

Hudson High School

2016-2017

Community **B**ased **A**ccountability **M**easures

2015-16 HHS: Community Based Accountability Measures

1. Fine Arts

	Performance Measure	Not Applicable	Unacceptable	Acceptable	Recognized	Exemplary
1	Participation of students in fine art courses, classes.		Less than 40% of students are enrolled in fine arts courses / classes.	40 to 49% of students are enrolled in fine arts courses / classes.	50 to 59% of students enrolled in fine arts courses / classes.	60% or more of students enrolled in fine arts courses / classes.
3	Percent of students continuing Fine Arts compared to preceding year.		Less than 50 % of students are continuing Fine Arts	60% -70 % of students are continuing Fine Arts	70%-80% of students are continuing Fine Arts	Greater than 80 % of students are continuing Fine Arts
2	Fine Arts UIL or comparable Competition Participation		Less than 5% of participating Fine Arts students involved in UIL or like competitions.	5 to 10% of participating Fine Arts students involved in UIL or like competitions.	11 to 15% of participating Fine Arts students involved in UIL or like competitions.	16 to 20% of participating Fine Arts students involved in UIL or like competitions.
3	Fine Arts UIL or comparable Competition Outcome		Did not participate in UIL Fine Arts Competition	6 or more students earned district acknowledgement	4 or more students earned regional acknowledgement	2 or more students qualified for state
4	Exhibition / Performance opportunities		Less than the acceptable number of opportunities	Primary - 5 Elementary - 7 Middle School - 8 High School - 12 opportunities	Primary - 10 Elementary - 14 Middle School - 16 High School 24 opportunities	Primary - 15 Elementary - 21 Middle School - 24 High School 36 opportunities
5	Opportunities to participate in special events Ex: cultural development, field trips, guest speakers, artists, musicians		Less than the acceptable number of opportunities	3 opportunities	4 opportunities	5 opportunities
6	Program recognition at competitions		No scoring recognition	Each program attains a scoring of 2 or better within the school year	Each program attains a rating of 1 (sweepstakes) within the school year	Each program attains rating of 1 (sweepstakes) in all categories within the school year

Fine Arts

- 1. Participation of students in Fine Arts courses: Recognized**
 - a. Attained data through skyward student scheduling
 - b. 467 Students enrolled in Fine Arts Courses - 59% of all students (787 total students)
 - i. Includes students in multiple Fine Art classes
- 2. Percent of students continuing Fine Arts classes compared to preceding year: Exemplary**
 - a. More than 80% of students continue to enroll in Fine Arts courses
 - i. Skyward data
- 3. Fine Arts UIL or comparable competition outcome: Exemplary**
 - a. The majority (greater than 75%) of students participate in UIL sanctioned events
 - b. 8 students qualified for state UIL in choir/1 student made the All-State Choir
 - c. 24 students qualified for UIL State Solo & Ensemble/ 4 students made the All-State band
- 4. Exhibition / Performance opportunities: Exemplary**
 - a. Band:
 - i. 3 Marching competitions
 - ii. 4 Drum line competitions
 - iii. 4 Football games at Apple Springs
 - iv. 2 Jazz band concerts
 - v. 2 Percussion concerts
 - vi. Christmas concert
 - vii. Christmas parade - downtown Lufkin
 - viii. Marching Band performance in Shreveport Mardi Gras Parade
 - ix. University Jazz Festival
 - x. Tyler Junior College jazz performance
 - xi. Jazz band competition - Sam Houston
 - xii. 4 Colorguard performances
 - xiii. Graduation band performance
 - xiv. UIL Concert & Sight-Reading Contest
 - xv. Spring Concert - AC Temple Theatre

- b. Choir
 - i. New Image summer camp
 - ii. All state summer camp
 - iii. Region Choir
 - iv. Glow show
 - v. Halloween Show
 - vi. 10+ Community holiday concerts
 - vii. 10+ National Anthems at sporting events
 - viii. 2 High School musical performances
 - ix. Solo and ensemble
 - x. Highlights show
 - xi. Spring concert
 - xii. 2 New Image spring shows
 - xiii. UIL concert performance
 - xiv. Voice Recital
 - xv. Graduation performance

