

2017 JISD Community and Student Engagement Survey

HB§39.0545: School District Evaluation of Performance in Community and Student Engagement

This statute requires districts to self-evaluate and assign to the district and each campus a performance rating of exemplary, recognized, acceptable, and unacceptable for performance in community and student engagement. By June 1, districts must report campus and district rating to TEA and the public.

* Required

1. Email address *

2. Please select the campus you would like to evaluate. **Mark only one oval.*

- Candlewood Elementary *Skip to question 14.*
- Converse Elementary *Skip to question 14.*
- Copperfield Elementary *Skip to question 14.*
- Coronado Village Elementary School *Skip to question 14.*
- Crestview Elementary *Skip to question 14.*
- Eloff Elementary *Skip to question 14.*
- Franz Elementary *Skip to question 14.*
- Hartman Elementary *Skip to question 14.*
- Hopkins Elementary *Skip to question 14.*
- Masters Elementary *Skip to question 14.*
- Miller's Point Elementary *Skip to question 14.*
- Olympia Elementary *Skip to question 14.*
- Park Village Elementary *Skip to question 14.*
- Paschall Elementary *Skip to question 14.*
- Rolling Meadows Elementary *Skip to question 14.*
- Salinas Elementary *Skip to question 14.*
- Spring Meadows Elementary *Skip to question 14.*
- Woodlake Elementary *Skip to question 14.*
- JSTEM *Skip to question 22.*
- Judson Middle School *Skip to question 22.*
- Kirby Middle School *Skip to question 22.*
- Kitty Hawk Middle School *Skip to question 22.*
- Metzger Middle School *Skip to question 22.*
- Woodlake Hills Middle School *Skip to question 22.*
- JCARE *Skip to question 30.*
- JECA *Skip to question 30.*
- JLA *Skip to question 30.*
- Judson High School *Skip to question 30.*
- Veteran's Memorial High School *Skip to question 30.*
- Wagner High School *Skip to question 30.*

*Skip to question 38.***Fine Arts - Elementary Campuses**

3. Fine Arts Participation - Elementary Campuses **Mark only one oval.*

- Exemplary - 100% of students receive one 45 minute class period or 1 class period of fine arts instruction, more than 36 times per academic year
- Recognized - 100% of students receive one 45 minute class period or 1 class period of fine arts instruction, 30 - 36 times per academic year
- Acceptable - 100% of students receive one 45 minute class period or 1 class period of fine arts instruction, 18 - 29 times per academic year
- Unacceptable - Less than 100% of students have less than 18 class periods per academic year

4. Staffing and Class Size - Elementary Campuses **Mark only one oval.*

- Exemplary - All Fine Arts classes are taught by a fine arts certified professional and each fine arts class is below the 25:1 student to teacher ratio
- Recognized - All Fine Arts classes are taught by a fine arts certified professional and the average fine arts class student to teacher ratio does not exceed 30:1
- Acceptable - All Fine Arts classes are taught by a fine arts certified professional
- Unacceptable - Fine Arts classes are not taught by a fine arts certified professionals

5. Elementary Performances **Mark only one oval.*

- Exemplary - Elementary campus provides 7 or more fine arts events which showcase student work and 2 beyond campus events
- Recognized - Elementary campus provides 4 – 6 fine arts events which showcase student work and 1 beyond campus event
- Acceptable - Elementary campus provides 1-3 fine arts events which showcase student work
- Unacceptable - Elementary campus holds no fine arts events

6. Community Fine Arts Events **Mark only one oval.*

- Exemplary - Campus provides opportunities for the community to attend 7 or more fine arts events which showcase student work and 2 beyond campus events
- Recognized - Campus provides opportunities for the community to attend 4 – 6 fine arts events which showcase student work and 1 beyond campus event
- Acceptable - Campus provides opportunities for the community to attend 1-3 fine arts events which showcase student work
- Unacceptable - Campus holds no fine arts events for community to attend which showcase students work

7. Staff Development **Mark only one oval.*

- Exemplary - Campus/District provides full funding for all fine arts teachers to attend a fine arts conference
- Recognized - Campus/District provides partial funding for all fine arts teachers to attend a fine arts conference
- Acceptable - Campus/District provides partial funding for one teacher from each middle school feeder pattern to attend a fine arts conference
- Unacceptable - Campus and/or District provide no funding for any teachers to attend fine arts conferences

8. Overall Domain Rating **Mark only one oval.*

- Exemplary
- Recognized
- Acceptable
- Unacceptable

*Skip to question 38.***Fine Arts - Secondary Campuses****9. Fine Arts Participation - Secondary Campuses ****Mark only one oval.*

- Exemplary - At least 80% of students complete 2 or 60% of students complete 3 or more TEKS-based fine arts courses before campus graduation
- Recognized - At least 60% of students complete 2 TEKS-based fine arts courses before campus graduation
- Acceptable - 100% of students complete at least one TEKS-based fine arts course before campus graduation
- Unacceptable - Less than 100% of students complete one TEKS-based fine arts course before campus graduation

