

Community and Student Engagement

Hudson High School

2016-2017

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

2016-17 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.
2	Percent of students continuing Fine Arts compared to preceding year.		Less than 50 % of students are continuing Fine Arts	50% -70 % of students are continuing Fine Arts	70%-80% of students are continuing Fine Arts	Greater than 80 % of students are continuing Fine Arts
3	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) 470 Students enrolled in Fine Arts Courses - 59% of all students (800 total students)
 - i) Includes students in multiple Fine Art classes

2) Percent of students continuing Fine Arts classes compared to preceding year: Exemplary

- a) Over 80% of students continue to enroll in Fine Arts courses
 - i) Calculated through 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) Choir - 4 students qualified for state Solo & Ensemble, 6 students were selected for All-Region Honor Choir, and 2 choir students advance to pre-area state auditions
- c) Band - 2 students qualified for UIL State Solo & Ensemble, 1 student made the All-State band
- d) One-Act Play - 2 honorable mention all-star cast awards, 2 all-star cast awards, 2 outstanding technical awards, alternate play for district competition

4) Exhibition / Performance opportunities: Exemplary

- a) Band:
 - i) 2 Marching competitions
 - ii) 4 Drum line competitions
 - iii) 5 Football games at Apple Springs
 - iv) 5 Jazz band concerts
 - v) 2 Percussion concerts
 - vi) Christmas concert
 - vii) Christmas parade - downtown Lufkin
 - viii) University Jazz Festival at University of Texas
 - ix) 4 Jazz band Community Performances at Local Businesses
 - x) 4 Colorguard performances
 - xi) Graduation band performance
 - xii) UIL Concert & Sight-Reading Contest

- xiii) Spring Concert - AC Temple Theatre
- xiv) Summer Band Camp Exhibition show for community and parents

b) Choir

- i) New Image summer camp
- ii) All state summer camp
- iii) Participation in All-Region Honor Choir by multiple students.
- iv) Glow show, a collaborative performance involving show choir, choir, band, and dance team.
- v) Performance for veterans at Forest Festival.
- vi) Holiday concert performance.
- vii) Performances around the community during holiday season.
- viii) Multiple national anthem performances by choir at pep rallies.
- ix) Multiple national anthem performances by soloists at athletic events 4 performances of staged musical.
- x) Solo and ensemble
- xi) Pre-UIL concert.
- xii) Performance of UIL choir music and piano performance at Bonner Elementary
- xiii) 2 New Image spring shows
- xiv) UIL competition
- xv) Graduation performance

c) One-Act Play - Theatre

- i) Community performance
- ii) Holiday Musical - Christmas 2016
- iii) UIL District Competition

5) Opportunities to participate in special events: Exemplary

- a) Band
 - i) Marching Band performance in Area C Marching Contest
 - ii) Disney performing Arts - educational trip
 - iii) Pregnancy Help Center Performance
 - iv) Jazz Band performance at University of Texas at Austin

- v) Indoor Percussion performances in Austin and Houston
 - vi) Graduation Ceremony - SFA Coliseum
- b) Choir
- i) Class video conference with a modern professional composer, Benjamin Harlan to discuss a Harlan piece the choir was performing
 - ii) Performance in Disney Springs in Orlando, FL
 - iii) District, Region, and State Choir Competitions
 - iv) 4 separate performances of staged musical
 - v) Performance of major choral work at SFA with university chorus and orchestra
 - vi) Saturday workshop with private voice instructors in preparation for Solo & Ensemble
 - vii) Graduation Ceremony - SFA Coliseum
- c) Art
- i) 2 faculty and community painting parties hosted on the high school campus
 - ii) Texas House of Representative sponsored ornament contest
 - iii) Presentation of 150 Christmas cards for Lufkin Skilled Care Nursing Home
 - iv) Special mural painting for band competition usage
 - v) Hudson VFD project with the haunted house
 - vi) Rodeo Art competition and Youth Fair competition
 - vii) Partnership with Hijinx jump park to create painted party rooms
 - viii) Partnership with Woodland Heights medical center for “Heart for Art”

6) Program Recognition at Competitions: Recognized

- a) Band – Sweepstakes at 2 out of 3 events in 2016-17
- b) Choir – Straight 1 (Superior) scores in concert performance at UIL competition.

