Terrell County ISD

HB5 Community and Student Engagement

Documents

2016-2017

HB5 Community and Student
Engagement Timeline

- May 30, 2017 DEIC meets to review and approve district scores
- May 31, 2017 Data will be recorded into PEIMS
- June 21, 2017 Results to School Board as a Report Item
- August 1, 2017, 2016 **Results posted on campus and district websites**

Fine Arts

	Performance Measure	Data Source	4=Unacceptable	3=Acceptable	2= Recognized	1=Exemplary	0=Not Applicable	Rating
1	Fine Arts course offerings	Schedule	No classes offered	1 course offered	1-2 courses offers	3+ courses offered		2
2	Student participation in Fine Arts courses/classes	Class rosters	Less than 10% of students are enrolled in Fine Arts classes	11-25% of students are enrolled in Fine Arts classes	26-49% of students are enrolled in Fine Arts classes	50% or more of students are enrolled in Fine Arts classes		2
3	Evidence of student participation in Fine Arts disciplines (school sponsored and community sponsored) by displaying submissions pieces, programs, performance, acknowledgments, etc.	Observation, campus report, event rosters	No evidence displayed on campus	Displayed seasonally and performances Performances: 2-3	Displayed seasonally and performances Performances: 4-5	Displayed seasonally and performances Performances: 6 or more		3
4	Fine Arts UIL or comparable competition outcome	Results	Students did not receive competition recognition	3 or more students/programs earned district acknowledgements	2 or more students earned regional acknowledgements	at least 1 student qualified for state		1
							Total	8
							Divided by number of Performance Measures Scored	4
							Final Score	2

Terrell County ISD
Community and Student Engagement

Wellness and Physical Education

	Performance Measure	Data Source	4=Unacceptable	3=Acceptable	2= Recognized	1=Exemplary	0=Not Applicable	Rating
	Health Services							
1	Notice given in regarding needed immunizations	School Nurses	No documentation of notices	Documentation of notices				3
	Mental Health/Counseling Services							
2	Campus administrators/staff receive trainings on positive behavior and intervention supports	Training Records	No training	Training complete				3
	Nutrition							
3	Adhere to Federal guidelines for all School Nutrition Services including vending machines, competitive foods, and school meals	CNS Staff, Local Policy	> 5 findings	3-5 findings	1-2 findings	0 findings		3
	Staff Wellness							
4	Staff wellness trainings and opportunities are provided to promote healthy lifestyles	CIP, C-SHAC	No training	1-2 opportunities	3 opportunities	> 3 opportunities		4
	Coordinated School Health							
5	A TEA approved Coordinate School Health program is implemented with working CSHACS	CIP	No events/meetings	1-2 events/meetings	3 events/meetings	> 3 events/meetings		1
	Physical Education							
6	Students participate in moderate-to-vigorous physical activity (MVPA) at least 50% of class time	Lesson Plans, Heart Rate Monitors,	< 50%	50-64%	65-70%	> 70%		1

Total	15
Divided by Number of Performance Measures Scored	6
Final Score	2.5

Community and Parent Involvement

	Performance Measure	Data Source	4=Unacceptable	3=Acceptable	2= Recognized	1=Exemplary	0=Not Applicable	Rating
1	Opportunities for parental involvement i.e. (Booster Club, Volunteer Program, Back to School Orientations/Open House, Programs celebrating student success, Family Activity Nights, School Climate Surveys, Etc.)	Agendas, Sign-in sheets, handouts	0-1 Activities	2-3 Activities	4-5 Activities	6 or more Activities		1
2	Opportunities for Community Involvement i.e. (Partners in Education, Volunteers in Public Schools, Fairs and Celebrations, Field Trips, Fund Raising/Donation Projects, Etc.)	Flyers, public service announcements, sign-in sheets, handouts	0-1 Activities	2-3 Activities	4-5 Activities	6 or more Activities		1

