

Fine Arts

Elementary

Performance Measures	Unacceptable	Acceptable	Recognized	Exemplary	Data Source	Who will collect the data?
**Fine Arts Participation	<p>Elementary: K-5 students are not provided TEKS based instruction in Fine Arts</p> <p>Secondary: Less than 40% of students are enrolled in fine arts courses.</p>	<p>Elementary: All grades K-5 are provided TEKS based instruction in Fine Arts</p> <p>Secondary: 40-49% of students are enrolled in fine arts courses.</p>	<p>Elementary: Grades K-5 are provided TEKS based instruction in Fine Arts and the campus participates in at least three Fine Arts performances and/or competitions.</p> <p>Secondary: 50 to 59% of students are enrolled in fine arts courses.</p>	<p>Elementary: Grades K-5 are provided TEKS based instruction in Fine Arts and the campus participates in at least five Fine Arts performances and/or competitions.</p> <p>Secondary: 60% or more of students are enrolled in fine arts courses.</p>	<p>Principal Report</p> <p>District and UIL information</p>	Principal
Campus Offerings	<p>Elementary: The campus offers students 1 Fine Arts course (i.e. Music, Art, Dance, Suzuki Strings, etc.)</p> <p>Secondary: The campus offers students 2 Fine Arts course (i.e. Choir, Art, Theatre Arts, Orchestra, Band etc.)</p>	<p>Elementary: The campus offers students 2 Fine Arts courses (i.e. Music, Art, Dance, Suzuki Strings, etc.)</p> <p>Secondary: The campus offers students 3 Fine Arts courses (i.e. Choir, Art, Theatre Arts, Band, Orchestra, etc.)</p>	<p>Elementary: The campus offers students 3 Fine Arts courses (i.e. Music, Art, Dance, Suzuki Strings, etc.)</p> <p>Secondary: The campus offers students 4 Fine Arts courses (i.e. Choir, Art, Theatre Arts, Orchestra, Band, etc.)</p>	<p>Elementary: The campus offers students 4 or more Fine Arts courses (i.e. Music, Art, Dance, Suzuki Strings, etc.)</p> <p>Secondary: The campus offers students 5 or more Fine Arts courses (i.e. Choir, Art, Theatre Arts, Orchestra, Band etc.)</p>	Campus Master Schedule	Principal

College and Career	Students are not provided opportunities to learn about creative careers	Students are provided opportunities to learn about creative careers.	Students are provided an opportunity to learn about creative careers through interaction with fine arts professionals, job fairs, or seeing older students perform during transition visits.	Students are provided multiple opportunities to learn about creative careers through interaction with fine arts professionals or job fairs or seeing older students perform.	Campus Documentation of visits	Principal
**Campus Plan	Fine Arts instruction and/or creative learning strategies are not included in the current Campus Improvement Plan.	A Fine Arts instruction and/or creative learning strategy is included in the current Campus Improvement Plan.	Fine Arts instruction and/or creative learning strategies are included in the current Campus Improvement Plan.	Fine Arts instruction and/or creative learning strategies are included in the current Campus Improvement Plan and the campus parent survey includes survey questions related to Fine Arts.	Campus Improvement Plan	Principal
**Exhibition / Performance opportunities	Less than the acceptable number of opportunities	Early Childhood - 5 Elementary - 7 Middle School - 8 High School - 12 opportunities	Early Childhood - 8 Elementary - 10 Middle School - 12 High School- 24 opportunities	Early Childhood - 10 Elementary - 14 Middle School - 16 High School- 32 opportunities	Brochures/ Flyers Campus Calendar	Principal
Music Memory/Picture Memory –UIL opportunities related to fine arts	Students are not provided opportunities to participate in Fine Arts related UIL activities.	Students are provided an opportunity to participate in a Fine Arts related UIL activity	Students are provided an opportunity to participate in more than one Fine Arts related UIL activity.	Students are provided an opportunity to participate in more than one Fine Arts related UIL activity and receive tutoring to prepare for the events.	UIL information	Principal UIL Coordinator
AP Art Courses	The campus does not offer Advanced Placement Fine Arts classes.	The campus offers one or more Advanced Placement Fine Arts classes.	The campus offers one or more Advanced Placement Fine Arts classes. Less than 50% of students enrolled in the courses take the AP exam.	The campus offers one or more Advanced Placement Fine Arts classes. More than 50% of students enrolled in the courses take the AP exam.	Skyward AP registration	Counselor

