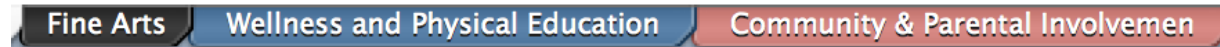


TASA HB 5 Self Evaluation Toolkit Directions

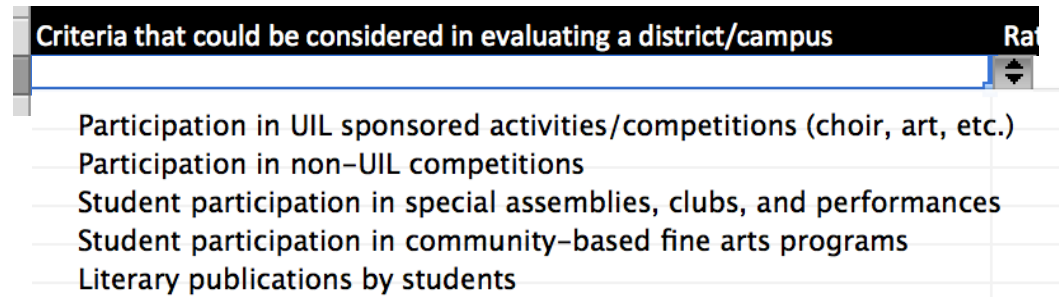
Prior to completing this Excel document, a review of the TASA overview that outlines the background and requirements of TEC 39.0545 may be useful (*Background/Description of Community Engagement Under HB 5*).

To complete the TASA HB 5 Evaluation Tool (Excel):

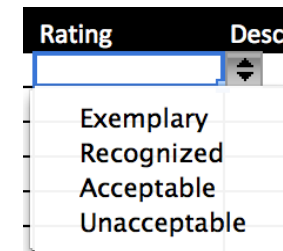
1. Click one of the 9 factors (tabs) located at the bottom of the document.



2. Once a factor has been selected, click on a cell under *Criteria that could be considered in evaluating a district/campus* for a list of pre-populated items that a district/campus could use as criteria for evaluation or click on the cell under *List of other factors* (which allows districts/campuses to use criteria created locally). If you click on a cell under, *Criteria that could be considered in evaluating a district/campus*, an arrow will appear to the right allowing you to scroll through a list of pre-populated criteria a district may want to consider. Please note the list is not exhaustive and is only meant to serve as a tool to assist districts/local committees in determining the criteria to be evaluated.



3. Once the criteria for evaluation that was developed by the local committee is decided, click on a cell under, *Rating*. Once you have clicked on a cell under *Rating*, an arrow will appear on the right allowing you to choose: exemplary, recognized, acceptable or unacceptable.

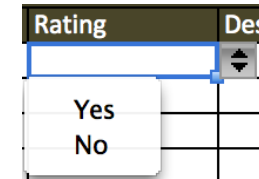


4. Then, click on a cell under, *Description of Programs, Services, etc.*, and provide a description/narrative of the work, programs, services, etc. that was evaluated.

5. Districts/Campuses wishing to provide a link that would further illustrate the programs and services related to the criteria used, may include the link in the cell under, *Link to content illustrating these criteria*.

6. Districts/Campuses wanting to describe ongoing work, targeted goals, next steps, etc., related to the criteria used for evaluation, may include that information in the cell provided under, *Description of ongoing work/future goals*.

7. On the factor tab titled, *Compliance and Policy Reporting Requirements*, the rating for this criteria is not recognized, acceptable, etc., but "yes" or "no".



8. Once the district/campus ratings have been completed, go to the top of the Excel sheet and complete information in the cells labeled

District	Overall Rating	Campus (if applicable)	Name of Person Completing Form	Title

9. Once all of the Excel sheets are completed districts/campuses may want to use the Excel tab labeled, *Overall Ratings*, to compile all data at the district and campus levels.

Note: This is an Excel document that can be modified to meet the individual needs of the district/campuses.