5. Opportunities to participate in special events: Exemplary

- a. Band:
 - i. Marching Band performance in Shreveport Mardi Gras Parade
 - ii. University Band Performance at TJC
 - iii. Dallas Symphony performance - educational trip
 - iv. Sexual Awareness Performance
 - v. Jazz Band performance at Sam Houston State University
 - vi. Drumline performance at Sam Houston State University
 - vii. Virtual field trip observance of “One-O’Clock” Texas Grammy Award winning band
- b. Choir:
 - i. 4 Broadway shows in New York City
 - ii. District, Region, and State Choir competitions
 - iii. 2 nights of the High School Musical
 - iv. Broadway Show in Dallas, Tx
- c. Campus Level functions
 - i. Art club functions:

Rodeo exhibition, Downtown Lufkin Art Show, art mural at Hudson youth fields, Youth Fair entries, field trip to Houston Museum of Science

ii. GO Center takes Seniors to AC theatre show as part of a fine arts exploration for post-secondary interest

6. Program Recognition at Competitions: Recognized

- a. Band – Sweepstakes at all events in 2015-16'
- b. Choir – Superior in one event

2. Wellness and Physical Education

	Performance Measure	Not Applicable	Unacceptable	Acceptable	Recognized	Exemplary
1	PE students participating in <u>fitness</u> programs on campus (any course earning PE credit)		<50% of students participating	<50-70% of students participating	70-90% of students participating	90-100% of participating
2	Character education is offered to students		<50% of students participate	<50-70% of students participate	70-90% of students participate	90-100% students participate
3	Students have access to exercise opportunities other than the required PE		Campus rarely provides additional opportunities	Campus occasionally provides opportunities	Campus generally provides opportunities	Campus consistently provides opportunities
4	Campus offers opportunities to promote healthy choices		Rarely	Occasionally	Generally Somewhat Planned	Consistently throughout the year
5	Nutrition Educational Opportunities		Rarely	Occasionally	Somewhat	Consistently throughout the year

Wellness and Physical Education

1. **PE students participating in fitness programs on campus (any course earning PE credit): Recognized**
 - a. Skyward data: 523 students enrolled
 - b. 523 students earning/receiving a P.E. credit (Athletics, band, cheer, dance, etc.)
2. **Character education is offered to students: Recognized**
 - a. Tutorial and Advisory period - teachers, counselors, and administration available for student services/mentoring
 - b. Mentoring by teachers with all students' Advisory period grades and classwork
 - c. Drug Free All-Stars club, Key Club, NHS character development
 - d. Leadership Lufkin - Chamber of Commerce
 - e. Lifetime, Nutrition, and Wellness course structure and campus events
 - f. Re-Connecting Youth curriculum is offered through ADAC staff
 - g. Tobacco awareness training - ADAC
3. **Students have access to exercise opportunities other than the required PE: Recognized**
 - a. Facilities are open in the athletic gyms to athletes, or other students, before and after school hours under a coach's supervision.
 - b. Lifetime Nutrition and Wellness class rosters offer a section on physical activity throughout the course framework
 - c. Coaches facilitate student weightlifting sessions throughout the summer and holiday time periods
 - d. Varsity teams host sport specific camps during the summer
 - e. Basketball program has open gym throughout the summer
 - f. Cross country team has an open running schedule throughout the summer available for runners
4. **Campus offers opportunities to promote healthy choices: Exemplary**
 - a. FCCLA & and Food Science and Nutrition cover nutrition information all year, and are provided opportunities to cook food in the culinary lab throughout the school year on a frequent basis. An outside chef from the Culinary Institute of Houston comes to provide a clinic on food choices and preparation thereof. The Angelina County food inspector comes in 2 times per semester to inform students of health hazards when preparing food and its function in the business world. "Hudson Gets Healthy" is also a program that is put on by our Nursing staff and SHAC committee to promote healthy choices within the community.
5. **Nutrition Education Opportunities: Exemplary**
 - a. Same information as above. Additions include P.E. course information, Principles of Health Science curriculum, FCCLA, and Food Science Nutrition course curriculum.
 - b. Guest speakers in the Lifetime, Nutrition, & Wellness:

- i. Angelina County Health Department
- ii. HAAS Athletics - Personal Trainers
- iii. Arts Institute of Houston
- iv. Auguste Escoffier School of Culinary Arts
- v. TABC Officer
- vi. Tammy Jo Willmon- instructor at Angelina College
- vii. Eric Manis- HHS Alumni who is a weight loss blogger- personal story of losing 108 lbs.
- viii. Delbert Graves- Professor at SFASU

3. Community and Parent Involvement

	Performance Measure	Not Applicable	Unacceptable	Acceptable	Recognized	Exemplary
1	Campus provides multiple opportunities for parent and community volunteer service		Less than 50 volunteer hours are recorded	50 - 100 volunteer hours are recorded	100 - 150 volunteer hours are recorded	150 -200 volunteer hours are recorded
2	Programs are scheduled to engage parents in the education of their students.		Rarely - < 3	Occasionally (4-6)	Common Practice (7-9)	Consistently Throughout the Year > 10
3	Students participate in community service projects		< 5% of campus participate in community service projects	5 - 20% of students participate in community service projects	21 - 35% of students participate in community service projects	> 35% of students participate in community projects
4	Campus actively promotes participation in parent organizations.		< 5% of parents participate in a parent organization	6 - 10% of parents participate in one or more parent organizations	11-20% of parents participate in one or more parent organizations	> 20 % of parents participate in one or more parent organizations
5	Campus Methods of Communication		Less than 3 methods of communication	3-5 methods	6-8 methods	9 or more methods

Community and Parent Involvement

1. **Campus provides multiple opportunities for parent and community volunteer service: Acceptable**
 - a. Parent participation is encouraged in addition to student involvement at the high school level. There are booster clubs (run by parents) for every sport and fine arts group along with the Senior class fundraising activities that are done all year long to raise money for project celebration. Many hours are accumulated through these avenues and is done so through the active participation in various campus groups/organizations.
 - b. Junior Achievement - Campus level involvement
 - i. English, Financial Literacy, and Economics curriculum integration
 - ii. Junior Achievement fun run - campus representation with staff and students present
 - iii. On campus collaboration with classrooms twice per semester
 - c. Local businesses and professional employees volunteer through mentoring/teaching opportunities on and off campus:
 - i. Advanced Financial
 - ii. Technology coding - Cecil Jones
 - iii. Chick-fil-A
 - iv. KTRE
 - v. CHI St. Luke's and Woodland Heights partnership with Health Science department
 - vi. HAAS Athletics
 - vii. Angelina County Chamber of Commerce
 - viii. Angelina County Health District
 - ix. CHI St Luke's Robotic Surgery Open House - Intuitive Surgical Company
 - x. Lockheed Martin - Cooperative program/Robotic Program Sponsorship
 - xi. Spartan Aviation - Ag and Robotics program consultation
 - xii. Mar Teres partnership with Culinary Department
 - xiii. Posados Cafe
 - d. A live google document for volunteer service has been added to the website for students and parents to input hours for tracking purpose

I. an iPad has been provided to be stationed at the high school so that volunteers can sign in to appropriately track the hours