2. Wellness and Physical Education

	Performance Measure	Not Applicable	Unacceptable	Acceptable	Recognized	Exemplary
1	Students participating in courses/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 earning/receiving a P.E. credit (Athletics, band, cheer, dance, etc.)
2. **Character education is offered to students: Recognized**
 - a. Tutorial and Advisory periods built into the schedule - teachers, counselors, and administration available for student services/mentoring
 - b. Drug Free All-Stars club, Key Club, NHS community involvement/service work
 - c. Leadership Lufkin - Chamber of Commerce
 - d. Lifetime, Nutrition, and Wellness and Principles of Education Training youth mentorship
 - e. Re-Connecting Youth curriculum is offered through ADAC staff
 - f. Tobacco awareness training - ADAC
 - g. “Ripple Effects” digital curriculum offered to students in at-risk situations
 - h. “Why Try” program offered by the district social intervention therapist in at-risk situations and DAEP enrolled students
 - i. Cyberbullying and digital technology safety presentation to the entire student body (entire campus Spring 17’)
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 course provides a section incorporating healthy food choices and fitness incorporation
 - c. Physical Education classes focus on wellness coaching and provide structural support to basic fitness development
 - d. Coaches facilitate student weightlifting sessions throughout the summer and holiday time periods
 - e. Varsity teams host sport specific camps during the summer
 - f. Basketball program has open gym throughout the summer
 - g. 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 (Student Health Advisory Committee) promote healthy choices within the community. The SHAC function also serves the district in assessing needed Health & Safety concerns for all students of the district.

- b. P.E. Department - High school students conducted a study on how many steps students were taking each day on average. The project was done so to promote awareness of the number of steps that correlate to optimum health as designated by the Harvard Medical Institute.

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 “Race for Success” - 1st place and 2nd place volunteer awards with NHS and Highlights dance team
 - 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 FCS Department
 - xiii. Posados Cafe
 - xiv. Brookshire Brothers catering partnership with FCS Department
 - 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. Volunteers can sign up through the front office through an online portal via an iPad

- e. Community involvement with Veterans Day program
 - f. Community business partners and professionals invited to attend College and Career Day in November 2016
 - g. Lufkin Christmas parade - multiple campus groups participated in the setting up and participation in this community event
 - h. 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. TBG Solutions - cyberbullying and digital technology safety community presentation (Spring 17')
 - b. Career and Technology showcase - Spring 2017
 - c. Parent Night (Meet the Teacher) - September 2016
 - d. Parents invited to College and Career Day (November 2016)
 - e. Parents invited to NHS reception held after the induction ceremony
 - f. Parent meetings are scheduled for students who are in need of assistance (grades, attendance, behavior, etc.)
 - g. Parent chaperones on field trips, events/dances, etc.
 - h. English department utilizes parents to take part as jurors in a student led mock trial
 - i. Campus newsletter promotion of involvement
 - j. Lufkin Career Fair for students - Convention Center (April 2017)
 - k. Admission Accomplished - community celebration of Senior college admittance (May 2017)
 - l. Junior class parent sponsorship - Prom collaboration/support
 - m. Senior class parent sponsorship - raise funds for project celebration
3. **Students participate in community service projects: Acceptable**
- a. Students participated in Hornets Helping Hands project 2 times throughout the year: Junior Achievement race, group work at the Humane Society, Harmony-Hill Baptist Church food bank, Relay for Life initiative
 - b. Junior class students represent HHS in the Leadership Lufkin Program via the Chamber of Commerce
 - c. National Honors Society holds multiple opportunities throughout the year for community service requirements. Total of 1,861.50 HOURS
 - i. Christmas Eve food drive
 - ii. Junior Achievement - Race for Success
 - iii. Animal Shelter
 - iv. Junior Achievement Reindeer run
 - v. Dream Center - food servers
 - vi. Touch a Truck Volunteers for Junior League of Lufkin

vii. Relay for Life - American Cancer society: student/campus groups partnership to raise funds

viii. 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 55 students that correlate community activities with the Kiwanis Club. This year, 2016-17, 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. Students and administration also attended the 70th Anniversary Luncheon of the Kiwanis club in Lufkin, Tx in the spring of 2017.