10. Once districts have completed assigning district and campus ratings, they should input the ratings in PEIMS as directed by TEA. Directions and deadline information on when and how this information should be submitted to TEA can be found in the TASA HB 5 Toolkit at www.tasanet.org, under the *Advocacy* tab. Districts are only required to submit the district/campus ratings to PEIMS. No supporting documentation is required to be submitted under the statute.

11. Districts are required to make the ratings publicly available. This Excel document may be used as developed by TASA, or districts can create their own.

Fine Arts

Participation in UIL sponsored activities/competitions (choir, art, etc.)

Participation in non-UIL competitions

Student participation in special assemblies, clubs, and performances

Student participation in community-based fine arts programs

Literary publications by students

Field trips to museums, community theaters, opera, symphony, art, etc.

Inclusion of art, music and/or theatre TEKS in core courses

Student art exhibits on or off campus

Number of students completing more than one fine arts credit

Partnerships with Council of the Arts

Distance learning opportunities for Fine Arts

Number of Fine Arts course offerings/clubs (i.e. set design, Ag fine arts, etc.)

Summer camp programs (attending/school or campus initiated)

Co-curricular competition travel

Music Memory/Picture Memory –UIL opportunities related to fine arts

Enrollment in AP art courses

Wellness & Physical Education

Military Partnerships-Preconditioning for boot camp/military academy
Number of PE course offerings (i.e. elementary, middle, high school athletics)
Concussion oversight team required under HB 2038
Student access to recess opportunities
Safe playground equipment
Open Gym outside of the traditional school day
Life Skills classes offerings
Participation in school breakfast/lunch/dinner programs
Breakfast in the Classroom
Summer Food Program participation
Number of forced admin. withdrawals noncompliance with immunization requirements
Availability of Employee Assistance Programs
Availability of school nurses
Notice of required immunizations
Compliance with state and federal nutrition requirements
Participation in health fairs, free vaccination clinics/other health services
Wellness clinics (access, information availability to students/parents)
Mobile health screenings on campus (heart, hearing, vision, dental, spinal)
Participation in fitness programs on campus (not related to Fitnessgram)
Percent of students completing more than one credit of P.E.
Participation in voluntary health/wellness programs fairs (Night at Gym, etc.)
Participation and results on Fitnessgram
Fun runs, Walk a thons, community runs
Fundraising for causes
Participation/district coordination in causes (Pink Out, Special Olympics, etc.)
Intramural Programs
Field Day
Enrichment Programs (golf, tennis, ballroom dancing)
Positive Role Models- student athletes, alumni college athletes, prof. athletes
Sports tournaments (kickball)
CPR Training provided to staff and/or students
AED Instruction provided to staff and/or students
Sports medicine career pathway
New student programs availability
Back to School Health Programs
Health courses, nutritional value training, etc.
Family Health Night
Anti-bullying lessons/programs/educational activities
Suicide Prevention programs (Tip line, messaging system, etc.)
TEA PRS (Pregnancy related services)

Character education

Availability of school counselors

Compliance with annual SHAC requirements (report to the board)

Blood Drives (district or campus)

DARE/Red Ribbon activities

Texting while driving awareness courses/information provided to students

Drunk Driving simulation provided to students (MADD)

Blood born pathogens – compliance with state law requirements

Unlicensed Diabetes Care assistant training/requirements (mandated by HB 984)

Courses in Health Sciences (CTE)

