

FINE ARTS

Campus:		Tatom Elementary		Date:	May 22, 2014
PERFORMANCE MEASURES		Exemplary	Recognized	Acceptable	Unacceptable
1	K-12: Participation Percent of students enrolled in at least one Fine Arts course	Participate in at least one Fine Arts course: 80% or more	Participate in at least one Fine Arts course: 79% - 65%	Participate in at least one Fine Arts course: 64% - 45%	Participate in at least one Fine Arts course: Less than 45%
2	K-12: Campus Opportunities Number of opportunities for students to participate and/or perform in Fine Arts events	Elementary: 5 or more Junior High: 5 or more High School: 10 or more	Elementary: 4 Junior High: 4 High School: 9	Elementary: 3 Junior High: 3 High School: 8	Less than the Acceptable Number of Opportunities
3	K-12: Community Opportunities Number of opportunities for students to participate in community Fine Arts events, such as cultural development, field trips/parades, and guest speakers	Participate in Community Opportunities: 5 or more	Participate in Community Opportunities: 4	Participate in Community Opportunities: 3	Participate in Community Opportunities: Less than 3
4	7-12: Exceeds State Requirements Percent of students enrolled in Fine Arts beyond state requirements / Fine Arts Retention: 7-8: 1 course 9-12: 1 credit	Exceeds State Requirements: 80% or more	Exceeds State Requirements: 79% - 65%	Exceeds State Requirements: 64% - 45%	Exceeds State Requirements: Less than 45%
5	7-12: UIL & Other Competitions Number of opportunities for students to participate in UIL or other competitions	Junior High: 6 or more High School: 12 or more	Junior High: 5 High School: 11	Junior High: 4 High School: 6-10	Less than the Acceptable Number of Opportunities

Fine Arts
Overall Rating

Exemplary

WELLNESS & PE					
Campus:		Tatom Elementary		Date:	May 22, 2014
PERFORMANCE MEASURES		Exemplary 12 or more	Recognized 11 - 8	Acceptable 7 - 5	Unacceptable Less than 5
1	WELLNESS	YES	NO		
	Campus SHAC Member	✓		Campus Wellness Team is organized and advocates policies and procedures impacting student wellness and health.	
	Staff Wellness Activities			Staff wellness program includes opportunities for health screenings, training, and online resources.	
	Student Wellness Activities	✓		Students participate in at least 3 campus wellness programs.	
	Health Education			Elementary: TEA-approved Coordinated School Health program is implemented in all grade levels (CATCH). Secondary: Health Education	
	Health Screening	✓		Health screenings with significant failures are accompanied by phone calls.	
	Health Services	✓		Nurse per campus 3 out of 5 days - 60%	
	Nutrition	✓		Campus adheres to state/national food guidelines, promotes healthy lifestyle choices, and does not include FMNV sales.	
Physical Activity	✓		Elementary recess exceeds 20 minutes/day		
2	PHYSICAL EDUCATION	YES	NO		
	Moderate to Vigorous Physical Activity (MVPA)	✓		Students participate in TEKS-based physical education for at least 30 minutes/day or 135 minutes/week with a minimum of 50% MVPA-structured activities (MVPA = Moderate to Vigorous Physical Activity).	
	PE Participation	✓		Students are rarely pulled from PE class as a behavior consequence or for incomplete assignments, testing, tutoring, and other programs.	
	Equipment			1:2 equipment/student ratio	
	Facilities & Technology	✓		Dedicated PE space with adequate storage and technology	
	Fitnessgram	✓		Fitnessgram is completed on time and reports are disseminated either electronically or hard copy.	
	Instructor Credentials	✓		Teacher is PE-certified, maintains CPR/AED certifications, and exhibits leadership at the campus- and/or district-level.	
Teacher/Student Ratio	✓		Student/teacher ratio ≤35:1		

Wellness & PE Overall Rating	Exemplary			
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COMMUNITY & PARENTAL INVOLVEMENT