- e. Community involvement with Veterans Day program
 - f. Community business partners and professionals invited to attend College and Career Day in **November 2016**
 - g. The campus has created a partnership with East Texas Paws Inc. for fundraising/community service opportunities
2. **Programs are scheduled to engage parents in the education of their students: Recognized**
- a. Parent Night (Meet the Teacher) - September 2015
 - b. Parents invited to College and Career Day (November 2015)
 - c. Parents invited to NHS reception held after the induction ceremony
 - d. Parent meetings are scheduled for students who are in need of assistance (grades, attendance, behavior, etc.)
 - e. Parent chaperones on field trips, events/dances, etc.
 - f. English department utilizes parents to take part as jurors in a student led mock trial
 - g. Campus newsletter promotion of involvement
 - h. Lufkin Career Fair for students - Convention Center (April 2016)
 - i. Admission Accomplished - community celebration of Senior college admittance (May 2016)
 - j. Junior class parent sponsorship - Prom collaboration/support
 - k. Senior class parent sponsorship - raise funds for project celebration
3. **Students participate in community service projects: Acceptable**
- a. Students participated in Hornets Helping Hands projects 4 times throughout the year: **Junior Achievement race, group work at the Humane Society, Harmony-Hill Baptist Church food bank, Deweyville ISD donation of goods (campus wide initiative), Relay for Life initiative**
 - b. Junior class students represent HHS in the Leadership Lufkin Program via the Chamber of Commerce.
 - c. NHS holds multiple opportunities throughout the year for community service requirements. Total of 1,861.50 HOURS
 - i. Junior Achievement - Race for Success
 - ii. Animal Shelter
 - iii. Reindeer run
 - iv. Dream Center - food servers
 - v. Touch a Truck Volunteers for Junior League of Lufkin
 - vi. Relay for Life - American Cancer society: student/campus groups partnership to raise funds
 - vii. Bonner Elementary Field Day

d. FCCLA group provided help with the “Power of Pink” luncheon that was held for breast cancer awareness and “Ladies in Red” event in the spring.

e. Principles of Education class- provides volunteers for Special Olympics Bowling district and regional events. They also volunteer to help with Peavy Primary Field Day.

f. Key Club group consists of around 60 students that correlate community activities with the Kiwanis Club. This year, 2015-16, Key Club participated in activities such as supporting the local Hudson Volunteer Fire Department, providing care packages for active participants in U.S. Military, and support for the Lufkin State Living Center. The students, this year, provided fundraisers and assistance with Unicef and Relay for Life contributing in excess of \$1000.

g. Students volunteer at the Special Olympics bowling tournament held in Lufkin

4. Campus actively promotes participation in parent organizations: Recognized

a. Parents are provided opportunity to participate in school functions through extra-curricular activities.

5. Campus Methods of Communication: Recognized

a. School Connect

b. Skyward parent portal

c. Campus newsletter

d. Campus Facebook page

e. Campus Twitter Feed

f. Campus website with teacher website information provided for contact/communication purposes

4. 21st Century Workforce Development

	Performance Measure	Not Applicable	Unacceptable	Acceptable	Recognized	Exemplary
1	Percent of students completing articulated CTE programs that lead to recognized certifications or licenses.		0 - 25% of CTE graduates received certification or license or on pathway to obtain.	25% to 50% of CTE graduates received certification or license or on pathway to obtain.	50% to 75% of CTE graduates received certifications or licenses or on pathway to obtain.	75% or higher - CTE graduates received certifications or licenses or on pathway to obtain.
2	Percent of Workforce / dual credit courses offered for students.		10% of CTE courses are offered as articulated or dual credit.	20% of CTE courses are offered as articulated or dual credit	30% of CTE courses are offered as articulated or dual credit	40% of CTE courses are offered as articulated or dual credit
3	Percent of students completing coherent sequence of CTE courses.		0-20% of exiting 12th graders currently enrolled in a CTE workforce course	21%- 49% of exiting 12th grades currently enrolled in a CTE workforce course	50% -69% of exiting 12th grades currently enrolled in a CTE workforce course	70% or high of exiting 12th graders currently enrolled in a CTE workforce course
4	Percent of students participating in career assessments. (i.e. Kuder)	Conducted in 8th Grade	Zero to 10% of exiting 7th graders have participated in 1 or more Career Assessment.	11 % to 30% of exiting 7th graders have participated in 1 or more Career Assessments.	31% - 50: of exiting 7th graders have participated in 1 or more Career Assessments.	51% or high exiting 7th graders have participated in 1 or more Career Assessments.
5	Number of student-centered college and career enrichment opportunities (i.e. Guest Speakers, College Visits, Career Days/ Fairs, Science Fairs		0 opportunities provided annually	1-5 opportunities provided annually	6-10 opportunities provided annually	11 or more opportunities provided annually
6	Percent of CTE Students affiliated with CTE organizations		0-20% are actively involved in a CTE Organization	21-40% are actively involved in a CTE Organization	40-50 % are actively involved in a CTE Organization	> 50% are actively involved in a CTE Organization