Bus Safety courses or information provided to students

Bike Safety information provided to students/parents

Community & Parental Involvement

PTA/PTO involvement at district and campus levels
Focus on Schools related activities
Participation in community-based fine arts programs (dance, music, art, etc.)
Back to school orientations
Extracurricular events that include and encourage community involvement
Communities in Schools Program
Education partnerships with community members/groups/business/charities, etc.
Educational Foundations
Veterans Day Assemblies
9/11 Assemblies
Climate surveys of parents, community members, etc.
Materials and training provided in multiple languages to parents and community
Activities sponsored by dedicated grants (i.e. Gear Up)
Opportunities for field trips to museums, theaters, opera, etc.
Student art exhibits on or off campus (city hall, local bank)
Cultural fair/expo (FFA)
Number of campuses with active PTOs or PTAs
Programs engaging parental/community involvement (meet the teacher, food drive)
End of year programs including parents - highlighting successes of students
Community wide pep rally to honor persons in the community or campus
Mentoring/tutoring provided to students/parents through community partnerships
Mentorship programs hosted by district or campuses (Dad's night, character bldg)
College/Career counseling programs and/or College/Career Fairs
Room Parent Programs offered at the district or campus levels
Opportunities for Open House for parents, local businesses, local charities, etc.
Freshman/New Family orientation opportunities available
Community partnerships (local libraries, doctors, businesses, local fire, etc.)
Percent of student body with one or more family members represented in PTA or PTO
Communication with parents/community via Facebook, Twitter, Parent portals, etc.
Use of newsletters to communicate with parents, community members, etc.
Activities related to college/career fairs (assemblies with businesses, higher ed)
Required posting notices timely filed on the district website
Participation of family members that attend one or more adult-ed program
Documentation of IEP, Personal Graduation, 504 plans
Number of active Boosters
Community partners supporting various school organizations
Community service projects (beautification projects, food drives, clothing drives)
Art/Project based community Expos
Fundraising projects with various community organizations (homeless projects)
School Health Night

Number of volunteer opportunities coordinated by district/campuses
Preschool screening
Student participation in community gardens
College night offerings
Literacy Night opportunities for parents and community members
Math Night
Reading recognition programs
Reading partnerships
Community partners in education
Initiatives aimed at increase parental involvement (Donuts with Dad)
Book fairs
Santa store
Onsite after-school care
Participation in boys/girls clubs
Volunteering (senior centers, animal shelters)
Assemblies and award programs open to the public
Student Principal's Advisory Committee
Activities related to Student Council/Government
Principal brown bag lunch with parents
"Meet the Teacher" opportunities
WATCH D.O.G.S. program
Participation in County Shows/Fairs (arts, metal projects, etc.)

21st Century Workforce Development

CTE Course offerings available to students related to postsecondary opportunities
First Generation College Students programs
Associates Degree –number of students working toward associates degree
Assessment data for level 3
Articulated coursework
Dual Credit opportunities available, dual credit course completions, etc.
Career Days - Dress for future employment
Job Shadowing opportunities
Take your child to work day programs
College and Career Readiness Fair
College Day (s) (i.e. College representatives visiting campuses and students
College visits - college students who are former grads return to talk to students
College pennant/dress days
Partnerships with Workforce Center
Certifications/licenses that can be obtained
Career exploration opportunities available
Mentoring/tutoring provided through community partnerships
Number of students completing coherent sequence of CTE courses
Number of students completing articulated programs for certifications or licenses
Number of students completing college credit courses
Percent of students admitted to colleges, tech. school, military after graduation
Number of students completing 1st year of post-secondary education/training
District or campus participation in TEA STaR Chart
ROTC availability and participation
Magnet schools
Student advocates/college mentors
Student leadership opportunities/Student Council
Student orgs- CTE affiliated organizations, FFA, FCCLA, Ready-Set-Teach, etc.
Student led organization opportunities
National Honor Society
School-wide ACT test / Plan, Explore opportunities
Specialty schools - New Tech High Schools
Personal graduation plans
GO Centers – Initiatives related to the "Education. Go Get It." Program
Community/business partnerships preparing students for post secondary success
Junior Achievement Financial Literacy
Tutoring opportunities
Virtual course offerings and/or participation rates
Program offerings for students related to auto mechanics, technology, welding, etc.
Pre-academics for (STEM, medical, culinary, cosmetology, broadcast media, etc.)