Total	**2**
Divided by Number of Performance Measures Scored	**2**
Final Score	**1**

21st Century Workforce Development

	Performance Measure	Data Source	4=Unacceptable	3=Acceptable	2= Recognized	1=Exemplary	0=Not Applicable	Rating
	College and Career Planning							
1	College and career guidance for all students	Individual four-year graduation plan that includes endorsements; TCISD course register	Minimal state requirements for graduation, endorsements, & specialized courses are not met.	Career & college explorations begin in elementary. Academic/career choices are specified in four-year graduation plans.	Elementary campuses have at least one opportunity for career explorations. Eighty percent (80%) of graduates complete at least one endorsement & postsecondary education applications.	Career exploration opportunities are provided for varying grade levels at least four times annually. Ninety percent (90%) of graduates complete at least one endorsement in their graduation plans.		2
	Community Engagement							
2	Linkage among community leaders as well as secondary & postsecondary education.	Articulation agreements with postsecondary education; other partnerships	Articulated agreements do not exist or have not been updated within the past two years. Partnerships do not exist.	Articulation agreements support student acquisition of credits in CTE as well as traditional academic courses. Formal & informal partnerships operate at all levels to promote student success.	Annual review of articulation agreements provides ongoing alignment. Business leaders assist in plans to expand school facilities, programs, & staffing and provide volunteers, services & sponsorships.	Programs of study include advanced academic courses; plans promote associate, baccalaureate, and/or graduate degrees. Industry & education leaders collaborate to ensure adequate staffing, support, & funding.		3
	Professional Development							
3	Educator preparation	Board Policies & Regulations, professional development records	CTE teachers are not appropriately trained according to the TEA & industry expectations.	Educators are actively involved in curricula, assessments, guidance, and alignment and are familiar with the graduation plan process.	Professional development includes understanding of career expectations for certifications/licenses, college graduation requirements, & industry requirements.	Industry, postsecondary & secondary staff collaborate to provide professional development that provides alignment of expectations between the systems.		2
	Student Participation/Performance							
4	Advanced Level Courses including Dual Enrollment	Board Policies and Regulations, Course Register, student credits	The district does not promote enrollment in advanced level courses. Less than 10% of student enroll in advanced courses.	Advanced programming includes differentiation within the classroom.	Advanced programming includes Dual Credit.	Advanced programming includes, Dual Credit and AP courses.		2
5	Certifications and licenses	Numbers of students achieving industry certifications/licenses	Industry-recognized certifications and licenses are not available.	Nationally and internationally industry-recognized certifications/licenses are available in some programs of study.	The number of certification and licenses offered and obtained annually will increase by 10% over the prior year.	The number of certification and licenses offered and obtained annually will increase by 20% over the prior year.	NA (grades K-9)	3
6	High school courses in Middle School years	Course Register; HB 5 Implementation; master schedules	High school courses are not offered for credit in middle school years.	In grade 8, career portal (middle school, introductory CTE courses) and other high school credit courses are offered.	At least two career portal courses are offered in junior high.	At least two career portal courses and one high school CTE course are offered in grade 8.	NA (grades K-6 & 9-12)	3
	Support Services							
7	Assistance Programming	Tutorials, FAFSA completion	Assistive programming is limited to before and after school tutorials.	Tutorials are available for secondary students. Completion of college admission, FAFSA & scholarship applications were facilitated.	Tutorials and summer school programs are available to secondary students. 80% of all seniors completed a college admission, and FAFSA. Scholarship applications were facilitated.	Tutorials and summer school programs are available to secondary students. 90% of all seniors completed a college admission, and FAFSA. Scholarship applications were facilitated.	NA (grades K-6)	2
8	Experiential & Leadership Development; Character Education	Character Education, District & Community Recognitions, leadership options	Less than ten percent (10%) of students participate in activities that increase leadership potential.	Student leadership opportunities include fine arts, athletics, academic, career and technical organizations. District & community recognitions occur.	Students qualify for and participate in state and community organization leadership opportunities.	Students qualify for and participate in national leadership opportunities		2
	Technology							
9	Access and Staffing	Technology Inventory, labs, teacher records	Technology is limited to scheduled use for whole group instruction.	Students have access to technology; staff regularly use technology in lesson planning & presentation.	Technology is available before and after hours on the campuses and/or for check-out. Teachers use technology weekly.	Students and staff have district furnished technology for home use.		2
10	Literacy	Curricular integration of technology applications;	Students and staff have very limited use of technology applications.	Students and staff regularly use technology applications in instruction, research, and task completion.	Ninety-five percent (95%) of staff members utilize district technology applications.	All staff members utilize district technology applications.		3
							Total	24
							Divided by Number of Performance Measures Scored	10
							Final Score	2.4