10. Staffing and Class Size - Secondary Campuses **Mark only one oval.*

- Exemplary - All Fine Arts classes are taught by a fine arts certified professionals and each fine arts class is below the 25:1 student to teacher ratio. (Performing groups have 30:1 student to teacher ratio.)
- Recognized - All Fine Arts classes are taught by a fine arts certified professionals and the average fine arts class student to teacher ratio does not exceed 30:1
- Acceptable - All Fine Arts classes are taught by a fine arts certified professional and the average fine arts class size is irrelevant
- Unacceptable - All Fine Arts classes are not taught by a fine arts certified professional and the average fine arts class size is irrelevant

11. UIL Participation **Mark only one oval.*

- Exemplary - Of fine arts students that are eligible to participate, at least 90% participate in at least one activity sponsored by UIL, TMEA, VASE or other appropriate sponsoring organization(s)
- Recognized - Of fine arts students that are eligible to participate, at least 75% participate in at least one activity sponsored by UIL, TMEA, VASE or other appropriate sponsoring organization(s)
- Acceptable - Fine Arts students are provided opportunities to participate in events sponsored by UIL, TMEA, VASE or other appropriate sponsoring organization(s)
- Unacceptable - Fine Arts students do not have the opportunity to participate in events sponsored by UIL, TMEA, VASE or other appropriate sponsoring organization(s)

12. Community Fine Arts Events - Secondary **Mark only one oval.*

- Exemplary - Campus provides opportunities for the community to attend 10 or more events in each fine arts discipline hosted on or off the campus
- Recognized - Campus provides opportunities for the community to attend 5-9 events in each fine arts discipline hosted on or off the campus
- Acceptable - Campus provides opportunities for the community to attend 1-4 events in the fine arts discipline hosted on or off the campus
- Unacceptable - Campus holds no fine arts events for the community to attend

13. Staff Development **Mark only one oval.*

- Exemplary - Campus/District provides full funding for all fine arts teachers to attend a fine arts conference
- Recognized - Campus/District provides partial funding for all fine arts teachers to attend a fine arts conference
- Acceptable - Campus/District provides partial funding for one teacher from each middle school feeder pattern to attend a fine arts conference
- Unacceptable - Campus and/or District provide no funding for any teachers to attend fine arts conferences

14. Overall Domain Rating **Mark only one oval.*

- Exemplary
- Recognized
- Acceptable
- Unacceptable

*Skip to question 38.***Elementary - Wellness & Physical Education**

15. Physical Education Class Requirements - Data Sources include elementary class schedules **Mark only one oval.*

- Exemplary - Elementary students receive 150 or minutes of PE weekly
- Recognized - Elementary students receive 136 - 149 minutes of PE weekly
- Acceptable - Elementary students receive 135 minutes of PE weekly
- Unacceptable - Elementary students receive less than 135 minutes of PE weekly

16. Percentage of class time PE students spend participating in Moderate to Vigorous Physical Activity (MVPA). Data sources include lesson plans, observations, and walkthroughs. **Mark only one oval.*

- Exemplary - 71% - 100% of class time is dedicated to MVPA
- Recognized - 51% - 70% of class time is dedicated to MVPA
- Acceptable - 50% of class time is dedicated to MVPA
- Unacceptable - less than 50% of class time is dedicated to MVPA

17. Participation of students in Athletic programs. Data sources include athletic rosters and eligibility forms. **Mark only one oval.*

- Exemplary - 50% or more of students participate in Athletics
- Recognized - 40% - 49% of students participate in Athletics
- Acceptable - 30% - 39% of students participate in Athletics
- Unacceptable - less than 30% of students participate in Athletics

18. Participation of students in the USDA National School Lunch Program. Data sources include Average Daily Participation **Mark only one oval.*

- Exemplary - 75% of students participate in the NSLP
- Recognized - 65% - 74% of students participate in the NSLP
- Acceptable - 55% - 64% of students participate in the NSLP
- Unacceptable - less than 54% of students participate in the NSLP

19. Participation of students in the USDA National School Breakfast Program. Data sources include Average Daily Participation **Mark only one oval.*

- Exemplary - 50% of students participate in the NSBP
- Recognized - 40% - 49% of students participate in the NSBP
- Acceptable - 30% - 39% of students participate in the NSBP
- Unacceptable - less than 29% of students participate in the NSBP

20. Compliance with State Immunization Requirements. Data sources include Campus Clinic Reports *

Mark only one oval.

- Exemplary - 100% of students meet all immunization requirements
- Recognized - 75% of students meet all immunization requirements
- Acceptable - 50% of students meet all immunization requirements
- Unacceptable - less than 50% of students meet all immunization requirements

21. Compliance with vision, hearing and other required health screenings. Data sources include Campus Clinic Reports *

Mark only one oval.

- Exemplary - 100% of students are provided all required health screenings
- Recognized - 75% of students are provided all required health screenings
- Acceptable - 50% of students are provided all required health screenings
- Unacceptable - less than 50% of students are provided all required health screenings

22. Overall Domain Rating *

Mark only one oval.