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 all extra-curricular activities offered by the campus.

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

21st Century Workforce Development

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

- a. A total of 72 of the 181 graduating seniors completed CTE programs that lead to recognized certifications or licenses. (39.8%). (OSHA, ServeSafe, and many other certifications are no longer considered to be acceptable certifications with TEA because they are not “end of course” certifications.) These certifications and licenses include American Welding Society certification, Certified Nurse Assistant, Certified Medical Assistant, Phlebotomy, LVN, , and Microsoft Office Specialist.

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

- a. Currently there are 102 out of the 143 CTE classes that are dual credit (71.3%)
- b. This percentage is 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 153 of the 181 seniors complete a coherent sequence of CTE courses (84.5%).

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

- a. All 8th grade students complete a Naviance career assessment. All high school students have the opportunity to participate in career assessments through Naviance as well.

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, a detective from the police department, owner/operator of Sight and Sound Lufkin, a screenwriter, an actor, 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,, Junior Achievement, Junior League, 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: Fourth Annual College and Career Day for all students in grades 8-12.
- d. Career Expo - an evening event for parents to learn about CTE programs at Hudson.

Fairs: Angelina County Science and Technology Fair, Lone Star Regional Robotics Competition, Angelina County Youth Fair (animal and agriculture mechanics projects), Houston Livestock Show, Workforce Center Showcase, Ag Day at Stephen F. Austin University.

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

- a. A total of 305 of the 752 CTE students were affiliated with national CTE organizations (40.6%). These organizations include FFA(199) , FCCLA (100), and DECA (6). Other local clubs, not represented in the totals, 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. 2 community hospitals
- c. Lockheed Martin
- d. Dentist/Orthodontist
- e. Mrs. Adams's English 3 Classes job shadow project initiative
- 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	TELPAS Progress measures Grades 9th - 12th	% of students meeting Advanced or Advanced High progress	Less than 55%	55-70%	70 - 85%	85 - 100 %
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

Second Language Acquisition Program

- 1. TELPAS Progress measures of students who receive Advanced/Advanced High rating. Exemplary**
 - a. 5 out of 5 students received Advanced or Advanced High ratings on the 2017 TELPAS report
 - 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 is certified. Exemplary**
 - a. All teachers and staff receive ESL updates and modes of differentiation at the beginning of each school year
 - b. 3 teachers are ESL certified on the high school campus
 - 4. Students have the opportunity to join various clubs and campus events throughout the year.**
 - a. Students are encouraged to join clubs and extracurricular events
 - b. ESL field trip to SFA cultural event
 - c. 4 out of 7 students are involved in extracurricular campus functions
 - 5. 2016 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
 - b. TELPAS - 6 of 7 students show growth from previous year
 - 6. All ESL/ELL students received the required credits in order to be promoted to the next grade. Exemplary**
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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)		<50% of teachers at each campus are Level 1 Proficient	50 - 70% of teachers at each campus are Level 1 Proficient	71 - 90% of teachers at each campus are Level 1 Proficient	91-100% of teachers at each campus are Level 2 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 2017)
 - b. Technology competency initiative district wide: 3rd year of implementation
 - c. Tech Palooza professional development is offered each summer. It is open for inside and outside of district employees.
- 2. 100% of our teachers were in compliance with HISD's Technology Competencies requirements. Exemplary**
- 3. Not Applicable**
 - a. Technology is highly integrated into all classrooms and all content areas campus wide. Students are provided an account through the district wide server within Google to operate across all curriculums and grade levels during their tenure with Hudson High.
- 4. More than 95% of our classrooms have direct access to technology in their classrooms. Exemplary**
 - a. A classroom has been designated as online instruction only for regular coursework and dual credit acquisition
- 5. Skyward data indicates that 91% of our students were successful in receiving credit when enrolled in online/digital courses. Recognized**
 - a. 64 out of 70 students total accrued a 70 or better in their grade for coursework throughout the entire 2016-17' year
- 6. Campus has more than 7 or more modes of technology available for our teachers and students. Exemplary**
 - a. Conversion of the school librarian into a "Media Specialist" position. 2nd year of integration in 2016-17'
 - b. MacBook's
 - i. classroom carts for English department (4)
 - ii. available to check out through the Media Center
 - c. 6 iPad carts (20-25 per cart) dispersed throughout campus departments
 - d. Bring your own device policy - phone, tablet, laptop, etc.
 - e. 4 separate desktop computer labs
 - f. Distance learning:
 - i. University of Texas OnRamps program - offered for English and Math
 - ii. Angelina College