Community Outreach	The campus does not provide any of the following opportunities: Fine Arts field trips, Fine Arts Partnerships, Student literary publications, summer camp programs, community based fine arts programs, fine arts assemblies, student art exhibits on or off campus	The campus provides limited opportunities in the following areas : Fine Arts field trips, Fine Arts Partnerships, Student literary publications, summer camp programs, community based fine arts programs, fine arts assemblies, student art exhibits on or off campus	The campus provides multiple opportunities in the following areas : Fine Arts field trips, Fine Arts Partnerships, Student literary publications, summer camp programs, community based fine arts programs, fine arts assemblies, student art exhibits on or off campus	The campus consistently provides opportunities in the following areas : Fine Arts field trips, Fine Arts Partnerships, Student literary publications, summer camp programs, community based fine arts programs, fine arts assemblies, student art exhibits on or off campus	Flyers Brochures Campus Newsletter	Principal
After School Opportunities	The campus does not provide students an opportunity to participate in Fine Arts outside of the TEKS based classes.	The campus provides students limited opportunities to receive after school tutoring/participation in Fine Arts.	The campus provides students multiple opportunities to receive after school tutoring/participation in Fine Arts.	The campus provides students consistent opportunities to receive after school tutoring/participation in Fine Arts.	Flyers Brochures Campus Newsletter	Principal

Wellness & P.E.

Performance Measures	Unacceptable	Acceptable	Recognized	Exemplary	Data Source	Who will collect the data?
Students receive developmentally appropriate lessons on bullying a minimum of once per month	<50% of students participate	50-70% of students participate	70-90% of students participate	90-100% students participate	Bullying lesson presentation schedule	Counselors
Students have access to exercise opportunities other than the required PE.	Campus does not provide any opportunities.	Campus provides opportunities 1X weekly.	Campus provides opportunities 2X weekly.	Campus provides opportunities 3X> weekly.	Documentation of other opportunities	Principal, PE teacher
**Employee Wellness	No employee wellness activities were initiated at the campus level	At least 2 employee wellness activities were initiated at the campus level this school year.	At least 3 employee wellness activities were initiated at the campus level this school year.	More than 3 employee wellness activities were initiated at the campus level this school year.	Agendas, invitations or other supporting documents of events.	Principal
**Physical Education	Most students are not engaged in moderate to vigorous physical activity at least 50% of the time they are in physical education.	Some students are engaged in moderate to vigorous physical activity at least 50% of the time they are in physical education.	Most students are engaged in moderate to vigorous physical activity at least 50% of the time they are in physical education.	All students are engaged in moderate to vigorous physical activity at least 50% of the time they are in physical education.	Classroom visitations	Campus Administration
Counseling	Students receive counseling lessons less than once per month.	Students receive monthly counseling lessons	Students receive bi-weekly counseling lessons	Students receive weekly counseling lessons	Counseling schedule	Principal and Counselor.
Recess	Students are not offered the opportunity to participate in recess.	Students are offered the opportunity to participate in recess 1-2 times per week.	Students are offered the opportunity to participate in recess 3-4 times per week.	Students are offered the opportunity to participate in recess daily.	Master Schedule	Principal

Child Nutrition	The campus does not offer a school breakfast program.	The campus does offers a school breakfast program.	Less than 50% of students on the campus participate in the school breakfast program.	More than 50% of students on the campus participate in the school breakfast program.	Student Participation rates	Child Nutrition
School Based Health Clinic	The campus does not have a school based health clinic to which to refer children.	The campus does have a school based health clinic to which to refer children.	The campus does have a school based health clinic to which to refer children and mobile health screenings and/or immunizations are provided on an annual basis.	The campus does have a school based health clinic to which to refer children and mobile health screenings and/or immunizations are provided more than once per year.	Website Flyers	Director of Student Services
Immunizations	At least 80% of students have completed their required immunizations.	At least 85% of students have completed their required immunizations.	At least 90% of students have completed their required immunizations.	At least 95% of students have completed their required immunizations.	Skyward Shot Records	School Nurse
Community Education	The school does not provide community education programs related to wellness and physical education, such as Obesity Awareness Week, Healthy at H.E.B. Community Challenge, Healthy Texas Week, Marathon Kids, Volleyball Playday, Family Fun Fitness Nights/CATCH nights, Health Fairs, etc.	The school provides at least three (1) community education programs related to wellness and physical education, such as Obesity Awareness Week, Healthy at H.E.B. Community Challenge, Healthy Texas Week, Marathon Kids, Volleyball Playday, Family Fun Fitness Nights/CATCH nights, Health Fairs, etc.	The school provides at least three (2) community education programs related to wellness and physical education, such as Obesity Awareness Week, Healthy at H.E.B. Community Challenge, Healthy Texas Week, Marathon Kids, Volleyball Playday, Family Fun Fitness Nights/CATCH nights, Health Fairs, etc.	The school provides at least three (3) community education programs related to wellness and physical education, such as Obesity Awareness Week, Healthy at H.E.B. Community Challenge, Healthy Texas Week, Marathon Kids, Volleyball Playday, Family Fun Fitness Nights/CATCH nights, Health Fairs, etc.	Flyers/Brochures Sign in sheets	Principal