- Exemplary
- Recognized
- Acceptable
- Unacceptable

Skip to question 42.

Middle School - Wellness & Physical Education

23. Physical Education Class Requirements - Data Sources include class schedules *

Mark only one oval.

- Exemplary - Middle School students receive 201 or more minutes of PE weekly for 4 of 6 semesters
- Recognized - Middle School students receive 151 - 200 minutes or more minutes of PE weekly for 4 of 6 semesters
- Acceptable - Middle School students receive 150 minutes of PE weekly for 4 of 6 semesters
- Unacceptable - Middle School students receive less than 150 minutes of PE weekly for 4 of 6 semesters

24. Percentage of class time PE students spend participating in Moderate to Vigorous Physical Activity (MVPA). Data sources include lesson plans, observations, and walkthroughs. *

Mark only one oval.

- Exemplary - 71% - 100% of class time is dedicated to MVPA
- Recognized - 51% - 70% of class time is dedicated to MVPA
- Acceptable - 50% of class time is dedicated to MVPA
- Unacceptable - less than 50% of class time is dedicated to MVPA

25. Participation of students in Athletic programs. Data sources include athletic rosters and eligibility forms. *

Mark only one oval.

- Exemplary - 50% or more of students participate in Athletics
- Recognized - 40% - 49% of students participate in Athletics
- Acceptable - 30% - 39% of students participate in Athletics
- Unacceptable - less than 30% of students participate in Athletics

26. Participation of students in the USDA National School Lunch Program. Data sources include Average Daily Participation *

Mark only one oval.

- Exemplary - 75% of students participate in the NSLP
- Recognized - 65% - 74% of students participate in the NSLP
- Acceptable - 55% - 64% of students participate in the NSLP
- Unacceptable - less than 54% of students participate in the NSLP

27. Participation of students in the USDA National School Breakfast Program. Data sources include Average Daily Participation *

Mark only one oval.

- Exemplary - 50% of students participate in the NSBP
- Recognized - 40% - 49% of students participate in the NSBP
- Acceptable - 30% - 39% of students participate in the NSBP
- Unacceptable - Less than 29% of students participate in the NSBP

28. Compliance with State Immunization Requirements. Data sources include Campus Clinic Reports *

Mark only one oval.

- Exemplary - 100% of students meet all immunization requirements
- Recognized - 75% of students meet all immunization requirements
- Acceptable - 50% of students meet all immunization requirements
- Unacceptable - less than 50% of students meet all immunization requirements

29. Compliance with vision, hearing and other required health screenings. Data sources include Campus Clinic Reports *

Mark only one oval.

- Exemplary - 100% of students are provided all required health screenings
- Recognized - 75% of students are provided all required health screenings
- Acceptable - 50% of students are provided all required health screenings
- Unacceptable - Less than 50% of students are provided all required health screenings

30. Overall Domain Rating *

Mark only one oval.

- Exemplary
- Recognized
- Acceptable
- Unacceptable

Skip to question 48.

High School - Wellness & Physical Education

31. Physical Education Class Requirements - Data Sources include class schedules and high school transcripts *

Mark only one oval.

- Exemplary - 25% of high school students complete 2.0 credits of PE or equivalent for graduation
- Recognized - 50% of high school students complete 1.5 credits of PE or equivalent for graduation
- Acceptable - 100% of high school students complete 1.0 credit of PE or equivalent for graduation
- Unacceptable - 100% of high school students do not complete at least 1.0 credit of PE or equivalent for graduation

32. Percentage of class time PE students spend participating in Moderate to Vigorous Physical Activity (MVPA). Data sources include lesson plans, observations, and walkthroughs. *

Mark only one oval.

- Exemplary - 71% - 100% of class time is dedicated to MVPA
- Recognized - 51% - 70% of class time is dedicated to MVPA
- Acceptable - 50% of class time is dedicated to MVPA
- Unacceptable - less than 50% of class time is dedicated to MVPA

33. Participation of students in Athletic programs. Data sources include athletic rosters and eligibility forms. *

Mark only one oval.

- Exemplary - 50% or more of students participate in Athletics
- Recognized - 40% - 49% of students participate in Athletics
- Acceptable - 30% - 39% of students participate in Athletics
- Unacceptable - less than 30% of students participate in Athletics

34. Participation of students in the USDA National School Lunch Program. Data sources include Average Daily Participation *

Mark only one oval.

- Exemplary - 75% of students participate in the NSLP
- Recognized - 65% - 74% of students participate in the NSLP
- Acceptable - 55% - 64% of students participate in the NSLP
- Unacceptable - less than 54% of students participate in the NSLP

35. Participation of students in the USDA National School Breakfast Program. Data sources include Average Daily Participation *

Mark only one oval.

- Exemplary - 50% of students participate in the NSBP
- Recognized - 40% - 49% of students participate in the NSBP
- Acceptable - 30% - 39% of students participate in the NSBP
- Unacceptable - less than 29% of students participate in the NSBP

36. Compliance with State Immunization Requirements. Data sources include Campus Clinic Reports *

Mark only one oval.

