

Fine Arts

N/A	Unacceptable	Acceptable	Recognized	Exemplary
	All elementary students participate in Fine Arts activities less than once per week.	All elementary students participate in Fine Arts activities one or more days per week.	All elementary students participate in Fine Arts activities three or more days per week.	All elementary students participate in Fine Arts activities on a daily basis.
	All junior high schools have more than 40 percent of all students enrolled in Fine Arts courses.	All junior high schools have more than 50 percent of all students enrolled in Fine Arts courses.	All junior high schools have more than 60 percent of all students enrolled in Fine Arts courses.	All junior high schools have more than 75 percent of all students enrolled in Fine Arts courses.
	At the high school, 20 percent or more of all students are enrolled in Fine Arts courses.	At the high school, 30 percent or more of all students are enrolled in a Fine Arts courses.	At the high school, 40 percent or more of all students are enrolled in a Fine Arts courses.	At the high school, 50 percent or more of all students are enrolled in a Fine Arts courses.
	All campuses present one or more public performances relating to Fine Arts activities during the school year. (choir, square dances, skits, etc.)	All campuses present three or more public performances relating to Fine Arts activities during the school year. (choir, square dances, skits, etc.)	All campuses present five or more public performances relating to Fine Arts activities during the school year. (choir, square dances, skits, etc.)	All campuses present eight or more public performances relating to Fine Arts activities during the school year. (choir, square dances, skits, etc.)
	Thirty percent or more of all secondary students who participate in UIL or other competitions earn a 1 st Division rating.	At the high school, 40 percent or more of all secondary students who participate in UIL or other competitions earn a 1 st Division rating.	At the high school, 50 percent or more of all secondary students who participate in UIL or other competitions earn a 1 st Division rating.	At the high school, 60 percent or more of all secondary students who participate in UIL or other competitions earn a 1 st Division rating.
	Twenty percent of all secondary students who participate in Solo/Ensemble contest earn a 1 st Division rating.	Thirty percent of all secondary students who participate in Solo/Ensemble contest earn a 1 st Division rating.	Forty percent of all secondary students who participate in Solo/Ensemble contest earn a 1 st Division rating.	Fifty percent of all secondary students who participate in Solo/Ensemble contest earn a 1 st Division rating.

Fine Arts

N/A	Unacceptable	Acceptable	Recognized	Exemplary
	All campuses have opportunities to see Fine Arts performances once a year.	All campuses students have opportunities to see Fine Arts concerts or performances twice a year.	All campuses have opportunities to see Fine Arts concerts or performances three times a year.	All campuses have opportunities to see Fine Arts concerts or performances four or more times a year.
	Secondary art programs do not compete in any art contests.	All secondary art programs compete in one or more art contests.	All secondary art programs compete in two or more art contests.	All secondary art programs compete in three or more art contests.
	Deer Escort participants compete in at least two contests per year.	Deer Escort participants compete in at least three contests per year and place in at least one.	Deer Escort participants compete in at least three contests per year and place in two or more.	Deer Escort participants compete in at least four contests per year and place in two or more.
	Campuses are not equipped with adequate instruments, supplies, and resources to allow for student access and success in the fine arts course.	Campuses have a small inventory of instruments, supplies, and resources to allow for student access and success in the fine arts course.	Campuses are equipped with an adequate number of instruments, supplies, and resources to allow for student access and success in the fine arts course.	Campuses are fully equipped with adequate instruments, supplies, and resources to allow for student access and success in the fine arts course.

Notable characteristics of District Fine Arts program:

<h2 style="margin: 0;">Fine Arts</h2>

Notable characteristics of District Fine Arts program continued:

Rating Rubric

4	A	Exemplary	This indicator is evident in a variety of ways throughout the school. The practice described is clearly a part of the school's culture and is demonstrated at a high level in both quality and frequency.
3	B	Recognized	This indicator has clear evidence of existence in the school and is consistently practiced in many places. There is room for growth in either quality or frequency.
2	C	Acceptable	There is some evidence of this indicator in the district but the evidence indicates that the practice is far from standard procedure and has clear room for improvement in both quality and frequency.
1	D	Unacceptable	There is very little evidence that this indicator is in place with the school.
0	F	Unacceptable	There is no evidence that this indicator is in place with the school.