Texas Scholars Award

High School courses offered to middle school students

Embedded soft skills in various courses to prepare students for postsecondary success

Project Based Learning (PBL)

Pre-AP courses available

Programs that promote contextual/soft skills/Character Education Programs

Competitive grant funded activities

2nd Language Acquisition

Career Pathways designated for each grade level
Home language surveys distributed and completed
English language courses offered to ELL parents
Open House opportunities for ELL parents
CLEP students for foreign language students
Foreign language course offerings in middle school
Multiple language offerings
AP Language courses
Newcomer student program opportunities
SIOP Instructional Model
Foreign Language Clubs
Online Course offerings in LOTE
Bilingual class offerings
Longitudinal data that reflects language acquisition
Cultural programs available to assist students in 2nd language acquisition
Availability of language tools for students
Language mentors - Confucius Classroom
Mentorship programs to assist students in 2nd language acquisition
Mentorship programs to assist ELL students
High school mentors
Business partnerships that promote 2nd language acquisition
Multicultural clubs
Cultural performances
Providing translations of letters/notices to parents and students
Services for families that will assist students in a 2nd language acquisition
Summer programs geared to language proficiency
Community outreach programs/services aimed at 2nd language acquisition
ESL/ELL program participation (% of total participation is ESL, % of pre-k are ESL)
Target for dropout prevention
Number of Dual Language Programs offered
Percent of students completing 2 or more credits of a given foreign language
Number of LOTE offerings available online or on campus
LPAC decisions implemented, documented
Low levels of risk in PBMAS on measures related to ELLs

Digital Learning Environment

Student/family access to technology away from school
Resources aimed at supporting technology (financial/personnel/infrastructure/etc.)
Staff completing prof. development using technology, online courses, etc.
Staff completing prof. dev. with technology as a tool to assist student learning
Purchase and use of electronic textbooks, technology, infrastructure, etc.
Number of "flipped" classrooms
Ratio of students to computer work stations (tablets, lap tops, etc.)
Extent to which state or other assessments are administered online
Number of courses completed via online delivery (TxVSN or other)
Student access to graphing calculators for state assessments
One-to-One device initiatives
B.Y.O.D. (Bring your Own Device) initiatives
21st Century Classroom initiatives
CTE course availability related to digital learning
Online coursework availability/opportunities
Use of technology to assist students in credit recovery
Use of technology to assist students in credit acceleration
Readily available computer access
Technology initiatives to increase technology in classroom and with students work
School policies updated to foster a digital learning environment
Wi-fi access on and off campus for students, faculty and parents
Student newscasts
Participation in TEA's Project Share
Participation in the Texas Virtual School Network (TxVSN)
Use of web filters for Internet safety
Digital safety training for students/teachers/parents
Training on cyberbullying
Use of YouTube/Teacher Tube Channel
Use of social media/other tools to deliver course content, instruction, tutoring
Use of social media for communication between students, teachers and parents
Use of models and tools that integrate technology and mobile learning in schools
Digital access for use of probes in science classes
Use of Digital Curation (finding free open content and warehouse it digitally)
District and campus use of Texas STaR Chart

Dropout Prevention Strategies

Mentoring/tutoring provided through community partnerships
Improvement plans that include statutory requirements
End of year programs including parents highlighting various successes of students
Mentorship programs (Dad's night, character building programs, peer-to-peer, etc.)
Student athlete mentor program
Student work programs
Room Parents
Programs and initiatives geared to increasing communication with parents
Open house opportunities
Percent of student body with one or more family members represented in PTA or PTO
ROTC programs offered
Activities related to college or career/vocational fairs
Opportunities for student to visit college campuses
Programs for family members to acquire English literacy
Migrant education programs keeping student on grade level, staying up with peers
Documenting Personal Graduation Plans, 504 plan implementation
Anti-bullying activities, programs, lessons, etc.
Availability of school counselors
Number of students targeted for truancy prevention due to high absentee rate
Implementation of positive behavior systems
Reductions in students being removed from class
Door-to-door sweeps of truant students
Use of character education programs
Use of early warning discipline indicators
Climate surveys / student satisfaction surveys
Online courses for HS credit/credit recovery
Summer school attendance rate
Offering ESL summer school
Credit recovery programs on campus
School culture/climate initiatives
Transition program to next level
Fish camps
Availability of extracurricular activities/after school activities
Student clubs (sports, fishing, chess, language, boys and girls clubs, YMCA, etc.)
Availability of early childhood education
Response to Intervention programs, Student Success Initiative programs, 504 plans
Transportation programs for challenged students
Homeless education initiatives
Guest speakers promoting "Stay In School"
Campus-wide discipline program (CHAMPS, etc.)