- Exemplary - 100% of students meet all immunization requirements
- Recognized - 75% of students meet all immunization requirements
- Acceptable - 50% of students meet all immunization requirements
- Unacceptable - less than 50% of students meet all immunization requirements

37. Compliance with vision, hearing and other required health screenings. Data sources include Campus Clinic Reports *

Mark only one oval.

- Exemplary - 100% of students are provided all required health screenings
- Recognized - 75% of students are provided all required health screenings
- Acceptable - 50% of students are provided all required health screenings
- Unacceptable - less than 50% of students are provided all required health screenings

38. Overall Domain Rating *

Mark only one oval.

- Exemplary
- Recognized
- Acceptable
- Unacceptable

Skip to question 55.

Community and Parental Involvement

39. **Programs and activities to engage families, business and community in improving student achievement include the following six items: 1. Campus Site Based Committee (CSBC) - all required members and number of mtgs; 2. Parental Involvement events focusing on academics 2 or more times/year; 3. Businesses sponsor or support programs that recognize student achievement, i.e., awards for honor roll students, perfect attendance, etc.; 4. Open House events focus on goal setting and ways to improve student performance and include community and business involvement; 5. Student tutoring services include mentors from community, and; 6. Parent meetings are hosted at varying times to maximize parent participation.**

Mark only one oval.

- Exemplary - Six of the six items listed above are being implemented
- Recognized - Four of the six items listed above are being implemented
- Acceptable - Three of the six items listed above are being implemented
- Unacceptable - Two of the six items listed above are being implemented

40. **Opportunities for families to develop their skills and self-confidence in developing school policy and volunteering include the following six items: 1. 50% of parents of enrolled students are registered to volunteer and actively participate at campus and district levels; 2. Establish effective communication regarding volunteer training; 3. Establish PTO with all officers positions filled and quarterly meetings; 4. Campus conducts Parent culture/climate survey and uses data to form policy and/or procedures; 5. Parents attend and participate on campus/district committees, and; 6. Parents take leadership role on campus/district/ community events.**

Mark only one oval.

- Exemplary - Six of the six items listed above are being implemented
- Recognized - Four of the six items listed above are being implemented
- Acceptable - Three of the six items listed above are being implemented
- Unacceptable - Two of the six items listed above are being implemented

41. **Parent communications include the following seven items: 1. Positive parent calls or notes as documented on communication log; 2. Procedures to communicate student progress, materials needed, and academic calendar in place; 3. Response to parent suggestions and questions by appropriate campus staff occurs within 24 hours documented on communication log; 4. Communication to parents translated as appropriate and distribute through multiple media sources; 5. 85% of parents sign up for Parent Center; 6. Information regarding upcoming events distributed to parents and community via multiple media sources, and; 7. Campus requires teachers to maintain/update webpage monthly.**

Mark only one oval.

- Exemplary - Seven of the seven items listed above are being implemented
- Recognized - Five of the seven items listed above are being implemented
- Acceptable - Three of the seven items listed above are being implemented
- Unacceptable - Two of the seven items listed above are being implemented

42. **Overall Domain Rating ***

Mark only one oval.

- Exemplary
- Recognized
- Acceptable
- Unacceptable

Skip to question 63.

21st Century Workforce Development - Elementary

43. **Percent of students participating in career assessments and/or inventories (i.e. Bridges, Career Cruising, When I Grow Up, etc.) All levels. Data Sources include Bridges and/or Career Cruising data reports; course catalog and master schedule; Exploring Careers course enrollment. ***

Mark only one oval.

- Exemplary - 50% of students have participated in one or more career assessments
- Recognized - 30-49% of students have participated in one or more career assessments
- Acceptable - 15-29% of students have participated in one or more career assessments
- Unacceptable - Less than 15% of students have participated in one or more career assessments

44. **Number of student-centered college, career enrichment opportunities (i.e. guest speakers, field trips, college visits, career fairs, community forums, parent nights, etc.). All levels. Data Sources include District calendars, secondary campus and program calendars; counseling calendars. ***

Mark only one oval.

- Exemplary - 11 or more opportunities provided annually
- Recognized - 6-10 opportunities provided annually
- Acceptable - 1-5 opportunities provided annually
- Unacceptable - 0 opportunities provided annually

45. **Number of career exposure opportunities provided for participation (i.e. guest speakers, field trips, mobile programs, career days, etc.). All levels. Data Sources include District calendars, elementary campus and calendars; counseling calendars. ***

Mark only one oval.

- Exemplary - 5 or more opportunities provided annually
- Recognized - 3 or 4 opportunities provided annually
- Acceptable - 1 or 2 opportunities provided annually
- Unacceptable - 0 opportunities provided annually

46. **Percentage of students participating in a Career Technology Student Organization (CTSO) and/or career-oriented club. Elementary Level Data Sources include Club membership lists. ***

Mark only one oval.