7	Opportunities or experience provided for students to job shadow in the community.		0 provided	1 to 2	2 to 4	5 or more
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21st Century Workforce Development

1. Percent of students completing articulated CTE programs that lead to recognized certifications or licenses: Exemplary

- a. A total of 126 of the 164 graduating seniors completed CTE programs that lead to recognized certifications or licenses. (76.8 %). These certifications and licenses include CNA, Phlebotomy, LVN, OSHA, ServeSafe, Quality Counts, Beef Quality Assurance, Beef Marketing Cow Management, Cattle Transportation, and Microsoft Office Specialist.

2. Percent of Workforce/ Dual Credit Classes offered for students: Recognized

- a. Currently there are 11 out of the 47 CTE classes that are dual credit (23.4%)
- b. Next year this percentage will be much higher due to new dual credit offerings at Angelina College. These offerings include courses that lead toward the Child and Family Certificate, Computer Maintenance Certificate, Criminal Justice AAS Degree, a Diesel Technology Certificate, a Drafting and Design Certificate, an Electrical Certificate, a Fluid Power Certificate, a Human Services Certificate, a Machine Tool Tech Certificate, a Paralegal AAS Degree, Sound Recording Technology, a Certificate in Office Administration with a Legal Secretary Specialty, a Management Development Certificate, a General Business Certificate, Computer Information Systems Computer Programmer Specialist Certificate, and an Associate in Science in Business,

3. Percent of students completing coherent sequence of CTE courses: Exemplary

- a. A total of 122 of the 164 seniors complete a coherent sequence of CTE courses (74%).

4. Percent of students participating in career assessments: Not Applicable

- a. All 8th grade students complete a Career Cruising assessment. All high school students have the opportunity to continue to update their Career Cruising portfolio or investigate careers through career cruising. A new career assessment program to the district, Naviance, will be available for all middle school and high school students.

5. Number of student-centered college and career enrichment opportunities: Exemplary

- a. Guest speakers: (20+ speakers) Angelina County Extension Agent, Army, Medical Doctors, Physician's assistant, RN's, Angelina College program directors, Tulsa Welding School, Spartan Aviation, Art Institute of Houston, Brookshire Brothers, Hospice in the Pines, an attorney with Skelton, Slusher, Barnhill, Watkins, and Wells, Consolidated Communications, Lockheed Martin, Angelina Health Department, Lufkin Federal Credit Union, , Auguste Escoffier School of Culinary Arts, and restaurant owners/employees.
- b. College visits: University of Houston, Angelina College, Louisiana State University, Stephen F. Austin, Sam Houston State University, Tyler Junior College, University of Texas at Tyler, Texas A&M University, and Rice
- c. Career Day: Third Annual College and Career Day for all students in grades 8-12.
- d. Fairs: Angelina County Science and Technology Fair, Lone Star Regional Robotics Competition, Angelina County Youth Fair (animal and agriculture mechanics projects).

6. Percent of CTE Students affiliated with CTE organizations: Exemplary

- a. A total of 356 of the 668 CTE students were affiliated with national CTE organizations (53.3%). These organizations include FFA(187) , FCCLA (143), and FBLA(26). Other local clubs include Health Science Club, Microsoft Office Specialist (MOS) Club, Nerd Herd, and Robotics Club.

7. Opportunities or experience provided for students to job shadow in the community: Exemplary

- a. Veterinary clinic
- b. Both community hospitals
- c. Lockheed Martin
- d. Dentist/Orthodontist
- e. Mr.Sawyer/Mrs. Adams's English 3 Classes job shadowed area businesses.