Community and Parent Involvement

Performance Measures	Unacceptable	Acceptable	Recognized	Exemplary	Data Source	Who will collect the data?
*Opportunities for Parent Participation in School Organizations and Projects (i.e. Booster clubs, PTA/PTO, school carnivals/fundraisers, etc.)	0 to 1 Opportunity	2 to 3 Opportunities	4 -to 5 Opportunities	6 or more Opportunities	Flyers, leaflets, handouts, pictures, etc.	Campus administration, counselors, and teachers
*School to Parent Communication.	1 time per school year	1 time per semester (2Xs)	1 time per grading period (4Xs).	5 or more times per school year.	Copies or links to correspondence, screenshots of posted information	Campus administration, counselors, and teachers
*Programs Engaging Community and Parental Participation (i.e. Open House, Meet the Teacher Night, student performances, etc.)	0 -1 Opportunities	2- 3 Opportunities	4 - 5 Opportunities	6 or more Opportunities	Flyers,handouts, leaflets, etc. advertising events.	Campus administration, counselors, and teachers
Parent Participation in Student Conferences, IEP Meetings, 504 Meetings, Development of Graduation Plans, Course Selections, etc.	2 to 3 Opportunities	4 -to 5 Opportunities	6 to 8 Opportunities	9 or More Opportunities	Meeting logs, appointment logs, sign-in sheets.	Campus administration, counselors, ARD facilitators, and teachers
Opportunities for Parents to Volunteer in the School Setting.	0-1 Opportunities	2-3 Opportunities	4-5 Opportunities	6 or more Opportunities	Sign-in sheets, information sent home to inform parents and community of opportunities.	Campus administration, counselors, and teachers

Community Outreach Services Targeting Low SES Families.	None	1-2	3 - 4	5 or more	Informational flyer describing services provided Data showing parent participation	Campus administration, counselors, and teachers
After School Programs Targeted Engaging Students in Productive and Learning Activities	None	1	2	3 or more	Flyers,handouts, leaflets, letters home to inform parents of after school programs	Campus administration, counselors, and teachers
Student Art Exhibits On or Off Campus (i.e., Rodeo, Bank, Library, etc.)	0	1-2 exhibits	3-4 exhibits	5 or more exhibits	Data from exhibit	Campus administration, counselors, and teachers
Community Service Projects (ie, Beautification Projects, Food Drives, Clothing Drives, etc).	0	1-2	3-4	5 or more	Evidence of project - pictures posted to campus website, or receipt of donation, or any data gathered as proof of project	Campus administration, counselors, teachers, or project coordinators.
College Night Offerings	0	1-2	3-4	5 or more	Flyers or screen shots of advertisement for event	Campus administration, counselors, and teachers

21st Century Workforce

Performance Measures	Unacceptable	Acceptable	Recognized	Exemplary	Data Source	Who will collect the data?
*Number of College Events provided on campus (K-12)	Zero events offered in one academic year	One event offered in one academic year	Two events offered in one academic year	Three or more events offered in one academic year	Fliers, online advertising, college/career exhibitor sign-in sheets, event photos posted on website	Lead counselor
*Number of Career Events facilitated on campus or off site (K-12)	Zero events offered in one academic year	One event offered in one academic year	Two events offered in one academic year	Three or more events offered in one academic year	Fliers, online advertising, college/career exhibitor sign-in sheets, event photos posted on website	Lead counselor
*Career Exploration opportunities available (K-12)	Zero events offered in one academic year	One event offered in one academic year	Two events offered in one academic year	Three or more events offered in one academic year	Fliers, online advertising, college/career exhibitor sign-in sheets, event photos posted on website	Lead counselor
Number of industry certifications or licensures obtained by students (9-12)	Less than ten industry certifications or licensures earned	Ten or more industry certifications or licensures earned	Fifteen or more industry certifications or licensures earned	Twenty or more industry certifications or licensures earned	Spreadsheet managed by CTE department chair and updated by teachers	CTE Coordinator
Tutoring opportunities (K-12)	Not offered	Once weekly	Twice weekly	Three times weekly	Tutoring logs	Principal
Workforce Solutions “When I Grow Up” career lessons (K-8) http://www.wrksolutions.com/for-individuals/career-exploration/when-i-grow-up	Not offered	One lesson offered in one academic year	Two lessons offered in one academic year	Three or more lessons offered in one academic year	Counselor or Teacher lesson plans	Principal