- Exemplary - At the elementary level, at least 30% of students are participating in a career oriented club
- Recognized - At the elementary level, at least 20% of students are participating in a career oriented club
- Acceptable - At the elementary level, at least 10% of students are participating in a career oriented club
- Unacceptable - At the elementary level, less than 10% of students are participating in a career oriented club

47. Percent of students completing a coherent sequence of CTE courses OR completing a computer literacy course. Data Sources include elementary PEIMS enrollment reports. *

Mark only one oval.

- Exemplary - At least 70% of all elementary students are taking a computer literacy course
- Recognized - At least 50% of all elementary students are taking a computer literacy course
- Acceptable - At least 25% of all elementary students are taking a computer literacy course
- Unacceptable - Less than 25% of all elementary students are taking a computer literacy course

48. Overall Domain Rating *

Mark only one oval.

- Exemplary
- Recognized
- Acceptable
- Unacceptable

Skip to question 2.

21st Century Workforce Development - Middle Schools

49. Percent of students participating in career assessments and/or inventories (i.e. Bridges, Career Cruising, When I Grow Up, etc.) All levels. Data Sources include Bridges and/or Career Cruising data reports; course catalog and master schedule; Exploring Careers course enrollment. *

Mark only one oval.

- Exemplary - 50% of students have participated in one or more career assessments
- Recognized - 30-49% of students have participated in one or more career assessments
- Acceptable - 15-29% of students have participated in one or more career assessments
- Unacceptable - Less than 15% of students have participated in one or more career assessments

50. Number of student-centered college, career enrichment opportunities (i.e. guest speakers, field trips, college visits, career fairs, community forums, parent nights, etc.). All levels. Data Sources include District calendars, secondary campus and program calendars; counseling calendars. *

Mark only one oval.

- Exemplary - 11 or more opportunities provided annually
- Recognized - 6-10 opportunities provided annually
- Acceptable - 1-5 opportunities provided annually
- Unacceptable - 0 opportunities provided annually

51. **Number of career exposure opportunities provided for participation (i.e. guest speakers, field trips, mobile programs, career days, etc.). All levels. Data Sources include District calendars, elementary campus and calendars; counseling calendars. ***

Mark only one oval.

- Exemplary - 5 or more opportunities provided annually
- Recognized - 3 or 4 opportunities provided annually
- Acceptable - 1 or 2 opportunities provided annually
- Unacceptable - 0 opportunities provided annually

52. **Percentage of students participating in a Career Technology Student Organization (CTSO) and/or career-oriented club. Secondary Level Data Sources include CTSO membership lists. ***

Mark only one oval.

- Exemplary - At the secondary level, at least 70% of CTE students are participating in a CTSO
- Recognized - At the secondary level, at least 50% of CTE students are participating in a CTSO
- Acceptable - At the secondary level, at least 35% of CTE students are participating in a CTSO
- Unacceptable - At the secondary level, less than 20% of CTE students are participating in a CTSO

53. **Percent of students completing a coherent sequence of CTE courses OR completing a computer literacy course. Data Sources include middle school Cognos CTE course completion ***

Mark only one oval.

- Exemplary - At least 70% of exiting 8th graders have completed a coherent sequence of CTE courses
- Recognized - At least 50% of exiting 8th graders have completed a coherent sequence of CTE courses
- Acceptable - At least 25% of exiting 8th graders have completed a coherent sequence of CTE courses
- Unacceptable - Less than 25% of exiting 8th graders have completed a coherent sequence of CTE courses

54. **Percent of workforce articulated/dual credit courses offered for middle school and high school students. Data sources include middle school Eduphoria/PEIMS: course catalog and master schedule. ***

Mark only one oval.

- Exemplary - At least 40% of middle school CTE students are enrolled in a CTE high school credit course
- Recognized - At least 30% of middle school CTE students are enrolled in a CTE high school credit course
- Acceptable - At least 20% of middle school CTE students are enrolled in a CTE high school credit course
- Unacceptable - Less than 10% of middle school CTE students are enrolled in a CTE high school credit course

55. Overall Domain Rating **Mark only one oval.*

- Exemplary
- Recognized
- Acceptable
- Unacceptable

*Skip to question 8.***21st Century Workforce Development - High Schools****56. Percent of students participating in career assessments and/or inventories (i.e. Bridges, Career Cruising, When I Grow Up, etc.) All levels. Data Sources include Bridges and/or Career Cruising data reports; course catalog and master schedule; Exploring Careers course enrollment. ****Mark only one oval.*

- Exemplary - 50% of students have participated in one or more career assessments
- Recognized - 30-49% of students have participated in one or more career assessments
- Acceptable - 15-29% of students have participated in one or more career assessments
- Unacceptable - Less than 15% of students have participated in one or more career assessments

57. Number of student-centered college, career enrichment opportunities (i.e. guest speakers, field trips, college visits, career fairs, community forums, parent nights, etc.). All levels. Data Sources include District calendars, secondary campus and program calendars; counseling calendars. **Mark only one oval.*

- Exemplary - 11 or more opportunities provided annually
- Recognized - 6-10 opportunities provided annually
- Acceptable - 1-5 opportunities provided annually
- Unacceptable - 0 opportunities provided annually

58. Number of career exposure opportunities provided for participation (i.e. guest speakers, field trips, mobile programs, career days, etc.). All levels. Data Sources include District calendars, elementary campus and calendars; counseling calendars. **Mark only one oval.*

- Exemplary - 5 or more opportunities provided annually
- Recognized - 3 or 4 opportunities provided annually
- Acceptable - 1 or 2 opportunities provided annually
- Unacceptable - 0 opportunities provided annually

59. Percentage of students participating in a Career Technology Student Organization (CTSO) and/or career-oriented club. Secondary Level Data Sources include CTSO membership lists. *

Mark only one oval.

- Exemplary - At the secondary level, at least 70% of CTE students are participating in a CTSO
- Recognized - At the secondary level, at least 50% of CTE students are participating in a CTSO
- Acceptable - At the secondary level, at least 35% of CTE students are participating in a CTSO
- Unacceptable - At the secondary level, less than 20% of CTE students are participating in a CTSO

60. Percent of students completing a coherent sequence of CTE courses OR completing a computer literacy course. Data Sources include high school PEIMS submissions: fall & summer snapshot *

Mark only one oval.

- Exemplary - At least 70% of exiting 12th graders currently enrolled in a CTE/ workforce course
- Recognized - At least 50% of exiting 12th graders currently enrolled in a CTE/ workforce course
- Acceptable - At least 25% of exiting 12th graders currently enrolled in a CTE/ workforce course
- Unacceptable - Less than 25% of exiting 12th graders currently enrolled in a CTE/ workforce course

61. Percent of workforce articulated/dual credit courses offered for middle school and high school students. Data sources include high school Eduphoria/PEIMS: course catalog and master schedule *

Mark only one oval.

- Exemplary - At least 40% of high school CTE courses are offered as articulated or dual credit
- Recognized - At least 30% of high school CTE courses are offered as articulated or dual credit
- Acceptable - At least 20% of high school CTE courses are offered as articulated or dual credit
- Unacceptable - Less than 10% of high school CTE courses are offered as articulated or dual credit

62. Percent of students completing CTE programs that lead to recognized certifications and/or licenses. Data Sources include locally developed certification databases; Perkins PER; future SMS PEIMS reporting. *

Mark only one oval.

- Exemplary - At least 75% or higher of CTE graduates received certifications or licenses
- Recognized - 50-74% of CTE graduates received certifications or licenses
- Acceptable - 26-49% of CTE graduates received certifications or licenses
- Unacceptable - Less than 25% of CTE graduates received certifications or licenses

63. Overall Domain Rating **Mark only one oval.*

- Exemplary
- Recognized
- Acceptable
- Unacceptable

*Skip to question 8.***2nd Language Acquisition****64. Language Proficiency Assessment Committee (LPAC) is implemented with fidelity. Steps include; student testing, student enrollment, LPAC meeting held, parent letter sent & received by campus. Data sources include Initial Assessment Results for Bilingual/ESL Programs, Record Transfer Forms, and LPAC Meeting Minutes.***Mark only one oval.*

- Exemplary - The entire process as listed is completed within an average of 8 to 11 instructional days
- Recognized - The entire process as listed is completed within an average of 12 to 15 instructional days
- Acceptable - The entire process as listed is completed within an average of 16 to 20 instructional days
- Unacceptable - The entire process as listed is not completed within an average of 20 days

65. The Texas English Language Proficiency Assessment System (TELPAS) staff development is being implemented with fidelity. Data Sources include Rater rosters and Training Sign-in-Sheets.*Mark only one oval.*

- Exemplary - 100% of TELPAS raters are identified on a yearly basis no later than end of August. TELPAS raters are required to attend the English Language Proficiency Standards (ELPS) training by the end of August (new teachers) or attend a refresher each year (continuing teachers)
- Recognized - 100% of TELPAS raters are identified on a yearly basis no later than end of September. TELPAS raters are required to attend the English Language Proficiency Standards (ELPS) training by the end of September (new teachers) or attend a refresher each year (continuing teachers)
- Acceptable - 100% of TELPAS raters are identified on a yearly basis no later than end of October. TELPAS raters are required to attend the English Language Proficiency Standards (ELPS) training by the end of October (new teachers) or attend a refresher each year (continuing teachers)
- Unacceptable - 100% of TELPAS raters are identified on a yearly basis after the end of October. TELPAS raters are required to attend the English Language Proficiency Standards (ELPS) training after the end of October (new teachers) or attend a refresher each year (continuing teachers)

66. **Provide awareness to the community of the English Language Learners (ELL) Services/Programs at Judson ISD which include Student Placement Center, Dual Language, Late Exit, and English as a Second Language. Data Sources include: Brochures, Parent participation in LPAC's, PTO Meeting Agendas, and Web Sites (Campus & District).**

Mark only one oval.

- Exemplary - All four services and programs listed are communicated to the community
- Recognized - Three out of the four services and programs listed are communicated to the community
- Acceptable - Two out of the four services and programs listed are communicated to the community
- Unacceptable - One out of the four services and programs listed are communicated to the community

67. **Overall Domain Rating ***

Mark only one oval.

- Exemplary
- Recognized
- Acceptable
- Unacceptable

Skip to question 67.

The Digital Learning Environment

68. **JISD implements the district technology standard for classrooms, Learning Resource Centers and computer labs at Elementary, Middle and High Schools. Data Sources include the Technology Standards Data Spreadsheet. ***

Mark only one oval.

- Exemplary - 100%-90% of the classrooms, labs and learning resource centers meet the standard as stated in the JISD Technology Standards
- Recognized - 89% - 80% of the classrooms, labs and learning resource centers meet the standard as stated in the JISD Technology Standards
- Acceptable - 79%-70% of the classrooms, labs and learning resource centers meet the standard as stated in the JISD Technology Standards
- Unacceptable - Less than 70% of the classrooms, labs and learning resource centers meet the standard as stated in the JISD Technology Standards

69. **JISD provides online learning opportunities 24/7, such as: eBooks, Learning.com, iStation, Think Through Math, First in Math (Grades 1 - 5), Edgenuity, K-12 Databases, and Stride Academy. Data Sources include the Online Learning Data Spreadsheet. ***

Mark only one oval.

- Exemplary - 100% - 90% of the students have been provided opportunities to participate in online learning appropriate to their campus
- Recognized - 89% - 80% of the students have been provided opportunities to participate in online learning appropriate to their campus
- Acceptable - 79% - 70% of the students have been provided opportunities to participate in online learning appropriate to their campus
- Unacceptable - Less than 70% of the students have been provided opportunities to participate in online learning appropriate to their campus

70. **JISD provides opportunities for online participation and collaboration such as: Schoology, Student email, Google Apps, and Google Classroom. Data Sources include the Email Availability Data Spreadsheet. ***

Mark only one oval.

- Exemplary - 100% - 80% of the students have been provided opportunities for online participation and collaboration
- Recognized - 79% - 70% of the students have been provided opportunities for online participation and collaboration
- Acceptable - 69% - 50% of the students have been provided opportunities for online participation and collaboration
- Unacceptable - Less than 50% of the students have been provided opportunities for online participation and collaboration

71. **JISD provides opportunities for the community to increase communication using technology tools such as: Bright Arrow, District and Campus Websites, Parent Center, and Parent email addresses. Data Sources include the Bright Arrow Data Spreadsheet. ***

Mark only one oval.

- Exemplary - The campus communicates using some or all of the technology tools on an average of multiple times per week
- Recognized - The campus communicates using some or all of the technology tools on an average of once per week
- Acceptable - The campus communicates using some or all of the technology tools on an average of once per month
- Unacceptable - The campus communicates using some or all of the technology tools on an average of less than once per month

72. **JISD provides awareness to the community of opportunities for district feedback using digital tools such as: JBlog, Facebook, Twitter, Surveys, and the Report It! Program. Data Sources include websites, newsletters, parent meetings, site based committee meetings, staff meetings, posted signs, and brochures. ***

Mark only one oval.

- Exemplary - The campus communicates the availability of some or all of the digital tools on an average of more than twice per year
- Recognized - The campus communicates the availability of some or all of the digital tools on an average of twice per year
- Acceptable - The campus communicates the availability of some or all of the digital tools on an average of once per year
- Unacceptable - The campus communicates the availability of some or all of the digital tools on an average of less than once per year

73. **JISD provides digital resources for the community such as: Guest Wi-fi, Community Kiosks, Access to Campus Learning Resource Center computers, Online Parent Volunteer training, JISD Connect Mobile App, and JISDTV. Data Sources include websites, newsletters, parent meetings, site based committee meetings, staff meetings, posted signs, and brochures. ***

Mark only one oval.

- Exemplary - The campus communicates the availability of all six of the listed digital resources
- Recognized - The campus communicates the availability of four of the six listed digital resources
- Acceptable - The campus communicates the availability of three of the six listed digital resources
- Unacceptable - The campus communicates the availability of less than three of the six listed digital resources

74. **Overall Domain Rating ***

Mark only one oval.

- Exemplary
- Recognized
- Acceptable
- Unacceptable

Skip to question 74.

Dropout Prevention

75. Performance Indicator: Programs and initiatives are geared to increasing communication with parents *

Mark only one oval.

- Exemplary - 4 or more programs that would include forums, e-blasts/flyers, etc. Established Attendance Committee
- Recognized - 3 programs that would include forums, e-blasts/flyers, etc. Established Attendance Committee
- Acceptable - 2 programs that would include forums, e-blasts/flyers, etc. Established Attendance Committee
- Unacceptable - 1 program that would include forums, e-blasts/flyers, etc. No established Attendance Committee

76. Performance Indicator: Community partnerships/mentoring programs provided for at-risk students *

Mark only one oval.

- Exemplary - Community partnerships/mentoring programs are consistently provided throughout the school year
- Recognized - Community partnerships/mentoring programs are consistently provided once each semester
- Acceptable - Only one community partnerships/mentoring program provided annually per school year
- Unacceptable - No community partnerships/mentoring programs provided

77. Performance Indicator: Attendance incentives or recognition programs provided *

Mark only one oval.

- Exemplary - 5 or more incentive or recognition programs are offered
- Recognized - 3 or more incentive or recognition programs are offered
- Acceptable - 1 or more incentive or recognition programs are offered
- Unacceptable - No incentive or recognition programs are offered

78. Performance Indicator: Attendance intervention programs are provided for at-risk students *

Mark only one oval.

- Exemplary - Provides attendance intervention programs all year
- Recognized - Provides an attendance intervention program once each semester
- Acceptable - Provides an attendance intervention program once a year
- Unacceptable - No attendance intervention program is provided

79. Performance Indicator: Students participate in extra-curricular classes/activities *

Mark only one oval.

- Exemplary - 40% or more students participate in extra-curricular classes/activities
- Recognized - 30% or more students participate in extra-curricular classes/activities
- Acceptable - 20% or more students participate in extra-curricular classes/activities
- Unacceptable - Less than 10% of students participate in extra-curricular classes/activities

80. Overall Domain Rating **Mark only one oval.*

- Exemplary
- Recognized
- Acceptable
- Unacceptable

*Skip to question 80.***Gifted & Talented Programs****81. Parent meetings are held to solicit input and support for the program. Roll is taken and minutes submitted to district office. ****Mark only one oval.*

- Exemplary - Parents on each campus meet at least twice each year to discuss and review the program offerings, solicit support and provide assistance in planning and offer improvement suggestions and ideas. In addition, parents organize into a district wide parent association for the gifted/talented meeting quarterly with each campus representation
- Recognized - Parents on each campus meet twice each year to discuss and review the program offerings, solicit support and provide assistance in planning and offer improvement suggestions and ideas
- Acceptable - Parents on each campus meet once each year to discuss and review the program offerings, solicit support and provide assistance in planning and offer improvement suggestions and ideas
- Unacceptable - No parent input is solicited

82. The staff and community is made aware of the program through outreach mediums such as: Newsletters, Websites, Orientation meetings, PTO presentations, Annual parent conferences, Staff meetings, New teacher orientations, Staff presentations, Community presentations and documentation submitted to district. **Mark only one oval.*

- Exemplary - At least 8 of the listed avenues of outreach to staff and community on the program are provided to solicit involvement in providing services to gifted/talented students
- Recognized - At least 6 of the listed avenues of outreach to staff and community on the program are provided by the campus to solicit involvement in providing services to gifted/talented students
- Acceptable - At least 4 of the listed avenues of outreach to staff and community on the program are provided by the campus to solicit involvement in providing services to gifted/talented students
- Unacceptable - Outreach is not provided on the program to the staff and community to solicit their involvement in providing services to gifted/talented students

83. Students work independently to complete research projects and present their discoveries to an audience. Documentation is recorded. *

Mark only one oval.

Exemplary - Experiences that result in the development of sophisticated products and/or performances targeted to an audience outside campus and/or assessed by external evaluators who are knowledgeable in the field is available through gifted/talented curricula

Recognized - Experiences that result in the development of sophisticated products and/or performances targeted to an audience outside the classroom is available through gifted/talented curricula

Acceptable - Experiences that result in the development of sophisticated products and/or performances targeted to an audience of classroom peers is available through gifted/talented curricula

Unacceptable - No independent research targeted to an audience is provided

84. Differentiated instruction for the G/T student is being provided and documented. Document is available to parents upon request. *

Mark only one oval.

Exemplary - Documentation showing differentiated instruction for each G/T student is being collected on a continuing basis with a Differentiated Education Plan (DEP) created as a guideline

Recognized - Documentation showing differentiated instruction for each G/T student is being collected by administrator every two weeks

Acceptable - Documentation showing differentiated instruction for each G/T student is being collected by administrator once each 6 weeks

Unacceptable - No differentiation is being documented

85. G/T Teachers, administrators and counselors have received the appropriate staff development based on TEA guidelines for gifted and talented. Training is documented and required prior to assignment *

Mark only one oval.

Exemplary - All G/T teachers have received the required TEA 30 foundation hours and yearly 6 hour updates prior to the end of the first semester

Recognized - All G/T teachers have received the required TEA 30 foundation hours prior to the end of the first semester and yearly 6 hour updates. Administrators and counselors receive a minimum of six hours annually of professional development in gifted/talented education

Acceptable - All G/T teachers have received the required TEA 30 foundation hours prior to the end of the first semester and yearly 6 hour updates. Administrators and counselors receive the required 6 hours or the 3 hour update every five years

Unacceptable - 30 Foundation Hours are not completed by the end of the first semester. Teachers do not receive the 6 hour updates each year. Administrators and counselors do not receive their required training

86. Overall Domain Rating *

Mark only one oval.

Exemplary

Recognized

Acceptable

Unacceptable

Overall Campus Rating and Compliance

87. Overall Campus Rating *

Mark only one oval.

- Exemplary
- Recognized
- Acceptable
- Unacceptable

88. Campus is compliant with statutory reporting and policies. *

Mark only one oval.

- Yes
- No

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