- f. Mrs. Ratcliff’s Principles of Education class job shadowed teachers at Peavy Primary and Bonner Elementary
- g. Summer job shadow program at CHI St. Luke’s Hospital in Lufkin
- h. NASA summer intern program

5. Second Language Acquisition Program

	Performance Measure	Not Applicable	Unacceptable	Acceptable	Recognized	Exemplary
1	English Language Development Progress through TELPAS	*awaiting state data*	6 or more points below the state average	State Average (including 5 points above or below average)	6-10 points above the state average	11 points or more above the state average
2	Open House opportunities are offered for ELL parents		No Open House opportunities are offered for ELL parents	1 Open House opportunity is offered for ELL parents	2-3 Open House opportunities are offered for ELL parents	4 or more Open House Opportunities are offered for ELL parents
3	Teacher Preparation (ESL Certification in PK-8 and Sheltered Instruction Training in High School)		Below 70% trained	70%-79% trained	80%-89% trained	90%-100% trained
4	Multicultural clubs, performances and or mentorship programs are offered for ELL students		No multicultural experiences are offered for ELL students	< 20% of ELL students participate in school sponsored ELL experiences	20 - 40% of ELL students participate in school sponsored ELL experiences	>40% of ELL students participate in school sponsored ELL experiences
5	Levels of risk in PBMAS on measures related to ELLs	NA	6 out of 9 indicators have a risk factor 1 or 0	7 out of 9 indicators have a risk factor 1 or 0	8 out of 9 indicators have a risk factor of 1 or 0	All indicators have a risk factor of 1 or 0

6	Percentage of ELL/ESL students who are promoted to the next grade level		60% or less	61%-79%	80-89%-	90% or greater
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Second Language Acquisition Program

- 1. Percentage of tested categories was 10% above the state average for all ESL students. Recognized**
- 2. Spanish speaking parents and ELL parents have 1 formal opportunity to attend. Acceptable**
 - a. Open house/meet the teacher is promoted to ELL parents to meet the ESL teacher
 - i. Graduation Endorsement Plan meetings
 - ii. Teacher meetings as needed
- 3. Campus ESL teacher (1) is certified. Exemplary**
 - a. All teachers and staff receive ESL updates and modes of differentiation at the beginning of each school year
- 4. Students have the opportunity to join the Spanish Club. Students participated in the Cinco de Mayo event)**
 - a. Students are encouraged to join clubs and extracurricular events
- 5. 2015 PBMAS Report results: Exemplary**
 - a. STAAR indicators for ESL
 - i. Mathematics - rating of 0
 - ii. Science - rating of 0
 - iii. Social Studies - rating of 0
- 6. All ESL/ELL students received the required credits in order to be promoted to the next grade. Exemplary**

6. Digital Learning Environment

	Performance Measure	Not Applicable	Unacceptable	Acceptable	Recognized	Exemplary
1	Professional development digital learning environment opportunities		<25% of teachers participating in 3 hr or > instructional tech PD sessions	26-50% of teachers participate in 3 hr or > instructional technology PD sessions	51-89% of teachers participate in 3 hr or > instructional technology PD sessions	>90% of teachers participate in 3 hr or > instructional technology PD sessions
2	Teacher Competency / Proficiency Rate (# of teachers who meet district tech competency requirements)		<25% of teachers at each campus are Level 1 Proficient	26-50% of teachers at each campus are Level 1 Proficient	51-74% of teachers at each campus are Level 1 Proficient	75-100% of teachers at each campus are Level 1 Proficient
3	Student Technology Competencies (# of students who master technology competencies by grade level)	NA	Lower than 15 points of the State Average	Within 15 points of the State Average	More than 15 points above the State average	More than 20 points above the State average
4	21st Century Classrooms		<70 % of classrooms meet district digital environment spec for 21st century classroom	71-80 % of classrooms meet district digital environment spec for 21st century classroom	81-90 % of classrooms meet district digital environment spec for 21st century classroom	>90% of classrooms exceed the district digital environment specifications for 21st century classroom

5	Digital/Distance learning (% of students successfully completing courses for original credit in digital environment)		<80%	80-89.9%	90-96%	>97%
6	Modes of technology available for teachers/students to utilize for academics		Less than 2	3 to 4	5 to 6	7 or more
7	Modes of software available for teachers/students to utilize for academics		Less than 2	3 to 5	6 to 8	9 or more