Percent of CTE students affiliated with Career and Technology Student Organizations (CTSOs) (9-12)	Up to 20% of CTE students are affiliated with CTOSs	Up to 40% of CTE students are affiliated with CTOSs	Up to 50% of CTE students are affiliated with CTOSs	More than 50% of CTE students are affiliated with CTOSs	CTE Coordinator obtains roster of CTSO membership from teachers	CTE Coordinator
Percentage of students with current graduation plans in Skyward (8-12)	Less than 80% of students with completed 4-year plans in Naviance	Up to 80% of students with completed 4-year plans in Naviance	Up to 90% of students with completed 4-year plans in Naviance	More than 90% of students with completed 4-year plans in Naviance	Skyward reports	Lead counselor
Percentage of 8th grade students participating in Naviance Career Assessment (8)	Up to 60% of 8th grade students participating in Naviance Career Assessment	Up to 70% of 8th grade students participating in Naviance Career Assessment	Up to 80% of 8th grade students participating in Naviance Career Assessment	More than 90% of 8th grade students participating in Naviance Career Assessment	Careers teachers generate Naviance reports and submit to principal	Principal
Student Technology Literacy Assessment (8)	Less than 60% of 8th grade students are considered proficient according to the student Technology Literacy Assessment	Up to 70% of 8th grade students are considered proficient according to the student Technology Literacy Assessment	Up to 80% of 8th grade students are considered proficient according to the student Technology Literacy Assessment	More than 80% of 8th grade students are considered proficient according to the student Technology Literacy Assessment	Learning.com assessment results	Principal
Percentage of CTE teachers who hold current ATC certifications and teach eligible Advanced Technical Credit (9-12)	Up to 50% of the eligible teachers have current ATC certifications	Up to 50% of the eligible teachers have current ATC certifications	Up to 50% of the eligible teachers have current ATC certifications	Up to 50% of the eligible teachers have current ATC certifications	CTE coordinator verifies ATC certifications and expiration dates annually	Principal

Second Language Acquisition

Performance Measures/ECAs	Unacceptable	Acceptable	Recognized	Exemplary	Data Source	Who will collect the data?
*Inclusiveness-ELL students participate with English speaking students	ELL Student Participate in Ancillary Classes Only with Other ELL Students	ELL Students Interact with English Speaking Students for Ancillary Time but Not Everyday	ELL Students Interact with English Speaking Students During Ancillary Times and Elective/Specials Daily	ELL students interact with English speaking students during ancillary times and electives/specials daily as well as for some classroom instruction.	Master Schedule	Campus Administrators, Counselors, and Teachers
*Professional Development for Second Language Acquisition Instructional Strategies	0% - 49% fully certified	50% - 89% fully certified	90% - 99% fully certified	100% fully certified	Master Schedule	Campus Administrators, Counselors, and Teachers
*Provision of Translations of Letters/Notices to Parents in Native Language	1- 2 per year	3 -4 per year	5 - 7 per year	8 per year	PLC Agenda, Training Materials, and sign-in sheets	Campus Administration, Instructional Coaches and Teachers
Community Outreach Programs Provide ELL Families to Participate in the School Community	0% - 70% provided	70% - 80% provided	80% - 99% provided	100% provided	Copies of Translated Material	Campus Administrators, Counselors, and Teachers
Student Exit Rate from ELL Program	None	1 to 2 Programs or Activities	3 to 4 Programs or Activities	5 or More Programs or Activities	Program guide, Flyers, Handouts, Leaflets, etc. Advertising Events.	Community Outreach Programs to Assist Parents
Tutorial Time Targeting 2nd Language Acquisition	0 - 15% of Students Exit from Any One Grade Level	16 -30% of Students Exit from Any One Grade Level	31- 60 % of Students Exit from Any One Grade Level	61% or More Students Exit from Any One Grade Level	LPAC EOY data	LPAC Administrator
Mentorships and Other Activities Targeting Dropout Prevention	none	1 day per week	2 days per week	3 days per week	Tutoring Logs	Campus Administrators, Counselors, and Teachers