Campus:		Tatom Elementary		Date:	May 22, 2014
PERFORMANCE MEASURES		Exemplary	Recognized	Acceptable	Unacceptable
1	K-12: Stakeholder Involvement	School and site-based committees work as an interdependent, collaborative team to create a cycle of continuous campus improvement: CIT meets five (5) times a year	School and site-based committees work as an interdependent, collaborative team to create a cycle of continuous campus improvement: CIT meets four (4) times a year	School and site-based committees work as an interdependent, collaborative team to create a cycle of continuous campus improvement: CIT meets three (3) times a year	School does not foster a culture of inclusion and involvement
2	K-12: Community Partnerships	Business and community partnerships to enhance campus programs: 5 partnerships yearly	Business and community partnerships to enhance campus programs: 3-4 partnerships yearly	School has an active relationship with its PTO	School has no measurable community interaction
3	K-12: Parent/Family Engagement	School holds family-oriented events on campus annually: At least six (6) events	School holds family-oriented events on campus annually: Five (5) events	School holds family-oriented events on campus annually: Four (4) events	School has minimal family-oriented activities on campus

COMMUNITY & PARENTAL INVOLVEMENT

Campus:		n Eleme		Tatom Elementary		Date:	May 22, 2014	
PERFORMANCE MEASURES					Exemplary	Recognized	Acceptable	Unacceptable
4	K-12: Communication Initiatives		YES	NO	7 or more	5 - 6	3 - 4	Less than 3
	Campus Website		✓					
	District Television Channel							
	Remind 101		✓					
	Ischool Box							
	Campus Newsletter		✓					
	Teacher Weekly Communication		✓					
	Email							
	Phone Log							
	Marquee							
	Team App							
	Facebook Professional Page							
	Home to School Connection Letter		✓					
	Parent Fliers		✓					

Community & Parental Involvement Overall Rating	Exemplary			
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21ST CENTURY WORKFORCE DEVELOPMENT PROGRAM					
Campus:		Tatom Elementary		Date:	5/22/2014
PERFORMANCE MEASURES		Exemplary	Recognized	Acceptable	Unacceptable
1	K-12: Character Development or Character Education Percent of students participating in character development and/or character education programs	Percentage Participating in Character Development/Educ: 75% or More	Percentage Participating in Character Development/Educ: 50% - 74%	Percentage Participating in Character Development/Educ: 25% - 49%	Percentage Participating in Character Development/Educ: Less Than 25%
2	K-12: College or Career Enrichment Number of student-centered college and career enrichment opportunities	College/Career Enrichment Opportunities: 10 or More	College/Career Enrichment Opportunities: 6 - 9	College/Career Enrichment Opportunities: 3 - 5	College/Career Enrichment Opportunities: Less Than 3
3	7-12: Career Readiness Percent of students participating in career assessments	Percentage of Career Assessments: 75% or More	Percentage of Career Assessments: 50% - 74%	Percentage of Career Assessments: 25% - 49%	Percentage of Career Assessments: Less Than 25%
4	9-12: Career and Technical Education (CTE) Courses Percent of CTE courses offered for articulated or dual credit	Percentage in Articulated or Dual Credit CTE Classes: 40% or More	Percentage in Articulated or Dual Credit CTE Classes: 30% - 39%	Percentage in Articulated or Dual Credit CTE Classes: 20% - 29%	Percentage in Articulated or Dual Credit CTE Classes: Less Than 20%
5	9-12: Career and Technical Education (CTE) Enrollment Percent of students enrolled in coherent CTE sequence	Percentage in Coherent CTE Classes: 70% or More	Percentage in Coherent CTE Classes: 50% - 69%	Percentage in Coherent CTE Classes: 20% - 49%	Percentage in Coherent CTE Classes: Less Than 20%

6	9-12: Career and Technical (CTE) Certifications Percent of students completing CTE programs that lead to industry-recognized certifications	Percentage Leading to Certifications: 75% or More	Percentage Leading to Certifications: 50% - 74%	Percentage Leading to Certifications: 25% - 49%	Percentage Leading to Certifications: Less Than 25%
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21ST CENTURY WORKFORCE DEVELOPMENT PROGRAM

Campus:		Tatom Elementary		Date:	May 22, 2014
PERFORMANCE MEASURES		Exemplary	Recognized	Acceptable	Unacceptable
7	9-12: Career and Technical (CTE) Organizations Percent of students affiliated with a CTE organization	Percentage of Students in CTE Organizations: 50% or More	Percentage of Students in CTE Organizations: 40% - 49%	Percentage of Students in CTE Organizations: 20% - 39%	Percentage of Students in CTE Organizations: Less Than 20%

21st Century Workforce Overall Rating		Recognized		
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SECOND LANGUAGE ACQUISITION PROGRAM