Digital Learning Environments

1. **All teachers attended HISD Technology Showcase. Exemplary**
 - a. District wide technology showcase (January 2016)
2. **100% of our teachers were in compliance with HISD’s Technology Competencies requirements. Exemplary**
3. **Not Applicable**
4. **More than 90% of our classrooms have direct access to technology in their classrooms. Exemplary**
5. **Skyward data indicates that 90%-96% of our students were successful in receiving credit when enrolled in online/digital courses. Recognized**
6. **Campus has more than 7 modes of technology available for our teachers and students. Exemplary**
 - a. MacBook’s
 - i. classroom carts for English department (4)
 - ii. available to check out through the Media Center
 - b. 4 iPad carts dispersed throughout campus departments
 - c. Bring your own device policy - phone, tablet, laptop, etc.

- d. 4 separate desktop computer labs
- e. OnRamps online college platform - University of Texas
- f. Google classroom platform used campus wide and by all departments
- g. Edgenuity online course software
- h. TxVSN - Texas Virtual School Network
- i. Nepris - professional world skyping opportunities

7. Educational Programs for Gifted and Talented Students

	Performance Measure	Not Applicable	Unacceptable	Acceptable	Recognized	Exemplary
1	GT Teachers Meeting State GT Hours Requirements (K-12)		< 100% GT Teachers Meeting State Requirements	100% GT Teachers Meeting State Requirements	100% GT Teachers Meeting State Requirements AND 20% of those GT teachers have 3 Additional Hours	100% GT Teachers Meeting State Requirements AND >20% of those GT teachers have 6 or more Additional Hours
2	Parental Involvement Opportunities for GT Program Options (K-12)		Less than One Parental Involvement Opportunity during an academic year	One Parental Involvement Opportunity during an academic year	Two Parental Involvement Opportunities during an academic year	Three or More Parental Involvement Opportunities during an academic year
3	GT Service Opportunities provided for GT students (K-4)	NA	NOT All GT Students are receiving required GT Service	ALL GT Students Meet Requirements of GT Service	ALL GT Students Meet Requirements of GT Service PLUS 3 additional service hours or 1 additional project	ALL GT Students Meet Requirements of GT Service PLUS >3 additional hours or >1 additional projects
4	GT Service Opportunities Academies/PreAP/AP (2-12)		Less than 85% of GT Students participate in GT Program Options	85-90% of GT Students participate in GT Program Options	90-95% of GT Students participate in GT Program Options	96-100% of GT Students participate in GT Program Options
5	GT Students Participate in Rigorous Projects (K-8)	NA	Do NOT Participate in Rigorous Projects during an academic year	Participate in ONE Rigorous Project during an academic year	Participate in TWO Rigorous Projects during an academic year	Participate in THREE Rigorous Projects during an academic year
6	Academic UIL Competition Outcome		Did not participate in UIL Academic Competition	Ranked 3rd in District Academic UIL Competition	Ranked 2nd in District Academic UIL Competition	Ranked 1st in District Academic UIL Competition

7	Student leadership activities, field trips and/or competitions are planned for GT students		GT students do not have the opportunity to participate in school leadership activities, dedicated field trips or competitions.	Student leadership activities are provided for GT students	Student leadership activities and a minimum of 1 field trip are provided for GT students	Student leadership activities, a minimum of 1 field trip and 1 competition opportunity are provided for GT students
8	Percentage of GT students taking college level courses (Jrs - Srs))		Less than 25%	40%-60%	61%-79%	80% or more
9	Percentage of GT students passing the AP exam	Scores based on 2015 results	Less than 40%	40%-60%	61%-79%	80% or more

Educational Programs for Gifted and Talented Students

1. **Campus GT teachers meet certification requirements: Exemplary**
 - a. Teachers re-certify when needed
2. **One parent involvement opportunity was offered: Acceptable**
 - a. Parents meet at the beginning of the year during “meet the teacher” night and sign in with Mr. Largent
3. **N/A**
4. **Participation of students in GT options is 85%-90%: Acceptable**
5. **N/A**
6. **Ranked first in our current UIL district: Exemplary**
7. **Acceptable:**
 - a. **G/T students were presented a project of creating a video representation of the high school and the educational realm of the 21st Century. This was done so through collaboration with the Audio Visual/Tech**
 - b. **G/T high school students hold Google chat sessions with the middle school G/T students in the spring semester**
8. **Recognized - 63% of all G/T students are taking college courses**
9. **Acceptable - 10 out of 16 student received a 3 or higher on the AP exams - 63% passing rate (2015 results)**