Final Program Rating: _____

Wellness and Physical Education

N/A	Unacceptable	Acceptable	Recognized	Exemplary
	Elementary students participate in structured Physical Education classes less than once per week.	Elementary students participate in structured Physical Education classes one or more days per week.	Elementary students participate in structured Physical Education classes three or more days per week.	Elementary students participate in structured Physical Education classes on a daily basis.
	All Junior High students do not participate in Physical Ed. classes for 4 semesters.	All Junior High students participate in structured Physical Ed. classes on a daily basis for 4 semesters.	30% of Junior High students participate in structured Physical Ed. classes on a daily basis for 6 semesters.	50% of Junior High students participate in structured Physical Ed classes on a daily basis for 6 semesters.
	High School students do not participate in Physical Ed classes on a daily basis for 2 semesters.	High School students participate in Physical Ed classes on a daily basis for 2 semesters.	30% of High School students participate in Physical Ed classes on a daily basis for 4 semesters.	30% of High School students participate in Physical Ed classes on a daily basis for 6 semesters.
	Less than 10% of high school students participate in Athletics, Marching Band, and Dance.	Less than 15% of high school students participate in Athletics, Marching Band, and Dance.	Less than 25% of all high school students participate in Athletics, Marching Band, and Dance.	More than 25% of all high school students participate in Athletics, Marching Band, and Dance.
	District campuses offer no physical activities to students outside the school day (city leagues, UIL athletics)	All campuses offer at least one physical activity to students outside the school day (city leagues, UIL athletics)	All campuses offer two or more physical activities to students outside the school day (city leagues, UIL athletics)	All campuses offer three or more physical activities to students outside the school day (city leagues, UIL athletics)
	All campuses are not staffed with a licensed nurse professional.	All campuses are staffed with a licensed nurse professional that serves more than two campuses.	All campuses are staffed with a licensed nurse professional that is shared with a second school.	All campuses are staffed with a licensed nurse professional on a full-time basis.
	All campuses are not staffed with a certified counselor.	All campuses are staffed with a certified counselor that serves more than two schools.	All campuses are staffed with a certified counselor that serves two schools.	All campuses are staffed with a certified counselor on a full-time basis.

Wellness and Physical Education

N/A	Unacceptable	Acceptable	Recognized	Exemplary
	There are no CPR trained staff or students.	CPR certification is provided for all medical personnel as well as coaches, marching band directors, and drill team sponsors as directed by Senate bill 7.	CPR certification is provided for all medical personnel as well as coaches, marching band directors, and drill team sponsors as directed by Senate bill 7. CPR is also provided to all students who have a medical role at school.	CPR certification is provided for all medical personnel as well as coaches, marching band directors, and drill team sponsors as directed by Senate bill 7. CPR certification is also provided to all students who have a medical role at school. All faculty and staff are given the opportunity to attend CPR training.
	Hearing and vision screening is not provided by the school.	Hearing and vision screening is provided by a licensed nurse professional to all new students to the district.	Hearing and vision screening is provided by a licensed nurse professional to all students.	Health, hearing and vision screening is provided by a licensed nurse professional to all students.
	The district is not in compliance with one or more practices required by district policies FFA (Local), CO (Legal), or BDF (Legal).	The district is in compliance with all practices required by district policies FFA (Local), CO (Legal), or BDF (Legal).	The district is in compliance with all practices required by district policies FFA (Local), CO (Legal), or BDF (Legal) and encourages healthy nutrition with students.	The district is in compliance with all practices required by district policies FFA (Local), CO (Legal), or BDF (Legal). District staff encourages healthy nutrition with students and families through a variety of media.

Wellness and Physical Education

N/A	Unacceptable	Acceptable	Recognized	Exemplary
	Nutrition education is discussed during P.E. classes for at least 30 minutes when time allows	Nutrition education is discussed during P.E. classes for at least 30 minutes five times per year.	Nutrition education is discussed during P.E. classes for at least 30 minutes once a month.	Nutrition education is delivered during P.E. classes for at least 30 minutes bi-weekly.
	Healthy eating and wellness is promoted in at least two ways (Student participation in the CATCH Program, Nutrition Nuggets, posters located in the cafeteria, health fairs, menus, campus announcements, newsletters, district website, and nutrition education in the classroom)	Healthy eating and wellness is promoted in at least three ways (Student participation in the CATCH Program, Nutrition Nuggets, posters located in the cafeteria, health fairs, menus, campus announcements, newsletters, district website, and nutrition education in the classroom)	Healthy eating and wellness is promoted in at least four ways (Student participation in the CATCH Program, Nutrition Nuggets, posters located in the cafeteria, health fairs, menus, campus announcements, newsletters, district website, and nutrition education in the classroom)	Healthy eating and wellness is promoted in at least five ways (Student participation in the CATCH Program, Nutrition Nuggets, posters located in the cafeteria, health fairs, menus, campus announcements, newsletters, district website, and nutrition education in the classroom)
	The campus coordinates family events one time per year to promote health and wellness (strides for schools, fun runs, field days, athletic events)	The campus coordinates family events two times per year to promote health and wellness (strides for schools, fun runs, field days, athletic events)	The campus coordinates family events three times per year to promote health and wellness (strides for schools, fun runs, field days, athletic events)	The campus coordinates family events four times per year to promote health and wellness (strides for schools, fun runs, field days, athletic events)