Campus:	Tatom Elementary			Date:	May 22, 2014
PERFORMANCE MEASURES	Exemplary	Recognized	Acceptable	Unacceptable	
1	K-12: ELL Teacher Preparation & Training Percent of ELL teachers who complete English Language Proficiency Standards (ELPS) and Sheltered Instruction Observation Protocol (SIOP) training	100% trained in ELPS AND 50% or more complete one SIOP Workshop AND Attend either TABE or Title III Symposium	100% trained in ELPS AND 50% or more complete one SIOP Workshop	100% trained in ELPS	Less than 100% trained in ELPS
2	K-12: ELL Family Involvement & Outreach Number of activities and communication per year to specifically engage families of ELL students	Activities and/or Communication for ELL Families: More than 3 Per Year	Activities and/or Communication for ELL Families: 2 Per Year	Activities and/or Communication for ELL Families: 1 Per Year	No Activities and/or Communication for ELL Families
3	3-12: English Language Proficiency Percent of ELL students who achieve at least one year progress as measured by TELPAS Composite Score	ELL Students Achieving At Least One Year of Progress on TELPAS Composite Score: More Than 75%	ELL Students Achieving At Least One Year of Progress on TELPAS Composite Score: 51% - 75%	ELL Students Achieving At Least One Year of Progress on TELPAS Composite Score: 50%	ELL Students Achieving At Least One Year of Progress on TELPAS Composite Score: Less Than 50%
4	3-12: PBMAS PBMAS on measures related to ELL students	PBMAS Indicators have a Risk Factor of 0 or 1: 9 out of 9 Indicators	PBMAS Indicators have a Risk Factor of 0 or 1: 8 out of 9 Indicators	PBMAS Indicators have a Risk Factor of 0 or 1: 7 out of 9 Indicators	PBMAS Indicators have a Risk Factor of 0 or 1: 6 out of 9 Indicators

Second Language Acquisition Overall Rating	Exemplary			
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DIGITAL LEARNING ENVIRONMENT					
Campus:		Tatom Elementary		Date:	May 22, 2014
PERFORMANCE MEASURES *STaR Chart		Exemplary	Recognized	Acceptable	Unacceptable
1	*K-12: Teaching and Learning	STAR Chart Indicator: Target Tech	STAR Chart Indicator: Advanced Tech	STAR Chart Indicator: Developing Tech	STAR Chart Indicator: Early Tech
2	*K-12: Educator Preparation and Development	STAR Chart Indicator: Target Tech	STAR Chart Indicator: Advanced Tech	STAR Chart Indicator: Developing Tech	STAR Chart Indicator: Early Tech
3	*K-12: Leadership, Administration, and Instructional Support	STAR Chart Indicator: Target Tech	STAR Chart Indicator: Advanced Tech	STAR Chart Indicator: Developing Tech	STAR Chart Indicator: Early Tech
4	*K-12: Infrastructure for Technology	STAR Chart Indicator: Target Tech	STAR Chart Indicator: Advanced Tech	STAR Chart Indicator: Developing Tech	STAR Chart Indicator: Early Tech
5	9-12: Digital/Distance Learning Percent of students successfully completing courses for original credit in digital environment	Percentage of Students Completing at Least One Digital Course: More Than 97%	Percentage of Students Completing at Least One Digital Course: 90% - 96%	Percentage of Students Completing at Least One Digital Course: 80% - 89%	Percentage of Students Completing at Least One Digital Course: Less Than 80%

DIGITAL LEARNING ENVIRONMENT

Campus:	Tatom Elementary	Date:	May 22, 2014
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PERFORMANCE MEASURES	Exemplary	Recognized	Acceptable	Unacceptable
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	K-12: 21st Century Classroom	YES	NO				
6	Computers: Teacher/Student	✓		10 or More	8 - 9	6 - 7	5 or Less
	Projector	✓					
	Document Camera	✓					
	Student Response Systems	✓					
	Mobile Lab						
	Tablets						
	Interactive Whiteboards						
	BYOD						
	Graphing Calculators						
	Digital Cameras	✓					
	Wifi Capability	✓					
	Fiber Optic Delivery	✓					