Second Language Acquisition

	Performance Measure	Data Source	4=Unacceptable	3=Acceptable	2= Recognized	1=Exemplary	0=Not Applicable	Rating
1	Percent of enrollment currently participating in or have participated in secondary LOTE courses	Data Reports	Less than 10% (JH) Less than 45% (HS)	10 - 39% (JH) 45 - 54% (HS)	40 - 59% (JH) 55 - 69% (HS)	60% or greater (JH) 70% or greater (HS)		3
2	Percent of graduates on track to complete or have completed 2 or more credits of a given LOTE course	Data Reports	Less than 55%	55 - 69%	70 - 84%	85% or greater		1
3	English Language Learners (ELLs) demonstrate yearly progress in acquiring English language Proficiency.	TELPAS, STAAR ELL Progress Measure, Woodcock-Munoz	Percentage of ELL students making yearly progress is 5% or more lower than the state percentage.	Percentage of ELL students making yearly progress is at the state percentage, +/- 4%.	Percentage of ELL students making yearly progress is 5-9% higher than the state percentage.	Percentage of ELL students making yearly progress is 10% higher than the state percentage.		3
4	ESL support is offered daily to ELL students.	School schedule	No	Yes				3
5	Ongoing professional development related to ELL students is provided to all instructional staff.	Sign-in sheets; agendas	No professional development opportunities have been provided.	1-2 professional development opportunities have been provided.	3-5 professional development opportunities have been provided.	6 or more professional development opportunities have been provided.		3

Total	13
Divided by Number of Performance Measures Scored	5
Final Score	2.6

Digital Learning Environment

	Performance Measure	Data Source	4=Unacceptable	3=Acceptable	2= Recognized	1=Exemplary	0=Not Applicable	Rating
1	Ratio of students to computers (workstation, laptop, tablet, etc.)	Inventory reports	More than 5:1	5:1	2:1	1:1		3
2	Campus coverage with wireless network connectivity	Director of Technology	No wireless in building	Wireless coverage to classrooms and office areas to support district supplied teacher devices	Wireless coverage to all areas of the building for use with less than 20 devices per room	Wireless coverage to support 1:1 device access throughout the entire campus		1
3	Percentage of teachers with access to digital presentation tools (Smart Board, Document Camera, Projector, etc.)	technology inventory reports	Teachers do not have access to presentation devices	Most teachers have access to a projector and 1 digital presentation tools	All teachers have access to a projector and 1 digital presentation tools	All teachers have access to a projector and 2 or more digital presentation tools		3
						Total		7
						Divided by Number of Performance Measures Scored		3
						Final Score		2.33