Wellness and Physical Education

N/A	Unacceptable	Acceptable	Recognized	Exemplary
	Teachers and staff members responsible for delivering the nutrition education program are not provided professional development during the school year.	Teachers and staff members responsible for delivering the nutrition education program are provided professional development one time per school year.	Teachers and staff members responsible for delivering the nutrition education program are provided professional development two times per school year.	Teachers and staff members responsible for delivering the nutrition education program are provided professional development three times per school year.
	Appropriate physical activity programs are offered to all students three times per school year either during the school day or before/after school.(running club, basketball club, strides and happy feet, super sports club, girls get going)	Appropriate physical activity programs are offered to all students once a month either during the school day or before/after school.(running club, basketball club, strides and happy feet, super sports club, girls get going)	Appropriate physical activity programs are offered to all students on a bi-weekly basis either during the school day or before/after school.(running club, basketball club, strides and happy feet, super sports club, girls get going)	Appropriate physical activity programs are offered to all students on a weekly basis either during the school day or before/after school (running club, basketball club, strides and happy feet, super sports club, girls get going)
	Facilities are open for public use at least one time per week, before and after school (track, playground)	Facilities are open for public use at least two times per week, before and after school (track, playground)	Facilities are open for public use at least three times per week, before and after school (track, playground)	Facilities are open for public use every day, before and after school (track, playground)
	Students are not allowed a sufficient amount of time to eat breakfast and lunch	Students are allowed a sufficient amount of time to eat breakfast and lunch (at least 20 minutes)	Students are allowed a sufficient amount of time to eat breakfast and lunch (at least 25 minutes)	Students are allowed a sufficient amount of time to eat breakfast and lunch (at least 30 minutes)

Wellness and Physical Education

N/A	Unacceptable	Acceptable	Recognized	Exemplary
	<p>The district promotes staff health and wellness by making district facilities available to staff members once a week (swimming pools, weight rooms, gyms, and tennis courts), and by offering discounted memberships at 24 hour fitness/ camp gladiator.</p>	<p>The district promotes staff health and wellness by making district facilities available to staff members two times per week (swimming pools, weight rooms, gyms, and tennis courts), and by offering discounted memberships at 24 hour fitness/ camp gladiator.</p>	<p>The district promotes staff health and wellness by making district facilities available to staff members three times a week (swimming pools, weight rooms, gyms, and tennis courts), and by offering discounted memberships at 24 hour fitness/camp gladiator.</p>	<p>The district promotes staff health and wellness by coordinating fun runs, making district facilities available to staff members daily (weight rooms, tracks, and tennis courts), and by offering discounted memberships at 24 hour fitness/camp gladiator.</p>
	<p>The Wellness policy is evaluated at the campus level and is updated as needed. The results of compliance are posted publicly on the district website through the Deer Park ISD Community and Student Engagement Evaluation</p>	<p>The Wellness policy is evaluated at the campus level and is updated every three years. The results of compliance are posted publicly on the district website through the Deer Park ISD Community and Student Engagement Evaluation</p>	<p>The Wellness policy is evaluated at the campus level and is updated every two years. The results of compliance are posted publicly on the district website through the Deer Park ISD Community and Student Engagement Evaluation</p>	<p>The Wellness policy is evaluated at the campus level and is updated annually. The results of compliance are posted publicly on the district website through the Deer Park ISD Community and Student Engagement Evaluation.</p>

Notable characteristics of District Wellness and Physical Education program:

Wellness and Physical Education

Notable characteristics of District Wellness and Physical Education program continued:

Rating Rubric

4	A	Exemplary	This indicator is evident in a variety of ways throughout the school. The practice described is clearly a part of the school's culture and is demonstrated at a high level in both quality and frequency.
3	B	Recognized	This indicator has clear evidence of existence in the school and is consistently practiced in many places. There is room for growth in either quality or frequency.
2	C	Acceptable	There is some evidence of this indicator in the district but the evidence indicates that the practice is far from standard procedure and has clear room for improvement in both quality and frequency.
1	D	Unacceptable	There is very little evidence that this indicator is in place with the school.
0	F	Unacceptable	There is no evidence that this indicator is in place with the school.