Digital Learning Overall Rating			Acceptable	
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DROPOUT PREVENTION STRATEGIES					
Campus:		Tatom Elementary		Date:	May 22, 2014
PERFORMANCE MEASURES		Exemplary	Recognized	Acceptable	Unacceptable
1	K-12: Attendance Rate Annual attendance rounded to the nearest hundredth	Greater than 96.0%	96.0% - 95.0%	94.9% - 94.0%	Below 94.0%
2	K-12: At-Risk Programs Campus designed intervention programs	Intervention Programs/Strategies: More Than 6	Intervention Programs/Strategies: 4 - 6	Intervention Programs/Strategies: 1 - 3	Specific intervention programs are not available on the campus
3	Graduation Rate: Class of 2013	Greater than or equal to: 90%	Greater than or equal to: 85%	Greater than or equal to: 75%	Less than 75%
4	7-12: Student Clubs & Organizations Number of student clubs and/or organizations offered	Student Clubs/Organizations Offered: 6 or more	Student Clubs/Organizations Offered: 5 - 4	Student Clubs/Organizations Offered: 3	Student Clubs/Organizations Offered: Less than 3
5	9-12: Career & Technical Education (CTE) Participation Percent of students participating in CTE courses	Percentage of Students in CTE Courses: 70% or More	Percentage of Students in CTE Courses: 50% - 69%	Percentage of Students in CTE Courses: 40% - 49%	Percentage of Students in CTE Courses: Less Than 40%
Dropout Prevention Overall Rating			Recognized		

GIFTED & TALENTED EDUCATIONAL PROGRAMS

Campus:	Tatom Elementary			Date:	May 22, 2014
PERFORMANCE MEASURES	Exemplary	Recognized	Acceptable	Unacceptable	
1	K-12: Professional Development G/T Teachers Meet State-Required G/T Hours	100% G/T Teachers Meet State Requirements AND 20% of G/T teachers have 6 or more additional hours	100% G/T Teachers Meet State Requirements AND 20% of G/T teachers have 3-5 additional hours	100% G/T Teachers Meet State Requirements: 30 Hours G/T Needs & Nature AND 6-Hour Annual Update	< 100% G/T Teachers Meet State Requirements
2	K-12: G/T Student Participation in Advanced Program Options or Courses Percent of students at <u>elementary</u> with differentiated depth & complexity classroom and Challenge Lab activities; and <u>secondary</u> who take Dual Credit, and/or Honors Courses	<u>Elementary:</u> 100% participate in 4 or more advanced activities <i>per grading period</i> <u>Secondary:</u> At least 75% participate in 4 or more advanced courses	<u>Elementary:</u> 100% participate in 2-3 advanced activities <i>per grading period</i> <u>Secondary:</u> At least 75% participate in 2-3 advanced courses	<u>Elementary:</u> 100% participate in 1 advanced activity <i>per grading period</i> <u>Secondary:</u> 100% participate in 1 advanced course	Less than 100% participate in 1 advanced course at elementary or secondary
3	K-12: Parent Involvement & Communication Parental Involvement Opportunities with G/T Programs	Parental Involvement Opportunities during an Academic Year: Three or More	Parental Involvement Opportunities during an Academic Year: Two	Parental Involvement Opportunity during an Academic Year: One	Parental Involvement Opportunity during an Academic Year: Zero
4	K-12: G/T Projects G/T Students Participate in Rigorous Projects	Participate in Rigorous Projects during an Academic Year: Three	Participate in Rigorous Projects during an Academic Year: Two	Participate in Rigorous Projects during an Academic Year: One	Participate in Rigorous Projects during an Academic Year: Zero

Gifted & Talented Overall Rating	Exemplary			
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Campus Summary Sheet

Campus:	Tatom Elementary		Date:	May 22, 2014
	Exemplary	Recognized	Acceptable	Unacceptable
FINE ARTS				
WELLNESS AND PHYSICAL EDUCATION				
COMMUNITY AND PARENTAL INVOLVEMENT				
21ST CENTURY WORKFORCE				
SECOND LANGUAGE ACQUISITION				
DIGITAL LEARNING ENVIRONMENT				
DROPOUT PREVENTION				
EDUCATIONAL PROGRAM FOR GIFTED AND TALENTED				

	Yes	No
COMPLIANCE		

Campus Overall Rating:	Exemplary			
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District Summary Sheet

District:	Tatom Elementary				Date:	May 22, 2014		
	Fine Arts	Wellness and Physical Education	Community and Parental Involvement	21st Century Workforce	Second Language Acquisition Program	Digital Learning Environment	Dropout Prevention Strategies	Educational Programs for Gifted and Talented
CULLENDER								
TATOM								
SUDDERTH								
WALKER JR. HIGH								
MONAHANS HIGH SCHOOL								
MONAHANS EDUCATION CENTER								
DISTRICT OVERALL RATING								

District ratings are determined by the majority of the indicator ratings earned. In the event that two ratings are equal, the district

rating will be the higher of the two.