rate
- Improvement plans that include each statutorily required component
- Required notices posted to web site in timely manner (ratings, etc.)
- Accountability notices sent home with first report cards
- TEA-prepared "school report cards" sent to parents
- Grant and/or federal funds expended in a timely manner and as provided for in grant application, inclusive of any amendments
- Identified staff completed required training relevant to their jobs (e.g., TELPAS training, STAAR Alternate, testing coordinator, PEIMS, AP/IB, accounting, SROs, etc.)
- Accelerated Reading Instruction for Students in Kindergarten through Grade 2
- Accelerated Instruction for Students in Grades 3–8
- Grade Placement for Students in Grades 5 and 8
- Accelerated Instruction for High School Students
- Reading Diagnosis for Certain Middle School Students
- Dyslexia Services
- Identifying Preschool Students for Prekindergarten Programs
- Compensatory, Intensive, and Accelerated Instruction for At-risk Students
- Personal Graduation Plan
- Dropout Prevention Plan
- Gifted and Talented Program
- Coordinated School Health Program
- 4 X 4 Graduation Plan
- Religious Literature Instruction
- College Credit Program
- Credit by Exam
- Student Physical Fitness and Assessment

- Fine Arts Requirement
- Class Size Limit
- Test Administration and Security Procedures
- End-of-course Exams
- Administration of Tests to Home-schooled Students
- Public Discussion of Campus Rating
- Financial Integrity Rating System of Texas (FIRST)
- Sanctions for Low-performing Campuses
- Cost of Benefits Associated with State Pay Increase
- Cost of Salary Step Increase
- Retirement Benefits Contribution above State Minimum Salary Schedule
- Retirement Benefits Contribution during First 90 Days of Employment
- Contribution for Employee Health Insurance Benefits
- Continued Group Health Benefits after Resignation
- Leaves of Absence
- Order of Personal and/or Sick Leave
- Criminal Background Checks
- Hiring Independent Hearing Examiners and Court Reporters
- Safety Training Related to Extracurricular Athletic Activities
- Automated External Defibrillators
- Disciplinary Alternative Education Programs (DAEP)
- Criminal Street Gang Database
- Emergency Operations Plan
- Identifying Preschool Students for Special Education Services
- Translation of the Individualized Education Program
- Transition Plan and Services
- Local School Health Advisory Council
- Human Sexuality Instruction
- School Breakfast and Lunch Program
- Open Records Requests under the Texas Public Information Act
- Integrated Pest Management Program
- Inspection of School Food Establishments
- Inspection of Portable or Modular Buildings

- School Bus Emissions Testing
- Asbestos Removal Certification
- Lead Abatement Certification
- Natural Gas and Liquefied Petroleum Pipe Testing
- Recycled Materials and Solid Waste Management
- Qualifications for Construction Contractors
- Public Education Information Management System (PEIMS) Data Reporting
- Electronic Student Record System
- Financial Solvency Review
- Bilingual Education and Special Language Program Reports
- Compensatory Education Allotment Report
- Truancy Complaints
- Annual Performance Report, Notice, and Hearing
- Notice of Low Accreditation Status
- Budget and Proposed Tax Rate Notice and Hearing
- Budget Summary Report
- Annual Financial Management Report, Notice, and Hearing
- Conflict of Interest Disclosure Statements
- Annual Improvement in Student Achievement Report
- Teacher Report Card
- Student Report Cards and Notice of Unsatisfactory Performance
- Campus/School Report Cards
- Notice of “Top 10 Percent” Automatic College Admissions Law
- Notice of Parental Rights under the Family Educational Rights and Privacy Act (FERPA)
- Notice of Inappropriately Certified or Uncertified Teacher
- Notice of Class Size Limit Waiver
- Notice of Public Education Grant (PEG) Eligibility
- Title I Highly Qualified Report
- Title I Application
- Title I Compliance Report
- Title II Application
- Title II Compliance Report
- Title III Application

- Title III Compliance Report
- Special Education Grant Application
- Special Education Compliance Report
- Rural and Low Income Application
- Rural and Low Income Compliance Report
- Federal Programs Audit Report
- Civil Rights Data Collection Report
- Gun Free Schools Report
- School Improvement Report

Source: A publication of TASA and TASB, October 2010

Web Postings Requirement – Source ESC 9

Internet Postings on District's Internet Site
AEIS Report
Performance Rating of the District
Definitions and Explanation of Each Performance Rating Described by Education Code 39.072(a)
School Report Card
Notice of accreditation-warned or accreditation-probation status
Improvement plan for low-performing campuses hearing
Conflicts Disclosure Statements and Questionnaires
Check Register and Aggregate Payroll Amount
Superintendent's Contract



Targeted Improvement Plan
Notice of Corrective Action
Summary of Proposed Budget
Post Adopted Budget
Costs and Metered Amounts for Electricity, Water, and Natural Gas for District
Proposed Maintenance and Operations Tax Rate
Tax Rate Trend Information
Federal grant awards
Bill of rights for property owners whose property may be acquired by governmental or private entities through the use of eminent domain authority
Notice of a Board Meeting
Agenda for a Board Meeting
Campaign Finance Reports
Post in English and Spanish: a list of immunization requirements and recommendations, a list of health clinics in the district that offer influenza vaccine, and a link to the Department of State Health Services Internet website providing procedures for claiming an exemption from requirements in Section 38.001, Education Code.
Statement for Public Inspection by School Health Advisory Council
Group Health Coverage Plan and Report

Vacancy Position Postings
Posting of Vacancies
Board's Employment Policies
Reverse Auction Scheduled Internet Location
College Credit Programs
Physical Activity Policies
Dates PSAT/NMSQT and any college advanced placement tests will be administered and provide instructions for participation by a home-schooled pupil.
District Posting on TEA's Internet Site
Campus Improvement Plans
District Improvement Plan
Evaluation of State Compensatory Education
Annual Financial and Compliance Report
Texas Association of School Business Officials