8. Dropout Prevention

	Performance Measure	Not Applicable	Unacceptable	Acceptable	Recognized	Exemplary
1	Percent of 8th grade students with High School credit (MS)	NA	<10%	10-25%	26-50%	>50%
2	Percent of students participating in extracurricular classes (High School)		< 10%	10% - 15%	16% - 25%	> 25%
3	Number of clubs/organizations offered		<1	2-3	4-5	6
4	Campus has designed intervention programs for at-risk students		Specific intervention programs are not available on the campus	Campus offers 1 - 3 intervention programs/strategies	Campus offers 4 - 6 intervention programs/strategies	Campus offers more than 6 intervention programs/strategies
5	Mentor programs provided for at risk students		0 mentor programs provided	Occasionally	Generally - Somewhat	Consistently - Throughout the year

6	Campus incentives are provided to acknowledge attainment of various educational goals.		Campus does not offer student incentives	Campus offers a minimum of 1 student incentive program	Campus offers 2 - 3 student incentive programs	Campus offers 4 or more student incentive programs
7	Stubblefield Cohort Graduation percentage		Less than 50%	51% to 69%	70% to 89%	90% or greater
8	Percentage of At-Risk students who graduate		Less than 50%	51% to 69%	70% to 89%	90% or greater

Dropout Prevention

1. N/A
2. **The majority of our students participate in extracurricular activities. Exemplary**
3. **Our campus offers multiple club/organizations opportunities for our students: Exemplary**
 - a. Drug Free All-Stars
 - b. Leadership Tomorrow
 - c. Spanish club
 - d. Key club
 - e. FCCLA
 - f. HOSA
 - g. OSHA
 - h. Debate
 - i. Yearbook
 - j. NHS
 - k. Robotics
 - l. Junior Achievement
 - m. Hornet Helping Hands

- n. FCA
- o. Student Council
- p. Socrates society
- q. Art Club
- r. Color Guard
- s. FFA
- t. Book Club
- u. Creative Writing Club
- v. FBLA

4. Campus offers several support programs for our at-risk students :Exemplary

- a. Social Work/Intervention Therapist
- b. Counselors
- c. Why-Try Program
- d. Stubblefield Learning Center
- e. Attendance Committee
- f. At-Risk Field Trips
- g. Ropes Course Field Trip
- h. Ripple Effects - online program offered through Special Education Department
- i. Transition Specialist/DARS Support
- j. Go Center - coordination of scholarships and post-secondary enrollment
- k. Re-Connecting Youth Course - sponsored through ADAC

5. Campus initiated mentor programs for at-risk students: Exemplary

- a. DAEP Why Try Program
- b. Re-Connecting Youth Course
- c. Principal one-on-one counseling
- d. Guidance Counseling
- e. Intervention Therapist counseling
- f. Partnership with Burke Center
- g. Partnership with ADAC
- h. Truancy Prevention Measures
- i. Our Counselors & Intervention Therapist collaborate with private counselors as needed

- j. Intervention Therapist and HISD Police officers visit with families/students in their homes
- k. High school student involvement with Bonner students:
 - i. Principles of Education and Training students worked with Bonner throughout the year
 - ii. Art Club students mentoring opportunities
 - iii. Soccer program mentoring on Bonner and Peavy
 - iv. Cheer and Dance programs hosting clinics for aspiring members

6. Our campus offers 3 separate incentives for all students: Recognized

- a. 4 attendance monetary rewards
- b. 2 perfect attendance lunches
- c. Student Council class competition - promotes attendance, grades, club/extracurricular involvement

7. Stubblefield students (21 out of 24) graduated on time at an 87.5% success rate. Recognized

8. At-Risk students graduate from High School at a 90% or higher success rate. Exemplary