Attendance incentives
Attendance measure for dropouts
Breakfast program availability
Mobile Healthcare
Programs to transform classrooms and campuses to keep students engaged
TEA PRS (Pregnancy Related Services)
After school tutoring, homework assistance program availability
Double block scheduling
Teen leadership programs
Personal graduation plan
Extra / co-curricular activity availability
At-risk Counselor(s)
Social Work program(s)

Educational Programs for Gifted and Talented Students

Number of diverse course offerings (academy class for GT and accelerated students)

Number of GT course offerings

AP / Dual Credit / IB participation by GT students

Online coursework availability for GT students

Academic UIL participation by GT students

Clubs/Science Olympiad, Robotics, Math/science competitions for GT students

Enrichment opportunities / summer camps for GT students

Utilization of the Texas Performance Standards Project

Teacher training, professional development geared to GT students and programs

TEA rating for GT (self-assessment)

Student leadership opportunities for GT students

Master scheduling - GT grouping / clustering

Field trips and competitions for GT students

Showcasing work and activities of GT students

Parent and student surveys of GT programs

Summer school / after-school programs

Parent support groups for GT students

Support for underrepresented groups

Parent training regarding GT programs and students

Chess or other enrichment clubs availability

Supportive policies for GT programs and students

Verification for underrepresented groups

Compliance & Policy Reporting Requirements

Improvement plans that include statutory requirements
Documented Personal Graduation Plans, 504 plan implementation
Home language surveys completed
LPAC decisions implementation documented
Low levels of risk in PBMAS on measures related to ELLs, etc.
Number of forced admin. withdrawals - noncompliance with immunization requirements
Notice of required immunizations delivered timely to parents
Compliance with state and federal nutrition requirements
Participation in free vaccination clinics or other health services
Participation and results on Fitnessgram
Health screenings on campus (hearing, vision, dental, spinal curvature)
Compliance with annual SHAC requirements (report to the board)
Participation in summer food programs
PID error rate
Notice of required notices/postings to web site in timely manner (ratings, etc.)
Timely accountability notices sent home with first report cards
TEA-prepared "school report cards" sent to parents
Number of testing irregularities reported to TEA in a timely manner
Grant/federal funds expended as required
Staff evaluations completed by district or campus deadline
Identified staff completed required training relevant to their jobs
Percent of staff meeting certification requirements
Percent of staff meeting highly qualified
Compliance with state required safety plans
Reporting compliance related to NCLB, FIRST Rating, PBMAS, PEIMS, transportation
Timeliness and accuracy of submitting reports
Office of Civil Rights (OCR) compliance
School board reporting items
School Improvement Audit (SIP)
TAIS (Texas Accountability Intervention System)
Campus Plan / District Plan
SHAM (Sign-in sheets, Hand-outs, Agendas, and Minutes)

Overall Campus Ratings

Overall District/Campus Rating

Exemplary

Fine Arts

Exemplary

Community and Parental Involvement

Exemplary

2nd Language Acquisition

Exemplary

Dropout Prevention Strategies

Exemplary

Compliance and Policy Reporting Requirements

Yes

Wellness and Physical Education

Exemplary

21st Century Workforce Development

Recognized

Digital Learning Environment

Exemplary

Educational Programs for Gifted and Talented Students

Recognized