English Language Classes Offered to ELL Parents	none	1-2	3-4	5 or more	Guidelines and Participation Logs	Campus Administrators, Counselors, and Teachers
Cultural Awareness Programs and Special Events	Not Offered	1 time per year	2 times per year	3 or more times per year	Class Rosters and Course Completion Documentation	Campus Administrators, Counselors, and Teachers
Foreign Language Clubs Promoting Cultural Integration	0-1 programs	2-3 programs	4-5 programs	6 or more programs	Program guide, Flyers, Handouts, Leaflets, etc. advertising events.	Campus Administrators, Counselors, and Teachers
	none	1-2	3-4	5 or more	Club Guidelines and Student Rosters	Campus Administrators, Counselors, and Supervising Teachers

Digital Learning Environment

Performance Measures	Unacceptable	Acceptable	Recognized	Exemplary	Data Source	Who will collect the data?
*Cyberbullying (K-12)	District does not provide students with activities and/or programs to recognize and prevent cyberbullying	District does provide students with activities and/or programs to recognize and prevent cyberbullying	In addition to district cyberbullying activities, the campus provides at least one additional campus-wide student cyberbullying activity	In addition to district cyberbullying activities, the campus provides two or more additional campus-wide student cyberbullying activity	Copies of payment to presenters, records of teachers presenting cyberbullying information to students (lesson plans), videos, student products,	Principal
*Access to technology (K-12)	Students have less than one hour per week of scheduled access to computers	Students have at least one hour per week of scheduled access to computers	Students have more than one hour per week of scheduled access to computers	Students have more than 2 hours per week of scheduled access to computers	Scheduling records, COW checkout records, iPad checkout records, lesson plans	Principal
*Readily available student technology access (K-12)	None available	8:1	4:1	1:1	Technology inventory records	Principal
Student Technology Literacy (8)	Less than 60% of 8th grade students are considered proficient according to the student Technology Literacy Assessment	Up to 70% of 8th grade students are considered proficient according to the student Technology Literacy Assessment	Up to 80% of 8th grade students are considered proficient according to the student Technology Literacy Assessment	More than 80% of 8th grade students are considered proficient according to the student Technology Literacy Assessment	Learning.com assessment results	Principal

Use of technology to assist students in credit recovery (8-12)	No classes offered	Up to two classes offered	Up to 4 classes offered	More than 4 classes offered	Student completion records	Principal
Use of You Tube/Teacher Tube channels (K-12)	Not available	Less than 10% of teachers utilize	Up to 20% of teachers utilize	More than 20% of teachers utilize	Lesson Plans	Principal
Use of classroom management systems (ie Edmodo, Google Classroom, Sofia, Canvas, etc.) (K-12)	Not used	Less than 10% of teachers utilize	Up to 20% of teachers utilize	More than 20% of teachers utilize	Lesson Plans	Principal
Technology staff development offered district-wide (K-12)	Not available	Up to two classes per year offered by the district	Up to 4 classes per year offered by the district	More than 4 classes per year offered by the district	District Staff Development records	Principal

Dropout Prevention Strategies

Performance Measures	Unacceptable	Acceptable	Recognized	Exemplary	Data Source	Who will collect the data?
*Attendance (all percentages rounded to the nearest 10th)	Elem Average < 94.0% Middle Average <93.0% High Average <92%	Elem = 94 - 95% Middle = 93 - 94% High = 92 - 93%	Elem = 95.1% - 97.2.% Middle = 93.1 - 96.9% High = 93.1 - 95.9%	Elem > 97.2.% Middle > 96.9% High > 95.9%	ADA/ADM Statistics REport	Campus PEIMS clerk-Data will be collected from PEIMS ADA
SISD Student Climate Survey (question # ___)	Average <69%	Average =70-79%	Average =80-89%	Average > 90%	2014-15 SISD Student Climate Survey	Director of Compliance and Grants
Percent of 5th/8th grade students requiring SSI intervention after first STAAR administration	>40%	20% - 40%	10-19%	<10%	5th/8th grade STAAR results after first administration	Campus
Child Care Daytime child care is provided so that students can attend classes. (High school only)	Daytime childcare is not provided by the district.	Daytime childcare is provided by the district at a cost to the student.	Daytime childcare is provide by the district free of charge.	Daytime childcare is provide free of charge by the district and school transportation is provided to/from the daycare.	ELC documentation/ Campus Plan	Director of ELC
*Intervention Support (i.e. Special education, dyslexia support, 504 support, campus	<3 intervention program	3 intervention programs	4 intervention programs	5 or more intervention programs	Campus: List documentation	Campus