Dropout Prevention Strategies

	Performance Measure	Data Source	4=Unacceptable	3=Acceptable	2= Recognized	1=Exemplary	0=Not Applicable	Rating
1	Annual Dropout Rate Elementary <= .05% Junior High <= .5% High School <= 10% AEA Campus <= 20%	Leaver Data	Did not meet the standard rate	Met the standard rate	Annual Dropout Rate Elementary <= .03% Junior High <= .3% High School <= 5% AEA Campus <= 10%	Annual Dropout Rate Elementary <= .01% Junior High <= .2% High School <= 3% AEA Campus <= 5%		1
2	Off-track to graduate or Promote to the next grade level Students targeted for added Guidance/Interventions	Program enrollment	No program placement	Academic Intervention requirements per state assessment and targeted Guidance through district resources (Counselor, administrators, teachers etc.)	Academic Intervention requirements per state assessment and targeted Guidance through district resources (Counselor, administrators, teachers etc.) and visit with off track students at least 1-2 times a six weeks	Academic Intervention requirements per state assessment and targeted Guidance through district resources (Counselor, administrators, teachers etc.) and visit with off track students at least 3-4 times a six weeks		2
3	Students are provide opportunities to participate in extra-curricular classes/activities.	Attendance and participation numbers	Less than 30% of students participate in extra-curricular classes/activities.	30-44% of students participate in extra-curricular classes/activities.	45-59% of students participate in extra-curricular classes/activities.	60% or more of students participate in extra-curricular classes/activities.		1

Total	4
Divided by Number of Performance Measures Scored	3
Final Score	1.33

Educational Programs for Gifted and Talented Students

	Performance Measure	Data Source	4=Unacceptable	3=Acceptable	2= Recognized	1=Exemplary	0=Not Applicable	Rating
1	Campus administrators with decision-making authority for Gifted and Talented (G/T) services have completed the state-mandated six-hours of professional development that includes nature and needs of G/T students and service options for G/T students.	PD and certification records	Less than 100% of administrators with decision-making authority for G/T services meet state mandated six-hour requirement.	100% of administrators with decision-making authority for G/T services meet state mandated six-hour requirement.	100% of administrators with decision-making authority for G/T services meet state mandated six-hour requirement AND most have completed an additional six hours of G/T professional development.	100% of administrators with decision-making authority for G/T services meet state mandated six-hour requirement AND most have completed an more than an additional 6 hours of G/T professional development.		1
2	Gifted and talented (G) students are served by teachers who have completed that state-mandated thirty hours of G/T foundational training followed by the six-hour annual updates.	Teacher records	Less than 100% of G/T teachers serving G/T students have completed the 30-hour foundational training and their 6-hour updates.	100% of teachers serving G/T students have completed the 30-hour foundational training and their 6-hour updates.	100% of teachers serving G/T students have completed the 30-hour foundational training and their 6-hour updates AND most complete additional gifted and talented professional development training.	100% of G/T teachers serving G/T students have completed the 30-hour foundational training and their 6-hour updates AND have completed additional gifted and talented professional development training.		3
3	Learning opportunities	Master schedules; lesson plans; district events	G/T students do not have opportunities to work together, individually, and/or with other students.	Campus provides opportunities for G/T students to work together, individually, and/or with other students.	Special opportunities (contests, academic recognitions, summer camps, etc.) are available and disseminated to parents and students.	G/T services include options in the four foundation curricula areas, fine arts, leadership, and creativity.		3
4	Gifted and talented curriculum and instructional opportunities	Unit and lesson plans	The curriculum used with gifted and talented students does not add the depth and complexity required through TEA.	Campuses differentiate the depth, complexity, and pacing of instruction for K-12 G/T students in the four core content areas.	Students are provided opportunities to pursue guided and independent research, career and leadership assessment and/or areas of strength.	Curriculum options in intellectual, creative and/or artistic areas; leadership and specific academic fields are provided for gifted and talented students.		4
5	Parent and community involvement and knowledge of gifted and talented services.	Websites: Mailing: Flyers; Invitations; Participation; Attendance	Parents are not furnished G/T services information.	The campus disseminates information regarding G/T services provided by the district.	Presentations are made to parents, community groups and organizations to provide service information and solicit their involvement in G/T services.	A G/T parent association is available. Volunteers receive an orientation about G/T students. An advisory committee supports G/T services.		4
6	Parents and community feedback	Surveys; feedback	G/T services are not reviewed by CEIC and/or DEIC as a part of the district and campus improvement plans.	G/T services are included in district evaluations annually and included in campus and district improvement plans.	The campus solicits input through parent surveys and other documents annually.	The CEIC provides additional feedback & recommendations for district and campus improvements to G/T services.		4