Final Program Rating: _____

Community and Parent Involvement

N/A	Unacceptable	Acceptable	Recognized	Exemplary
	The campuses do not utilize e-mail and other forms of electronic communication to communicate with parents.	All campuses utilize e-mail and other forms of technology to communicate with parents every six weeks.	All campuses utilize e-mail and other forms of technology to communicate with parents on a weekly basis.	All campuses utilize e-mail and other forms of electronic communication to communicate with parents on a daily basis.
	All campuses provide one or less assemblies/programs throughout the year that are open to the public.	All campuses provide two or more assemblies/programs throughout the year that are open to the public.	All campuses provide five or more assemblies/programs throughout the year that are open to the public.	All campuses provide ten or more assemblies/programs throughout the year that are open to the public.
	Communication tools such as newsletters, Skylert call outs, or the school marquee are not utilized to inform parents of upcoming events/activities.	Communication tools such as newsletters, Skylert call outs, or the school marquee are utilized once per grading period to inform parents of upcoming events/activities.	Communication tools such as newsletters, Skylert call outs, or the school marquee are utilized monthly to inform parents of upcoming events/activities.	Communication tools such as newsletters, Skylert call outs, or the school marquee are utilized weekly to inform parents of upcoming events/activities.
	All elementary schools have less than ten percent of the student body with one or more family members in campus PTO.	All elementary schools have ten percent or more of the student body with one or more family members in campus PTO.	All elementary schools have twenty percent or more of the student body with one or more family members in campus PTO.	All elementary schools have thirty percent or more of the student body with one or more family members in campus PTO.
	All elementary and junior high schools do not engage in initiatives that target increasing parental involvement.	All elementary and junior high schools engage in two or more initiatives that targets increasing parental involvement.	All elementary and junior high schools engage in five or more initiatives that targets increasing parental involvement.	All elementary and junior high schools engage in ten or more initiatives that targets increasing parental involvement.

21st Century Workforce Development

N/A	Unacceptable	Acceptable	Recognized	Exemplary
	Leadership opportunities are not available to students.	Student leadership opportunities are available to students in the upper grades only.	Student leadership opportunities are available for students at each grade level.	Multiple student leadership opportunities are available for students at each grade level.
	The campuses do not employ strategies that promote college and career readiness	The campuses employ two to three strategies that promote college and career readiness (i.e., mentors, career day, college awareness week, etc.)	The campuses employ three to four strategies that promote college and career readiness (i.e., mentors, career day, college awareness week, etc.)	The campuses employ five or more strategies that promote college and career readiness (i.e., mentors, career day, college awareness week, etc.)
	The campuses have no active student organizations.	The campuses have one or more active student organizations.	The campuses have two or more active student organizations.	The campuses have three or more active student organizations.
	Students are not provided integrated instructional opportunities that build capacity for a 21st Century work force.	Students are provided monthly integrated instructional opportunities that build capacity for a 21st Century work force (i.e. AP classes, technology, project-based learning, etc.)	Students are provided weekly integrated instructional opportunities that build capacity for a 21st Century work force (i.e. AP classes, technology, project-based learning, etc.)	Students are provided daily integrated instructional opportunities that build capacity for a 21st Century work force (i.e. AP classes, technology, STEM, project-based learning, etc.)
	The campuses do not provide embedded soft skills acquisition in course work.	The campuses provide embedded soft skills acquisition in at least one area of course work. (public speaking, peer collaboration, problem solving, etc.)	The campuses provide embedded soft skills acquisition in most course work. (public speaking, peer collaboration, problem solving, etc.)	The campuses provide embedded soft skills acquisition in all course work. (public speaking, peer collaboration, problem solving, etc.)

21st Century Workforce Development

N/A	Unacceptable	Acceptable	Recognized	Exemplary
	Career exploration and career options opportunities are not available for students.	Career exploration opportunities are available in one grade level (including but not limited to an online career interest survey, guest speakers, research projects, hands-on experiences, and field trips).	Career exploration opportunities are available in upper grade levels (including but not limited to online career interest surveys, guest speakers, research projects, hands-on experiences, and field trips).	Career exploration opportunities are available in all grade levels (including but not limited to Naviance, online career interest surveys, guest speakers, research projects, hands-on experiences, and field trips).
	The secondary campuses do not offer Pre-AP coursework for students to advance academically.	The secondary campuses offer at least two Pre-AP courses for students to complete prior to high school and advance academically.	The secondary campuses offer at least four Pre-AP courses for students to complete prior to high school and advance academically.	The secondary campuses offer six or more Pre-AP courses for students to complete prior to high school and advance academically.
	CTE course offerings in at least 4 career clusters are available to students relating to postsecondary career opportunities.	CTE course offerings in 5 - 9 career clusters are available to students relating to postsecondary career opportunities.	CTE course offerings in 10 - 13 career clusters are available to students relating to postsecondary career opportunities.	CTE course offerings in 14 - 16 career clusters are available to students relating to postsecondary career opportunities.
	Less than 3 dual credit opportunities are available to students at the 11th and 12th grade levels.	Four to six dual credit opportunities are available for students at the 11th and 12th grade levels.	Seven to nine dual credit opportunities are available for students at the 11th and 12th grade levels.	Ten or more dual credit opportunities are available to students at the 11th and 12th grade levels.