- iii. Skyping opportunities - through Nepris (professional skyping)
- iv. TxVSN - online learning
- g. Google classroom platform used campus wide and by all departments
- h. Culinary department is paperless with collaboration, homework, and research done through iPad use
 - i. The entire campus utilizes paperless settings when possible for meetings and assignments for students
- i. Health Science - 4 3-D Computer systems, 1 mobile rover 3-D projector
- j. Audio Visual technology lab
- k. Addition of color graphing calculators within the math department

7. Modes of software for the campus - 9 or more options offered throughout the campus and District. Exemplary.

- a. Software center - contains over 25 versions of software available to teachers on a district level and is accessible through their login on any computer in district
- b. Google classroom - allows for assignments and presentations to be done on a paperless format and is accessible for teachers and students anytime/anywhere
- c. Turnitin.com - online platform used for student assignments that check for plagiarism
- d. Edgenuity - online coursework platform available for all grades 9-12 for credit acquisition, recovery, or alternative placement, available all the time on or off campus
- e. District wide iTunes access for purchased apps for iPad use in the classroom

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. **Parent involvement opportunities offered: Recognized**
 - a. Parents meet at the beginning of the year during “meet the teacher” night and sign in with Mr. Largent
 - b. AP initiative - parent involvement with review of testing data on a campus and national level
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. STEM fair/field trip at SFA was offered for G/T students across 9th-12th grades. 25 students attended.
 - c. G/T students are encouraged and promoted to be in leadership organizations - NHS, Key Club, Leadership Tomorrow
8. **Recognized - 70% of all G/T students are taking college courses**
9. **Acceptable - 13 out of 20 student received a 3 or higher on the AP exams - 65% passing rate (2016 results)**
 - a. *These are just G/T student results for all AP exams administered (World History, Chemistry, English, Calculus, and Spanish)

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. **Over 102 students will come into high school in 2017-18' school year with high school credit.**
 - a. Classes offered in middle school for high school credit: Art 1 & 2, Biology, Robotics, PIT, and Algebra
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. FCA
 - n. Student Council
 - o. Socrates society
 - p. Art Club
 - q. Color Guard
 - r. FFA
 - s. Book Club
 - t. Creative Writing Club
 - u. 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. Ripple Effects - online program offered through Special Education Department
- h. Transition Specialist/DARS Support
- i. Go Center - coordination of scholarships and post-secondary enrollment
- j. 'Project Towards No Drug Abuse' Group - sponsored through ADAC
- k. Shattered Dreams
- l. Individual Graduation Committee

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

- a. DAEP Why Try (Curriculum) Group
- b. 'Project Towards No Drug Abuse' Group
- c. Principal one-on-one guidance/mentoring
- d. Guidance Counseling
- e. Intervention Therapist counseling w/students
- f. Intervention Therapist consultation w/parents
- g. Partnership with Burke Center
- h. Partnership with ADAC
- i. Truancy Prevention Measures
- j. Our Counselors & Intervention Therapist collaborate with private counselors as needed
- k. Intervention Therapist and HISD Police officers visit with families/students in their homes
- l. 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 (23 out of 24) graduated on time at a 95.8% success rate. Exemplary**
- 8. At-Risk students graduate from High School at a 90% or higher success rate. Exemplary**