Total	19
Divided by Number of Performance Measures Scored	6
Final Score	3.1

Compliance with Statutory Reporting and Policy Requirements

	Performance Measure	Data Source	Code 0=No Not Receiving Services, Or Condition, Or Situation Not Applicable to this Campus or District	Code 1 = Yes Participant in Program Or Service, Or Condition, Or Situation Applicable to this Campus or District
	Wellness and Physical Education Requirements			
1	Administrative exclusions due to noncompliance with immunization requirements	School Nurse		1
2	Compliance with state and federal nutrition requirements	Cafeteria Managers		1
3	Compliance with annual SHAC requirements report to local school board	Board Minutes		1
4	Fitness assessment student scores are reported to TEA on time	Director of Athletic, Physical Education, Health		1
5	Compliance with A TEA approved Coordinate School Health program			1
	Accountability			
6	Campus or District Improvement plans that include statutory requirements	CEIC or DEIC		1
7	TEA-prepared "school report cards" sent to parents and posted on web sited	Administration		1
8	Accountability notices sent home with first report cards	Administration		1
	Human Resources			
9	Staff evaluations completed by district deadline(s)	Superintendent		1
10	Staff meets highly qualified criteria	Superintendent		1
	Safety and Security			
11	Compliance with state required safety plans(Fire drills, Tornado drills, AEDs, Lockdown, Shelter in Place etc.	Administration		1
	English Language Learners			
12	Home language surveys completed	Administration		1
13	LPAC decisions implementation documented	Administration		1
14	Materials and notices provided in multiple languages	Copies of Flyers, public service announcements,		1
	Gifted and Talented Services			
15	Policies and regulations aligned with Texas statutory requirements	Superintendent		1
16	District G/T Plan is approved by the Board and includes plans to align with "Recommended" and "Exemplary" measures in Texas State Plan for the Education of G/T Students	Administration		1
			Code with largest number of Performance Measures is the overall score	**1**

Terrell County ISD
Community and Student Engagement

District: Terrell County ISD/Sanderson School

	Areas to be Evaluated	4 Unacceptable	3 Acceptable	2 Recognized	1 Exemplary	0 Not Applicable
		3.2-3.6 (D)	2.5-3.0 (C)	1.5-2.4(B)	1-1.4 (A)	
		3.7-4.0 (F)	3.1-3.6 (D)			
1	Fine Arts			2 (B)		
2	Wellness and PE		2.5 (C)			
3	Community and Parental Involvement				1 (A)	
4	21st Century Workforce Development			2.4 (B)		
5	Second Language Acquisition		2.6 (C)			
6	Digital Learning			2.33 (B)		
7	Dropout Prevention Strategies				1.33 (A)	
8	Educational Programs for GT		3.1 (D)			
					Overall Score	2.28 (B)
	Area to be Evaluated	Code 0=No		Code 1 = Yes		
9	Compliance with Statutory Reporting and Policy Requirements					1

Rating Team Verification Signatures (CEIC or DEIC)		
Name	Position	Signature
Maje Arthur	Special Education	
David Carrasco	Technology	
Tami Carrasco	JH Teacher	
Virginia Garza	CTE Teacher/Counselor	
Tanna Lowrance	Elementary Teacher	
Amanda Magallan	Superintendent	
Shelly Cleveland	Community Member	
Leticia Arrerondo	Parent	
Sam Magallan	Director of School Operations	