21st Century Workforce Development

N/A	Unacceptable	Acceptable	Recognized	Exemplary
	Students have no interaction with college representatives or to visit college campuses.	Students have very little opportunities for interaction with college representatives and to visit college campuses.	Students have some opportunities for interaction with college representatives and to visit college campuses.	Students have numerous opportunities for interaction with college representatives and to visit college campuses.
	There are no opportunities for certifications/licenses available to CTE students.	At least 4 certifications/licenses are available for CTE students.	Five to nine certifications/licenses are available for CTE students.	Ten or more certifications/licenses are available for CTE students.
	JROTC is either not available or has an enrollment of 49 or less at the high school level.	JROTC enrollment is between 50 and 99 students at the high school level.	JROTC enrollment is between 100 and 125 students at the high school level.	JROTC enrollment is greater than 125 students at the high school level.
	There are no Career and Technical Student Organizations available to students.	At least two Career and Technical Student Organizations are available to high school students of all grade levels.	Three to four Career and Technical Student Organizations are available to high school students of all grade levels.	Five to six Career and Technical Student Organizations are available to high school students of all grade levels.
	There are no program offerings available for students related to a skilled workforce. i.e. auto mechanics, cosmetology, culinary, welding, etc.	At least 4 program offerings are available for students related to a skilled workforce. i.e. auto mechanics, cosmetology, culinary, welding, etc.	Five to nine program offerings are available for students related to a skilled workforce. i.e. auto mechanics, cosmetology, culinary, welding, etc.	10 or more program offerings are available for students related to a skilled workforce. i.e. auto mechanics, cosmetology, culinary, welding, etc.
	Students are not offered the opportunity to interact with community/business partners to prepare them for future workforce careers.	Students have limited opportunities to interact with community/business partners to prepare them for future workforce careers.	Most students are offered the opportunity to interact with community/business partners to prepare them for future workforce careers.	All students are offered the opportunity to interact with community/business partners to prepare them for future workforce careers.

<h2>21st Century Workforce Development</h2>

Rating Rubric

4	A	Exemplary	This indicator is evident in a variety of ways throughout the school. The practice described is clearly a part of the school's culture and is demonstrated at a high level in both quality and frequency.
3	B	Recognized	This indicator has clear evidence of existence in the school and is consistently practiced in many places. There is room for growth in either quality or frequency.
2	C	Acceptable	There is some evidence of this indicator in the district but the evidence indicates that the practice is far from standard procedure and has clear room for improvement in both quality and frequency.
1	D	Unacceptable	There is very little evidence that this indicator is in place with the school.
0	F	Unacceptable	There is no evidence that this indicator is in place with the school.

Final Program Rating: _____

2nd Language Acquisition

N/A	Unacceptable	Acceptable	Recognized	Exemplary
	Teachers rarely make linguistic accommodations to ensure mastery of grade level TEKS.	Most ELL's are provided access to challenging content and teachers make linguistic accommodations occasionally to ensure mastery of grade level TEKS.	Almost always ELL's are provided access to challenging content and teachers make linguistic accommodations usually to ensure mastery of grade level TEKS.	All ELL's are provided access to challenging content and teachers make linguistic accommodations frequently to ensure mastery of grade level TEKS.
	Few teachers know the TELPAS proficiency levels for their students and very few attempts are made to address the needs of each level in the classroom.	Some teachers know the TELPAS proficiency levels for their students and some attempts are made to address the needs of each level in the classroom.	Most teachers know the TELPAS proficiency levels for their students and attempts are usually made to address the needs of each level in the classroom.	All teachers know the TELPAS proficiency levels for their students and consistent attempts are made to address the needs of each level in the classroom.
	Students do not have an opportunity to learn a second language in a bilingual program (dual or transitional).	Students have the opportunity to learn a second language in a bilingual program (dual or transitional) at one campus in the district.	Students have the opportunity to learn a second language in a bilingual program (dual or transitional) on at least two campuses in the district.	Students have the opportunity to learn a second language in a bilingual program (dual or transitional) at multiple campuses.
	Secondary teachers and students are not aware that they can earn credit for LOTE courses through CBE as well as about the AP Foreign language courses.	Some secondary teachers and some students are aware of the CBE registration and testing process as well as about the AP Foreign language courses.	Most secondary teachers and students are aware of the CBE registration and testing process as well as about the AP Foreign language courses.	All secondary campuses are aware of the CBE registration and testing process as well as about the AP Foreign language courses.

