

## TASA HB 5 Self Evaluation Toolkit Directions

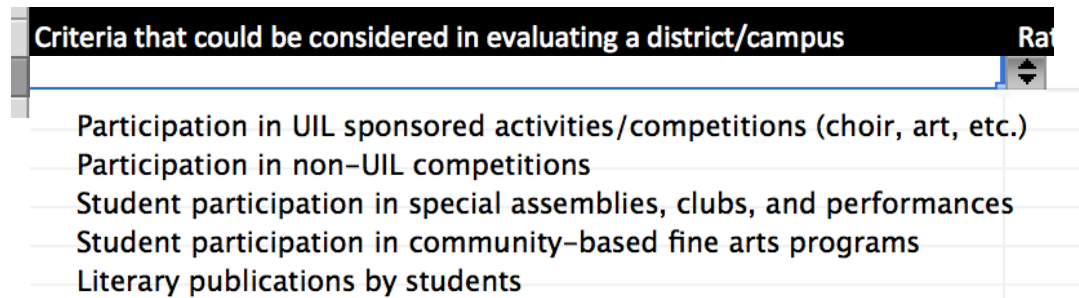
Prior to completing this Excel document, a review of the TASA overview that outlines the background and requirements of TEC 39.0545 may be useful (*Background/Description of Community Engagement Under HB 5*).

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

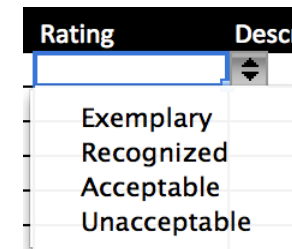
1. Click one of the 9 factors (tabs) located at the bottom of the document.



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.

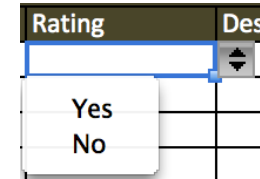


4. Then, click on a cell under, *Description of Programs, Services, etc.*, and provide a description/narrative of the work, programs, services, etc. that was evaluated.

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 for each of the 9 factors, District, Overall Rating, Campus (if applicable), Name of Person Completing Form, Title.

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](http://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.







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

<b>21st Century Workforce Development</b>				
Criteria that could be considered in evaluating a district/campus	Rating	Description of programs, services, etc.	Link to content illustrating the criteria (optional)	Description of ongoing work/goals (optional)
List other factors	Rating	Description of programs, services, etc.	Link to content illustrating the criteria (optional)	Description of ongoing work/goals (optional)

District	Overall Rating	Campus (if applicable)	Name of Person Completing Form	Title
Nocona ISD	Recognized	Nocona Elementary School	G Peyton	Principal

2nd Language Acquisition				
Criteria that could be considered in evaluating a district/campus	Rating	Description of programs, services, etc.	Link to content illustrating the criteria (optional)	Description of ongoing work/goals (optional)
Home language surveys distributed and completed	Recognized	As required, with follow-up		
English language courses offered to ELL parents	Recognized	Partnership with ESC Reg 9		
Open House opportunities for ELL parents	Acceptable	With translators		
Availability of language tools for students	Acceptable	As needed		
Providing translations of letters/notices to parents and students	Recognized	Most notes in two languages		
Services for families that will assist students in a 2nd language acquisition	Recognized	Four ESL Family Nights		
Summer programs geared to language proficiency	Acceptable	Early childhood program		
ESL/ELL program participation (% of total participation is ESL, % of pre-k are ESL)	Recognized	Very few parent denials		
LPAC decisions implemented, documented	Recognized	LPAC process is thorough		
List other factors	Rating	Description of programs, services, etc.	Link to content illustrating the criteria (optional)	Description of ongoing work/goals (optional)











## 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 District Ratings

### Overall District/Campus Rating

#### Fine Arts

Exemplary

#### Community and Parental Involvement

Recognized

#### 2nd Language Acquisition

Recognized

#### Dropout Prevention Strategies

Recognized

#### Compliance and Policy Reporting Requirements

Yes

#### Wellness and Physical Education

Recognized

#### 21st Century Workforce Development

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#### Digital Learning Environment

Acceptable

#### Educational Programs for Gifted and Talented Students

Acceptable