intervention teachers, tutors, intervention time)						
Clubs/Organizations	<4	5-6	7-8	>8	Campus documentation	
Credit Recovery The school provides opportunities for credit recovery.	The school does not provide credit recovery options.	The school provides one credit recovery program.	The school provides multiple credit recovery programs.	The school provides multiple credit recovery programs both within and outside of the normal school day/year.	List of program options	
Percent of students participating in extra-curricular activities	<10%	11-14%	15-19%	>20%		
*Campus offers programs to accelerate student learning (i.e. AVID, ELD, Balanced Literacy, Frogstreet, Technology in class, GT, Pre AP and AP, dual credit)	1 program	2 programs	3 programs	4 or more programs		Principal or Counselor
Healthcare/Wellness programs (i.e. immunizations, school based clinic, school nurses, bullying prevention, sexual health programs, health courses, PE, mobile healthcare)	1 program	2 programs	3 programs	4 or more programs		Nurse or Counselor
Student Recovery Programs (i.e. Door-to-door sweeps, truancy visits, home visits, online checks)	1 program	2 programs	3 programs	4 or more programs		Counselor or PEIMS clerk

Events that highlight student success (i.e. awards assemblies, concerts, art shows, ag fairs, graduations)	2 event	3 events	4 events	5 or more events		
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*Non-negotiable

Gifted and Talented Programs

Performance Measures	Unacceptable	Acceptable	Recognized	Exemplary	Data Source	Who will collect the data?
Underrepresented groups have access to the G/T identification process	Campus provides notice of the referral and identification process to <100% of its K-12 families	Campus uses multiple media to provide notice of the referral and identification process to 100% of its K-12 families in a language the families understand. Students are tested in languages they understand or with nonverbal assessments.	Meet acceptable standard AND provide opportunities for families and staff to discuss placement decisions and assessment data. *ECAs consider all kindergarten students for G/T and other advanced level services.	Meet recognized standard AND no more than a 5% disparity exists between any G/T race/ethnic/economic group when such group is compared to the same campus group (applies to campus groups of 25 or more students). Example-60% of campus is economically disadvantaged;55% or more of G/T students are eco. dis.	Handouts, website, IRIS messages, newsletter, etc. Agendas, sign-in sheets, kindergarten planning calendar, PEIMS report	Campus secretary, kinder ICs, PEIMS clerk
Professional development is geared to G/T students and programs (G/T teachers include Pre-AP, AP, and dual credit faculty)	<100% of core content area teachers assigned to teach G/T students meet state 30 hour G/T training requirement within the first semester <100% of administrators and counselors with authority for service decisions have 6 hours of professional development	100% of core content area teachers assigned to teach GT students meet state 30-hour GT training requirement within the first semester and 6 hours of G/T update training annually 100% of administrators and counselors who have authority for service decisions have completed 6 hours of professional	Meet acceptable standard AND (1) each teacher new to the district receives an orientation regarding G/T identification processes and services (2) each grading period, G/T teachers of the same grade level or content area collaborate on academic acceleration and extension opportunities	Meet recognized standard AND administrators and counselors who have authority for G/T service decisions receive a minimum of 6 hours of G/T professional development <i>annually</i>	Eduphoria portfolio report or summary for each GT teacher, administrator, and counselor PLC/planning agendas and new teacher orientation calendar	Campus secretary, Advanced Academics Office, PLC facilitators