2nd Language Acquisition

N/A	Unacceptable	Acceptable	Recognized	Exemplary
	State and federal requirements were not satisfied within the state timelines.	State and federal requirements were satisfied within the state timelines eighty percent of the time.	State and federal requirements were satisfied within the state timelines ninety percent of the time.	All state and federal requirements were satisfied within the state timelines.
	There are few connections between school and home for family members of ELL students. Few opportunities exist to support communication among schools families and community members; most communication is in English.	There are occasionally connections between school and home for family members of ELL students. Some opportunities exist to promote and maintain communication among schools, families and community members; interpreters and some translations are used.	Connections between school and home are pursued. Many opportunities exist to promote and maintain communication among school, families and community members; interpreters and translations are consistently used.	Connections between school and home are actively cultivated. Multiple opportunities exist to promote and maintain communication among school, families and community members; interpreters and translations are consistently used.

Notable characteristics of District 2nd Language Acquisition program:

Digital Learning Environment

N/A	Unacceptable	Acceptable	Recognized	Exemplary
	Technology devices (computers, laptops, tablets, etc.) with Internet connectivity are not available for student use in classrooms.	Technology devices with Internet connectivity are available for two or more students to share in classrooms upon request.	One technology device for each student with Internet connectivity available for use in classrooms as needed upon request.	One technology device with Internet connectivity available for each student for instructional purposes.
	Campuses have limited use of technology to communicate with teachers and parents.	Campuses use technology for communication and collaboration among colleagues, staff, parents, students, and the community.	Current information tools and systems are used on most campuses for communication, management of schedules and resources, performance assessment, and professional development.	Campuses use a variety of media and formats, including telecommunications and the school website to communicate, interact, and collaborate with all education stakeholders.
	Technology is used occasionally to supplement instruction, streamline management functions, and present teacher-centered presentations.	Technology is used for direct instruction, to improve productivity, to model technology skills, and to direct students in the use of applications for technology integration.	Technology is used in teacher-led, as well as some student-centered learning experiences, to develop higher order thinking skills and provide opportunities for collaboration with content experts, peers, parents, and community.	Technology is used in student-centered learning environments where technology is seamlessly integrated to solve real world problems in collaboration with others outside the classroom walls.

Digital Learning Environment

N/A	Unacceptable	Acceptable	Recognized	Exemplary
	Technology integration ONLY occurs at the Substitution level during instruction.	Technology integration occurs at the Substitution and Augmentation levels during instruction.	Technology integration occurs at the Substitution, Augmentation, and Modification levels during instruction.	Technology integration occurs at the Substitution, Augmentation, Modification, and Redefinition levels appropriately during instruction.
	STEM/STEAM activities are not integrated into the curriculum, and a Makerspace has not been established on campus.	STEM/STEAM activities are sporadically integrated into the curriculum.	STEM/STEAM activities are regularly integrated into the curriculum.	STEM/STEAM activities are regularly integrated into the curriculum and provided for enrichment through campuses' Makerspaces.
	Less than 50% of the students participate in the Cybersafety/Cyberbullying district-wide instruction and activities.	Fifty percent of the students participate in the Cybersafety/Cyberbullying district-wide instruction and activities.	Eighty percent of the students participate in the Cybersafety/Cyberbullying district-wide instruction and activities. Guidelines and materials are available for parent and community access.	Over 95% of the students participate in the Cybersafety/Cyberbullying district-wide instruction and activities. Guidelines and materials are available for parent and community access.
	Less than 50% of the staff participates annually in technology integration professional development.	Fifty percent of the staff participates annually in technology integration professional development.	Eighty percent of the staff participates annually in technology integration professional development.	Over 95% of the staff participates annually in technology integration professional development.

Digital Learning Environment

Rating Rubric

4	A	Exemplary	This indicator is evident in a variety of ways throughout the school. The practice described is clearly a part of the school's culture and is demonstrated at a high level in both quality and frequency.
3	B	Recognized	This indicator has clear evidence of existence in the school and is consistently practiced in many places. There is room for growth in either quality or frequency.
2	C	Acceptable	There is some evidence of this indicator in the district but the evidence indicates that the practice is far from standard procedure and has clear room for improvement in both quality and frequency.
1	D	Unacceptable	There is very little evidence that this indicator is in place with the school.
0	F	Unacceptable	There is no evidence that this indicator is in place with the school.

Final Program Rating: _____

Dropout Prevention Strategies

N/A	Unacceptable	Acceptable	Recognized	Exemplary
	The District does not engage in dropout retrieval.	The District engages in dropout retrieval only at beginning of school year.	The District engages in dropout retrieval occasionally during the school year.	The District engages in dropout retrieval routinely during the school year.
	The District does not engage in identifying students who are At-Risk due to excessive absences/academics.	The District occasionally engages in identifying students who are At-Risk due to excessive absences/academics.	The District frequently engages in identifying students who are At-Risk due to excessive absences/academics.	The District routinely engages in identifying students who are At-Risk due to excessive absences/academics.
	The District does not communicate with parents of At-Risk students concerning student performance/excessive absences.	The District occasionally communicates with parents of At-Risk students concerning student performance/excessive absences.	The District frequently communicates with parents of At-Risk students concerning student performance/excessive absences.	The District routinely communicates with parents of At-Risk students concerning student performance/excessive absences.
	The District does not provide a District Dropout/Truancy Prevention Team, including a Dropout/Truancy Officer, to work with students and parents.	The District Dropout/Truancy Prevention Team, including a Dropout/Truancy Officer, occasionally contacts identified students and parents.	The District Dropout/Truancy Prevention Team, including a Dropout/Truancy Officer, frequently contacts and monitors identified students and parents.	The District Dropout/Truancy Prevention Team, including a Dropout/Truancy Officer, routinely contacts and monitors identified students and parents.
	The District does not provide At-Risk specialists or campus counselors to work with students identified as At-Risk due to excessive absences.	The District occasionally provides At-Risk specialists or campus counselors to work with students identified as At-Risk due to excessive absences.	The District frequently provides At-Risk specialists or campus counselors to work with students identified as At-Risk due to excessive absences.	The District routinely provides At-Risk specialists or campus counselors to work with students identified as At-Risk due to excessive absences.

Dropout Prevention Strategies

N/A	Unacceptable	Acceptable	Recognized	Exemplary
	The campuses did not engage in using positive behavior supports with At-Risk students.	The campuses occasionally engage in using positive behavior supports with At-Risk students.	The campuses frequently engage in using positive behavior supports with At-Risk students.	The campuses routinely engage in using positive behavior supports with At-Risk students.
	The District did not provide intervention to students identified as At-Risk due to academics.	The District occasionally provides interventions to students identified as At-Risk due to academics.	The District frequently provide interventions to students identified as At-Risk due to academics.	The District routinely provides interventions to students identified as At-Risk due to academics.
	The District does not collaborate with outside resources in regard to dropout/truancy issues.	The District collaborates with only one outside resource in regard to dropout/truancy issues.	The District collaborates with two or more outside resources in regard to dropout/truancy issues.	The District collaborates with more than three outside resources in regard to dropout/truancy issues.
	The District does not engage in any type of dropout/truancy prevention services program.	The District provides one or two dropout/truancy prevention service programs.	The District provides more than two dropout/truancy prevention service programs.	The District provides more than five dropout/truancy prevention service programs.
	The District does not work with 19 and greater year olds who have aged out of the truancy process.	The District works with 19 and greater year olds on at least one occasion.	The District works with 19 and greater year olds on at least two occasions.	The District works with 19 and greater year olds throughout the school year, as needed.

Notable characteristics of District Dropout Prevention Strategies program:

Educational Programs for Gifted & Talented Students

Section I - Student Assessment

N/A	Unacceptable	Acceptable	Recognized	Exemplary
	No assessment opportunities for gifted/talented identification provided by the district.	Assessment opportunities for gifted/talented identification are made available to students at least once per school year.	Assessment opportunities for gifted/talented identification are made available to students at least 3 times per school year.	Assessment opportunities for gifted/talented identification are made available to students on a continuous basis and upon the referral of a student by any person.
	Students are assessed in English only.	Students are assessed in languages they understand or with nonverbal assessments.	Student assessment takes into account second language background.	Student assessment takes into account special needs or situations that may interfere with accurate testing results.
	Access to assessment and GT services is not available to all populations of the district.	Access to assessment and, if needed, gifted/talented services is available to all populations of the district.	Over the past two (2) years, the population of the gifted/talented services program has become more closely reflective of the population of the total district.	The population of the total district is reflected in the population of the gifted/talented services program or has been for two (2) of the past three (3) years.