	that includes nature and needs of G/T students	development that includes nature and needs of GT students				
Master schedule/clustering supports G/T service opportunities	<p>Elementary - <100 of G/T students receive services in K-5 GT clusters</p> <p>Secondary- <100% of GT students are placed with a teacher who has completed 30 hours of required training in a core content area</p>	<p>Elementary- 100% of K-5 GT students are clustered together in the same classroom per grade level, unless students are involved in additional programs which require clustering in more than one classroom per grade level</p> <p>Secondary-100% of GT students are placed with a teacher who has completed 30 hours of required training in a core content area</p>	<p>Elementary-Clusters meet the acceptable standard AND include G/T transfer students and students identified as G/T during the school year</p> <p>Secondary-Meet acceptable standard AND 90% of GT students enroll in a minimum of one advanced course with a teacher who has completed the 30 hours of training</p>	<p>Elementary-Meet the recognized standard AND 100% of GT students participate in a minimum of one social/emotional workshop annually with guidance counselor</p> <p>Secondary-Meet acceptable standard AND 95% of GT students enroll in a minimum of one advanced course with a teacher who has completed the 30 hours of training</p>	Master schedule, Student schedules, Counseling agendas/sign-in sheets, PEIMS report	Principals, counselors & PEIMS clerk
G/T Parent and Community Involvement (newsletters, parent nights, training, support groups, mentors, showcases, volunteering)	Parent involvement opportunities do not exist for parents to support their GT students	Evidence of parent participation in a campus or district parent involvement activity that specifically supports G/T students	Campus provides a minimum of two G/T parent involvement opportunities, in addition to those organized by the district.	Meet recognized standard AND provide evidence that business or community resources were used to support services for G/T students	Agendas, Photos, Sign-in sheets, Naviance report	Coordinator of each campus community or parent event
Services include special opportunities (competitions, service learning, leadership, clubs) for G/T students	There is no evidence of campus efforts to recruit G/T students to participate in special opportunities	Provide a minimum of 2 opportunities for G/T students to participate in enrichment clubs, competitions; and independent learning beyond the school day	Meet acceptable standard AND provide 2 additional campus opportunities for G/T students to participate in enrichment clubs, competitions; and independent learning beyond the school day	Meet recognized standard AND provide a minimum of two options designed <i>specifically</i> for G/T students to develop talents in the creative, leadership, or artistic areas	Rosters, Agendas, Calendars, Photos, sign-in sheets	Teachers and campus facilitators

Array of Learning Opportunities to Enrich Instruction	<100 of G/T students in K-5 complete the Texas Performance Standards Project (TPSP) Enrichment opportunities do not exist.	100% of all G/T students complete the TPSP in grades K-5 and advanced level products/performances in grades 6-12 that are commensurate with their strengths in the four core areas	Meet acceptable standard AND provide at least two opportunities for G/T students to share/showcase work at the campus	Meet recognized standard AND provide a minimum of two options designed <i>specifically</i> for G/T students to collaborate with outside professionals on projects that require research	Sign-in sheets, Agendas, Participation rosters, Lesson plans, Course catalog	G/T facilitator and teachers
Parent and Student Surveys	District surveys of G/T students and parents are not shared with faculty.	District surveys of G/T students and parents are shared with faculty.	Meets acceptable standard AND obtains 80% participation on a campus-specific G/T student and/or parent surveys, which are shared with the faculty	Meets recognized standard AND incorporates survey results in campus improvement plan	Agenda, Survey results	Administrator
Policies and procedures support G/T programs and students	There is no evidence that the campus tracks the academic progress of G/T students	Campus provides an updated roster of G/T students to faculty each grading period	Meets acceptable standard AND tracks the academic progress of GT students	Meets recognized standard AND tracks the academic progress of G/T students in areas commensurate with their strengths	Skyward reports, Copies of campus communication	Clerk, PLCs, department chairperson, team leaders
Opportunities to accelerate in areas of student strengths	<100% of the clusters and advanced courses that serve G/T students can provide evidence of flexible pacing and acceleration options	There is evidence of flexible pacing, differentiated instruction and acceleration options each nine weeks in 100% of the clusters and advanced courses that serve G/T students	Meets acceptable standard AND provides multiple opportunities for G/T students to accelerate via credit by exam or learning with peers in a more advanced grade level	Meets recognized standard AND provides at least two opportunities to participate at the campus in independent study and two opportunities to enroll in advanced online/off-site learning.	Planning agendas, Lesson plans, Rosters, Photos of products	
Field trips and camps	Provides no parent or student communication regarding G/T field trips and summer camps sponsored by the district	Communicates all district G/T field trips and summer camps to 100% of G/T parents and students	Meets acceptable standard AND the campus provides at least one opportunity for G/T students to participate in a field trip that is not part of the regular curriculum for all students and is not sponsored by the district	Meets recognized standard AND provides at least one opportunity for G/T students to participate in a campus-sponsored G/T camp	Flyers, newsletters, IRIS messages, website screen capture, permission form, attendance roster	Office personnel

District and Campus Compliance

Performance Measures	No			Yes	Data Source	Who will collect the data?
Campus Improvement Plan	The school's current year Campus Improvement Plan is not complete or has not been approved by the district. (TEC §11.253)			The school's current year Campus Improvement Plan is complete and has been approved by the district. (TEC §11.253)	Approved Campus Improvement Plan	District Compliance Officer
Required web postings for accountability	The school does not comply with mandatory dissemination of annual TEA School Report Cards. The school does not post mandatory documents on the campus or district website			The school complies with mandatory dissemination of annual TEA School Report Cards. The school posts mandatory documents on the campus or district website	Campus documentation	Assistant Supt. for Curriculum and Instruction
Immunizations	Parents are not provided opportunities for their children to receive free immunizations, vision screening, and hearing screening. Parents are not sent results and related information.			Parents are provided opportunities for their children to receive free immunizations, vision screening, and hearing screening. Parents are sent results and related information.	Campus Documentation	Director of Student Services
Accountability	Less than 100% of teachers are documented as Highly			100% of teachers are documented as Highly	Personnel Records	Principal/Personnel Services

	Qualified (HQ) per NCLB regulations.			Qualified (HQ) per NCLB regulations.		
Campus Site-Based Teams	The school does not have an active Site-Based Team that meets state and district requirements, including minimum number of meetings per year and requirements pertaining to membership.			The school has an active Site-Based Team that meets state and district requirements, including minimum number of meetings per year and requirements pertaining to membership.	Campus Documentation	Assistant Supt for Curriculum and Instruction
Attendance	The school does not have an overall attendance rate of >= 95% (HS), >= 96% (MS), or >= 97% (ES) OR made improvement over the prior year.			The school has an overall attendance rate of >= 95% (HS), >= 96% (MS), or >= 97% (ES) OR made improvement over the prior year.	PEIMS ADA Reports - Current Year through date of collection	Director of Student Services
Budget	Budget deadlines are not met, and/or the yearly audit is not passed.			Budget deadlines are met, and the yearly audit is passed.	Budget and Audit Reports	Director of Finance
Dyslexia Services	All students experiencing reading difficulties who do not respond to reading intervention are not assessed for dyslexia by a teacher trained in dyslexia and related disorders. Students identified by the §504 committee as being dyslexic are not provided appropriate services. (TEC §38.003 (a) and 19 TAC §74.28).			All students experiencing reading difficulties who do not respond to reading intervention are assessed for dyslexia by a teacher trained in dyslexia and related disorders. Students identified by the §504 committee as being dyslexic are provided appropriate services. (TEC §38.003 (a) and 19 TAC §74.28).	Campus Documentation	Coordinator of Dyslexic Services

Professional Development	The school does not meet or exceed professional development standards.			The school meets or exceeds professional development standards.	Campus Documentation/ Professional Development Records	Campus Principals
Special Education Services	The school does not provide special education programs that meet the individual needs of its special education students, including Preschool Program for Children with Disabilities (PPCD), Resource, Social Communication and Resource Services (SCORES), Social Behavioral Skills (SBS), Lifeskills, Assistive Technology (AT), Occupational and Physical Therapy (OT/PT), Speech and Language Services, etc. (19 TAC §89.1001 (a))			The school provides special education programs that meet the individual needs of its special education students, including Preschool Program for Children with Disabilities (PPCD), Resource, Social Communication and Resource Services (SCORES), Social Behavioral Skills (SBS), Lifeskills, Assistive Technology (AT), Occupational and Physical Therapy (OT/PT), Speech and Language Services, etc. (19 TAC §89.1001 (a))	Campus Documentation and Student Records	Executive Director of Special Programs

Campus Scoring Rubric

Campus _____ School Year _____

Domain	Unacceptable	Acceptable	Recognized	Exemplary
Fine Arts				
Wellness and P.E.				
Community and Parental Involvement				
21st Century Workforce				
Second Language Acquisition				
Digital Learning Environment				
Dropout Prevention Strategies				
Gifted and Talented Programs				
District and Campus Compliance				

Rep Council Chairperson _____

Date _____

Campus Principal _____

Date _____

Associate Superintendent

Date