Educational Programs for Gifted & Talented Students

Section II - Service Design

N/A	Unacceptable	Acceptable	Recognized	Exemplary
	The person assigned to coordinate district GT education does not possess thirty (30) hours of professional development in gifted/talented education as required in 19 TAC §89.2.	A person who has thirty (30) hours of professional development in gifted/talented education as required in 19 TAC §89.2(1) is assigned to coordinate district level services for gifted/talented students in grades K - 12.	A person who has a K-12 GT Supplemental Certification is assigned to coordinate district level services for GT students in grades K-12.	A person who has an advanced degree (M.Ed., Ed.D., or Ph.D.) in gifted education is assigned to coordinate district level services for GT students in grades K-12.
	Local board policies are developed that are consistent with State Board of Education rules on credit by examination (19 TAC §74.24) and early high school graduation opportunities.	Flexible pacing is employed, allowing students to learn at the pace and level appropriate for their abilities and skills.	Local board policies are developed that enable students to participate in dual/concurrent enrollment, distance learning opportunities, and accelerated summer programs, and acceleration options are actively facilitated by district administrators, counselors, and teachers.	Acceleration options include online learning acceleration opportunities for students, as appropriate, in grades 6-12.
	More than 45% of the funds allocated to GT education is spent on indirect services.	At least 55% of the funds allocated to gifted/ talented education is spent on assessment and direct services for gifted students.	Local funding for gifted/talented education programs is used to supplement the state funding.	Additional funding from business partnerships, scholarships, parent group fundraisers, etc. is used to supplement the state and local funding.

Educational Programs for Gifted & Talented Students

Section III - Curriculum and Instruction

N/A	Unacceptable	Acceptable	Recognized	Exemplary
	No manual or program guide is provided regarding gifted/talented services.	A comprehensive manual or program guide is provided describing all programs and services for gifted/talented students in grades K-12.	The manual or guide is distributed to all parents of qualified students.	The manual or guide is available on the district website.
	Provisions to improve services to gifted/talented students are not included in district and campus improvement plans (TEC §§11.251-11.253).	Provisions to improve services to GT students are included in district and campus improvement plans (TEC §§ 11.251-11.253).	Curriculum for GT students is modified based on annual evaluations.	GT curriculum is designed and evaluated through collaboration by specialists in content areas, instructional techniques, and gifted/talented education.
	There is no assessment of student progress/performance in response to GT services.	Student progress/performance in response to GT services is assessed annually.	Student progress/performance in response to gifted/talented services is periodically assessed and results are communicated to parents or guardians.	Student progress/performance in response to gifted/talented services is assessed at the end of each grading period and results are communicated to parents or guardians.

Educational Programs for Gifted & Talented Students

Section IV - Professional Development

N/A	Unacceptable	Acceptable	Recognized	Exemplary
	<p>Administrators and counselors are not required to complete any training regarding the needs of gifted/talented students.</p>	<p>Administrators and counselors who have authority for service decisions are required to complete a minimum of six (6) hours of professional development that includes nature and needs of gifted/talented students and service options for gifted/talented students (19 TAC §89.2(4)).</p>	<p>Administrators and counselors who have authority for gifted/talented service decisions have completed thirty (30) clock hours of professional development that includes nature and needs of gifted/talented students, identification and assessment of gifted/talented students' needs, and curriculum and instruction.</p>	<p>Administrators and counselors who have authority for gifted/talented service decisions receive a minimum of six (6) hours annually of professional development in gifted/talented education.</p>
	<p>Professional development activities for gifted/talented education is unavailable.</p>	<p>Evaluation of professional development activities for gifted/talented education is ongoing and related to state teacher education standards, and the results of the evaluation are used in making decisions regarding future staff development plans (19 TAC §89.5 and TAC §233.1).</p>	<p>Opportunities for professional development in the area of gifted/talented education are provided on a regular basis, and information on them is disseminated to professionals in the district.</p>	<p>A long-range plan for professional development that culminates in graduate studies in gifted/talented education, supplemental gifted/talented certification, and/or advanced degrees in gifted/talented education and/or their teaching discipline is pursued by a majority of the teachers who provide advanced-level and/or gifted/talented services.</p>

Educational Programs for Gifted & Talented Students

Section V - Family/Community Involvement

N/A	Unacceptable	Acceptable	Recognized	Exemplary
	No policies on gifted/talented student identification are available.	Written policies are developed on gifted/talented student identification, approved by the local board of trustees and disseminated to parents (19 TAC §89.1).	Input from family and community representatives on gifted/talented identification and assessment procedures is invited annually.	The opportunity to participate in a parent association for the gifted/talented is provided to parents.
	Gifted and talented services are minimal and not available in all grade levels.	An array of learning opportunities is provided for gifted/talented students in grades K - 12, and parents are informed of all gifted/talented services and opportunities (19 TAC §89.3).	Products and achievements of gifted/talented students are shared with the community.	Liaisons with business and community organizations are established, and the use of community resources (retired community members, foundations, universities, etc.) is evident in the service options available for gifted/talented students.

Notable characteristics of District Educational Programs for Gifted & Talented Students program:
