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POINT ISABEL
SCHOOL DISTRICT EVALUATION OF PERFORMANCE IN COMMUNITY AND STUDENT ENGAGEMENT; COMPLIANCE

Indicator	District:	20116-2017 Point Isabel ISD	Rating				
	Campus:	Port Isabel High School	Unacceptable	Acceptable	Recognized	Exemplary	
Student and Community Engagement; Compliance	Program/Category						
	Fine Arts					Exemplary	
	Wellness and Physical Education					Exemplary	
	Community and Parental Involvement					Exemplary	
	21st Century Workforce Development					Exemplary	
	Dropout Prevention Strategies					Exemplary	
	Second Language Acquisition				Recognized		
	Digital Learning Environment				Recognized		
	Educational Programs for Gifted and Talented				Recognized		
	Statutory Reporting and Policy Requirements						
	Compliance with statutory reporting and policy requirements by LEA based on criteria that was developed by a local committee:					Yes	
Overall Rating						Exemplary	

Each school district shall evaluate the district's performance of each campus in the district by August 8 of each year. The districts shall report the information to TEA and make the performance ratings public.

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Indicator		Port Isabel High School Rating						
Statutory Reporting and Policy Requirements		Statutory Reporting and Policy Requirements Current Rating ----->						
		"No" Area		"Yes" Area			Data Source	Rating
		Unacceptable	Acceptable	Recognized	Exemplary			
1	Texas Academic Performance Report (TAPR)	Does not conduct a campus public discussion or disseminate the TAPR.	Conducts a campus public discussion within 90 days from the release date to the superintendents, public release and wide dissemination of the TAPR within the district.	Conducts a campus public discussion within 90 days from the release date to the superintendents, public release and wide dissemination of the TAPR within the district.	Conducts a campus public discussion within 90 days from the release date to the superintendents, public release and wide dissemination of the TAPR within the district.	x		Exemplary
2	PEIMS validation/submission Attendance Leavers Discipline Student Assessment Demographic Data Program Coding Budget /Actual Expenditures		70 - 79 % on time PEIMS submission.	80 - 99 % on time PEIMS submission.	100 % error free PEIMS submissions.	x	2014 TEA on-time reports.	Recognized
3	IMPROVEMENT PLANS (IP) Campus Improvement Plan (CIP)	Less than 75% of the IP is implemented.	75-84% of the IP is implemented.	85-94% of the IP is implemented.	95-100% of the IP is implemented.	x		Recognized
4	Personnel Highly Qualified (HQ)	Less than 100% HQ by submission date and do not submit on time.	100% HQ by submission date and submit on time.	100% HQ by October and submit on time.	100% HQ by Snapshot Date and submit on time.	x		Exemplary
6	Programs/Compliance Gifted and Talented Bilingual/ESL SpED ISPP Career Technical Education Title I/Migrant Food services Transportation Support services Response To Intervention (RTI)	Less than 80% of all programs meet compliance.	80-89% of all programs meet compliance.	90-94% of all programs meet compliance.	95-100% of all programs meet compliance.	X		Exemplary
8	NCLB Cards Report	Information was not disseminated within 6 calendar weeks from time of notification.	100% of information was disseminated within 6 calendar weeks from time of notification.	100% of information was disseminated within 6 calendar weeks from time of notification with at least two means of distribution.	100% of information was disseminated within 6 calendar weeks from time of notification through various means of distribution.	x		Exemplary

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Indicator		Port Isabel High School Rating					
		Fine Arts Program Current Rating ----->				Exemplary	
Fine Arts Program		Unacceptable	Acceptable	Recognized	Exemplary	Data Source	Rating
Port Isabel High School							
	Program Diversity						
6a	Indicate the number of TEKS based Fine Arts programs offered at your campus for credit (Band, Choir, Dance, Orchestra, Theater, Visual Art, or Mariachi).	0 - 1 Program	2 Programs	3 - 4 Programs	5 or more programs	x	Master Schedule Exemplary
6b	Indicate the number of Fine Arts experiences that are offered year round for extension outside school day (i.e. Colorguard, Show Choir, Dance groups, Jazz Band).	0 Experiences	1 Experience	2 - 3 Experiences	4 or more experiences	x	Exemplary
Student Participation							
7	What % of the student population are enrolled in TEKS based Fine Arts Programs for credit?	0 - 9%	10% - 24%	25% - 49%	50% or more	x	Exemplary
Performanc Engagement							
8a	Indicate the number of individual ensembles/groups that participated in UIL Concert/Sightreading and One Act Play competitions per program in 2016-2017 (i.e. Band, Orchestra, and Choir UIL Concert/Sightreading; UIL One Act Play and Theatrical Design; UIL Medium Ensemble for HS Mariachi and Jazz Band).	0 - 1 groups participated.	2 - 5 groups participated.	6 - 9 groups participated.	10 or more groups participated.	x	Exemplary
8b	Indicate the number of groups that participated in a Sanctioned Competition in 2016-2017 (i.e. Drill or Dance Team including Folklorico; HS Winter Guard; HS Drumline).			0 - 2 groups participated.	3 or more groups participated.	x	Exemplary

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Indicator		Port Isabel High School Rating					
		Fine Arts Program Current Rating ----->				Exemplary	
Fine Arts Program		Unacceptable	Acceptable	Recognized	Exemplary	Data Source	Rating
8c	Indicate the number of times Fine Arts Programs performed/exhibited at *non-competitive events for the community during the 2016-2017 school year. *Examples: Half-Time Shows, Concerts, Parades, Shows, Plays, Musicals, Holiday Programs (i.e. Veteran's Day, Memorial Day, Mother's Day) performance at/for businesses in the community.	0 - 14 times.	15 - 24 times.	25 - 34 times.	35 or more times.	x	Exemplary
	Student Recognition						
9a	Indicate the number of Fine Arts groups that earned distinction beyond the District level.	0 groups.	1 group.	2 - 3 groups.	4 or more groups.	x	Exemplary
9b	Number of students receiving a 3 or higher on an AP Art Exam (2015-2016).	None	1 - 2 students.	3 - 4 students.	5 or more students.	x	Recognized
	Teacher Instructional Support						
10b	Fine Arts Regional and State Professional Development	Fine Arts teachers are not permitted to attend regional and state professional development.	Fine Arts teachers are permitted to attend regional and state professional development.	Fine Arts teachers are encouraged to attend regional and state professional development.	Fine Arts teachers receive funding to attend regional and state professional development.	x	Exemplary
10c	Facilities	None of the Fine Arts programs have a dedicated classroom/facility that supports the instructional needs of the program.	Some of the Fine Arts programs have a dedicated classroom/facility that supports the instructional needs of the program.	Most of the Fine Arts programs have a dedicated classroom/facility that supports the instructional needs of the program.	All of the Fine Arts programs have a dedicated classroom/facility that supports the instructional needs of the program.	x	Recognized
10d	Instructional Minutes -- Indicate the number of instructional minutes per week for Fine Arts classes.	0 - 224 Instructional Minutes.	225 - 249 Instructional Minutes.	250 - 299 Instructional Minutes.	300 or more Instructional Minutes.	x	Exemplary

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Indicator		Port Isabel High School Rating						
		Fine Arts Program Current Rating ----->					Exemplary	
Fine Arts Program		Unacceptable	Acceptable	Recognized	Exemplary	Data Source	Rating	
10e	Music Tiered Instruction -- Music groups are scheduled by competition designation (i.e. Concert, Symphonic) and practice regularly during the school day).	No	Sometimes.	Most of the time.	Always.	x	Exemplary	
10f	Art, Dance, Theater Tiered Instruction -- Art, Dance, and Theater courses are scheduled to facilitate tiered and sequential instruction. (Example: Art 1 is scheduled separately from Art 2-4 and Theater 1 students are scheduled separately from Theater 2-3).	No	Sometimes.	Most of the time.	x		Recognized	

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Indicator	Port Isabel High School Rating					
	Wellness and Physical Education Current Rating ----->					Exemplary
Wellness and Physical Education	Unacceptable	Acceptable	Recognized	Exemplary	Data Source	Rating
I. Health Education						
Human Sexuality Education	No evidence of instruction.	Students are taught Human Sexuality Education at the secondary level.	Students are taught Human Sexuality Education (sex education) on the High School campus.	X	All students are required to take a Human Sexuality Education course at the high school.	Lesson Plans Recognized
II. Health Services						
Notice given regarding required immunizations.	No evidence of notice.	70% of students are given notice.	85% of students are given notice.		100% of students are given notice.	x Nurse's Records Exemplary
Completed Health Screening Referrals (hearing, vision, and spinal).	Less than 85% of completed Health Screening Referrals.	85% of completed Health Screening Referrals.	90% of completed Health Screening Referrals.		Completed Health Screening Referrals.	x Nurse's Records Exemplary
Availability of school nurses.	None.	1 nurse for 800 or more students.	1 nurse for 700- 799 students.		1 nurse for 600-699 students.	x Staffing Plan Exemplary
III. Mental Health/Counseling Services						
Staff trainings are provided on Positive Behavior and Intervention Supports (CPI).	No evidence of staff training.	1 training per year is offered.	1 training per semester, twice per year is offered.		3 or more trainings are provided throughout the school year.	x Eduphoria Workshop data Exemplary
Training is provided on Suicide and Violence Risk Assessment.	No evidence of training.	1 training per year for all professional staff.	1 training per year for all professional staff and a mental health training for all new professionals.	x	1 training per year for all professional staff, a mental health training for all new professionals and counselors attend one or more additional trainings a year.	Eduphoria Workshop data Recognized
Campus staff will request Crisis Response as appropriate for suicide attempt, violence, etc.	Campus staff does not request Crisis Response for suicide attempt, violence, etc.	Campus staff does request Crisis Response as appropriate.	Campus staff does request Crisis Response as appropriate. Counselors have resources to address crisis issues.		Campus staff does request Crisis Response as appropriate. Counselors have resources and contacts to address crisis issues.	x Principal/Counselor records Exemplary
Campus staff will request Bullying Prevention and Interventions as appropriate.	Campus staff does not request Bullying Prevention and Interventions as appropriate.	Campus staff does request Crisis Response for Bullying Prevention and Interventions as appropriate.	Campus staff does request Crisis Response for Bullying Prevention and Interventions as appropriate. Bullying Prevention training is offered to the campus.	X	Campus staff does request Crisis Response for Bullying Prevention and Interventions as appropriate. Bullying Prevention training is offered to the campus, the parents, and the community.	Sign-In sheets; Flyers Recognized
IV. Child Nutrition						

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Indicator	Port Isabel High School Rating						
	Wellness and Physical Education Current Rating ----->				Exemplary		
Wellness and Physical Education	Unacceptable	Acceptable	Recognized	Exemplary	Data Source	Rating	
District breakfast and lunch menus meet need the Nutritional Guidelines according to age groups.	No evidence of menus Nutritional Guidelines.	Menus meet the Nutritional Guidelines.	Menus meet the Nutritional Guidelines and encourage healthy eating for students (variety of nutritional selections are offered daily).	Menus meet the Nutritional Guidelines and encourage and promote healthy eatings for students, parents, and the community (nutritional analysis and nutrition information provided through program website).	x	Menus; Webpage	Exemplary
Adhere to state guidelines for food served in school environment.	Competitive foods and foods of minimum nutritional values are allowed during the school day.	State guidelines are met with allowable snacks in the classroom and afterschool. Competitive foods and foods of minimum nutritional values are not allowed/provided.	State guidelines are met with allowable snacks in the classroom and afterschool. Competitive foods and foods of minimum nutritional values are not allowed/provided. Healthy choices such as water, low fat and fat free milk and 100% fruit or vegetable juice are provided throughout the day.	State guidelines are met with allowable snacks in the classroom and afterschool. Competitive foods and foods of minimum nutritional values are not allowed/provided. Healthy choices such as water low fat and fat free milk and 100% fruit or vegetable juice are provided throughout the day. Concession stands at school activities, outside the school day, are encouraged to provide health food options, offer plain water, and limit portion size to meet the state and federal standards.	X		Recognized

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Indicator	Port Isabel High School Rating						Data Source	Rating
	Unacceptable	Acceptable	Recognized	Exemplary	Exemplary			
Wellness and Physical Education	Wellness and Physical Education Current Rating ----->							
Compliance with USDA/TDA regulations.	Evidence of non-compliance.	Students have enough time to consume their meal.	Students have enough time to consume their meal. Meals are not utilized as a means of punishment. 80% of the students present their student ID card or number on a daily basis for meal counting and claiming.	Students have more than enough time to consume their meal. Meals are not utilized as a means of punishment. 100 % of the students present their student ID card or number on a daily basis for meal counting and claiming.	x		Exemplary	
V. Staff Wellness								
Host voluntary Health/Wellness (Health Fairs, Wellness Wednesday, Fit Fridays, Family Fun fitness, etc.).	None.	Conducted at Elementary campuses only.	At least one district-wide event.	At least one district-wide event and an additional event at two of the campuses.	x		Recognized	
VI. Physical Education								
State mandated amount of TEKS based Physical Activity MVPA (Moderate to Vigorous Physical) - 50 minutes of class time per day.	Less than the state mandates.	All students participate in the State mandated amount of TEKS based Physical Activity (MVPA) per day/week for grade level (Elementary-30 minutes per day or 135 minutes per week, Middle School-30 minutes per day per semester, and High School-50 minutes of class time).	In addition to the State mandated amount of Physical Activity, students also participate in before and after school programs that contain physical activity.	Students participate in the State mandated amount of Physical Activity, in before and after school programs containing physical activity, and in physical activity that is integrated in the classroom (Brain Breaks).	x		Recognized	
Student : Teacher Ratio in each class	The student:teacher ratio is more than 45 students to 1 teacher.	The student:teacher ratio is less than 45 students to 1 teacher.	The student:teacher ratio is less than 35 students to 1 teacher.	The student:teacher ratio is less than 30 students to 1 teacher.	x		Exemplary	
Staff and students participate in causes (Autism Walk, Blood Drives, Breast Cancer Awareness Walks).	None	One to three causes.	Four to six causes.	Seven or more causes.	X		Exemplary	
Fitness assessment using Fitnessgram (FG).	Not used or conducted.	FG assessment is conducted at least once per school year for students in grades 3-12 receiving credit for Physical Education and reported to TEA on time.	FG Assessment is conducted at least twice during the school year in grades 3-12 for students receiving credit for Physical Education, reported to TEA on time, and scores are shared with parents upon request.	FG Assessment is conducted at least twice during the school year in grades 3-12 for all students, reported to TEA on time, and scores are shared with parents with an explanation of the scores.	x		Recognized	

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Indicator		Port Isabel High School Rating							
Community and Parental Involvement		Community and Parental Involvement Current Rating ----->					Exemplary		
		Unacceptable	Acceptable	Recognized	Exemplary	Data Source	Rating		
I. Opportunities for parents to assist students in preparing for assessments									
A.	Communicate with parents about the importance of the State Assessments and tutorials.	No evidence of communication.	Communication about State Assessment and tutorials occur once per semester.	x	Communication about State Assessment and tutorials occurs three times per semester.	Communication about State Assessment and tutorials occurs five or more times per semester.	x	BlackBoard Connect log	Exemplary
B.	Provide parent meetings relevant to Campus Programs and Services.	No evidence of parents meetings.	1-2 parent sessions provided per semester.	x	3-4 parent sessions provided per semester.	5 or more parent sessions provided per semester.	x	Agendas Sign-In Sheets	Exemplary
C.	Provide parents the opportunity to participate in Campus Decision-Making Committees to provide input about preparations methods for State Assessment.	No evidence of parent input through SBDM.	Some evidence of parent participation in SBDM (less than 50% attendance).	x	Regular parent participation in SBDM (50% - 74% attendance).	Consistent evidence of parent participation in SBDM (75% - 100% attendance).	x	Agendas Sign-In Sheets	Recognized
II. Tutoring Programs that Support Students taking State Assessments									
A.	Academic tutorials	No evidence of academic tutorials to support State Assessment Knowledge and Skills.	There is some evidence attendance in academic tutorials are taking place for targeted student populations (less than 50% attendance).	x	There is evidence regular attendance in academic tutorials are taking place for targeted student populations (51% - 74% attendance).	There is a consistent evidence attendance in academic tutorials is taking place for targeted student populations (75% - 100% attendance).	x	Sign-In Sheets	Acceptable
	Flexible Learning Opportunities	No evidence of Flexible Learning Opportunities.	There is limited evidence of Flexible Learning Opportunities (1 - 2 offerings).	x	There is evidence of Flexible Learning Opportunities (3 - 4 offerings).	There is significant evidence of Flexible Learning Opportunities (5 or more offerings).	x	Sign-In Sheets Lesson plans	Exemplary
B.	Assessment tutorial opportunities (STAAR, ACT, TSI, SAT, AP).	No evidence of tutorial opportunities focusing on test-taking strategies.	There is limited evidence of tutorial opportunities focusing on test-taking strategies (1-3 per semester).	x	There is evidence of tutorial opportunities focusing on test-taking strategies (4-6 per semester).	There is significant evidence of tutorial opportunities focusing on test-taking strategies (7 or more per semester).	x	Sign-In Sheets	Exemplary
III. Opportunities for Students to Participate in Community Service Projects									
A.	Campus Based Community Service Projects	0-2 Community Service Projects per year.	3-4 Community Service Projects per year.	x	5-6 Community Service Projects per year.	7 or more Community Service Projects per year.	x	Project	Exemplary

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Indicator		Port Isabel High School Rating						
21st Century Workforce Development		21st Century Workforce Development Current Rating ----->					Exemplary	
		Unacceptable	Acceptable	Recognized	Exemplary	Data Source	Rating	
1	Career Clusters	0 Career Pathways.	1 to 3 Career Pathways.	4 to 7 Career Pathways.	8 - 10 or more Career Pathways.	X	CTE Course Catalogue.	Exemplary
3	Endorsements	9 or less Endorsements.	10-12 Endorsements.	13-15 Endorsements.	16 or more Endorsements.	X	Course Catalogue.	Exemplary
5	4-year Individualized Graduation Plan	0-10% completed based on enrollment.	11-50% completed based on enrollment.	51-79% completed based on enrollment.	80-100% completed based on enrollment.	X	Registration	Exemplary
7	Academic and Technical Dual Enrollment Credit	None offered.			Academic and Technical Dual Enrollment Credit offered.	X	Master Schedule, Course Catalog, MOU's	Exemplary
8	Industry Certificates (OSHA Safety, Microsoft Office Specialists, etc.).	None offered.	1 - 3 Offered.	4 - 7 Offered.	X	8 or more Offered.	CTE Data	Recognized
9	CTE/Community Partnerships, Internships, Job Shadowing, Mentoring.	None offered.	1 - 3 Offered.	4 - 7 Offered.		8 or more Offered.	CTE Data	Exemplary

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Indicator	District and Campus Rating						
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Dropout Prevention Strategies	Dropout Prevention Strategies Current Rating ----->							Data Source	Rating
	Unacceptable	Acceptable	Recognized	Exemplary					
Optional Flexible School Day Program	No.			Yes.	x		Campus Plan, StEP attendance logs.	Exemplary	
Dropout Prevention Planning	None.	Meets 1 - 3 times per year.	Meets 4 - 7 times per year.	Meets 8 or more times per year.	x		Leaver Status logs.	Exemplary	
Online Cohort Data Analysis	No.			Yes.	x			Exemplary	
Dropout Specialist	None.			Yes.	x			Exemplary	
Credit Recovery Programs	None.			Yes.	x			Exemplary	
RTI Programs	None.	Developing.	x	Early stages.				Acceptable	
Parental notification of student absences	None.	Monthly.		Weekly.			Attendance Clerk log.	Exemplary	
Home Visits conducted	No.			Yes.	x		Log.	Exemplary	
CTE Informational Sessions	None.	1 - 2 sessions.	x	3 - 4 sessions.			District/Campus Plan, PEIMS, Activity Logs/Sign-In Sheets.	Acceptable	
College visits	None.	1 - 5 per year.		6 - 9 per year.			Student Approval Lists for trip requests.	Exemplary	
Parental Involvement Meetings/Sessions	4 or less sessions annually.	5 - 6 sessions annually.		7 - 8 sessions annually.			Sign-In Sheets Agendas	Exemplary	
Counselors availability	None.	Some of the time.		Most of time.	x		Counselor logs.	Recognized	
Discipline Management System (Anti - Bullying, Champs, PBIS).	No.			Yes.	x			Exemplary	
Support for pregnant teens	No.	1- 2 support systems.		3- 4 support systems.	x			Recognized	
Student Clubs	None offered.	1 - 3 offered.		4 - 6 offered.				Exemplary	

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Indicator		Port Isabel High School Rating						
Second Language Acquisition		Unacceptable	Acceptable	Recognized	Exemplary	Data Source	Rating	
Second Language Acquisition Current Rating ----->								
1 Second Language Acquisition Programs								
ESL Program Implementation	None.	As required by law (under an approved TEA waiver).	As required by law (with appropriately certified and trained staff).	x	Provides the program to additional grade levels and student populations.	Program Handbook, District Documents	Recognized	
ESL Program Participation	Greater than 10% Parental Denials (Code C).	7-9% Parental Denials (Code C).	4-6% Parental Denials (Code C).	x	0-3% Parental Denials (Code C).	Percent of LEP students participating in Bilingual/ESL Education Programs.	Recognized	
LOTE Participation	None.	Provided at the High School level as required by law.	Provided at the High School and Middle School levels.	x	Provided at the High School, Middle School, and Elementary levels.	Teacher schedules; Master Schedule	Recognized	
2 Professional Staff Development								
Sheltered Instruction and ELPS Training are provided to staff serving ELLs	Not offered.	As required by state and federal law.	Offered to Content Area teachers, including those not serving ELLs.	x	Offered to all instructional staff on a yearly basis (Content, Electives, Extracurricular).	Agendas, Sign-In Sheets, Evaluations, Surveys, Training Materials, Teacher Transcripts and Certificates.	Exemplary	
LPAC Training	Not offered.	As required by state law.	Yearly LPAC Training: Elementary, at least one teacher per grade level; Secondary, all teachers in one Content Area.	x	Yearly LPAC Training for all teachers at a campus.	Agendas, Sign-In Sheets, Evaluations, Surveys, Training Materials, Teacher Transcripts and Certificates.	Acceptable	
3								
ELPS are implemented as required for each student comensurate to their English Language Proficiency Level	Inconsistent Implementation.	Implemented as required by law.	Vertical and horizontal alignment is evident in most curriculum documents and delivery of instruction.	x	Vertical and horizontal alignment is evident in all curriculum documents and delivery of instruction.	Curriculum documents, Lesson plans, Walk-throughs.	Acceptable	

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Indicator	Port Isabel High School Rating						
Second Language Acquisition	Second Language Acquisition Current Rating ----->						Recognized
	Unacceptable	Acceptable	Recognized	Exemplary	Data Source	Rating	
CCRS are implemented as required for each student	Inconsistent Implementation.	Implemented as required by law. x	Vertical and horizontal alignment is evident in most curriculum documents and delivery of instruction.	Vertical and horizontal alignment is evident in all curriculum documents and delivery of instruction.	Curriculum documents, Lesson plans, Walk-throughs.	Acceptable	
Integration of Technology for Second Language Acquisition	Not available.	Available, but not used consistently.	Teacher is using echnology consistently to deliver instruction.	Students are actively engaged through the use of technology. The teacher is the facilitator in the learning process. x	Lesson plans, Walk-throughs, Student Usage Reports, Student Products.	Recognized	
Pre-Advanced and Advanced Placement Courses are offered to current and former ELLs	Not offered.	As required by law.	Campus has activities in place to recruit students.	Campus recruits students and has at least 10% of their current and former ELL students participating in Pre-AP/AP courses. x	Recruitment Plan, Calendar, Rosters, PEIMS Data.	Exemplary	
4	Parent and Community Engagement						
Communication to parents and community members are provided in both English and Spanish	Sometimes.	Frequently.	Most of the time.	Always. x	Parent Portal, Website, Email, Flyers, Letters, Phone Messenger, Phone logs.	Exemplary	
Informational sessions are provided to parents and community members in regards to available Second Language Acquisition Programs and Services.	None are scheduled.	Once a year. x	Twice a year.	Three times or more a year.	Agendas, Sign-In Sheets, Evaluations, Surveys, Training materials.	Acceptable	

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Indicator		Port Isabel High School Rating						
Digital Learning Environments		Digital Learning Environments Current Rating ----->					Recognized	
		Unacceptable	Acceptable	Recognized		Exemplary	Data Source	Rating
1b	Campus Written Plan	Non-existent.	In progress.	Included in Campus Improvement Plan.	x	Separate plan.		Recognized
3	Percentage of courses using a Learning Management System (i.e Blackboard, Project Share, Edmodo, iTunes U, Google Classroom, etc.)	None.	10 - 25% use a Learning Management System.	26 - 50% use a Learning Management System.	x	50% plus use a Learning Management System.		Recognized
5c	HB5 compliance for required high school course offerings for technology applications.	Two courses offered.	Three courses offered.	Four courses offered.		Five or more courses offered.	x	Exemplary
6	Percentage of classrooms with Digital Tools as identified by the NCLB portion of the Local Teacher Technology Proficiency Evaluation (projectors, document readers, and interactive board technology)	69% and below of classrooms with Digital Tools.	70% - 79% of classrooms with Digital Tools.	80% - 89% of classrooms with Digital Tools.		90%- 100% of classrooms with Digital Tools.	x	Exemplary
7	One to one and/or bring your own device initiatives.	Non-Existent.	Planning.	Pilot.	x	Large scale implementation.		Recognized
	Digital Citizenship Curriculum Implementation (iSafe)	Implementation level: student.	Implementation level: student, faculty.	Implementation level: student, parent, faculty.	x	Implementation level: community, student, faculty, and parents.		Acceptable
8	Staffing (technology technicians)	One technician for 4 campuses.	One technician for 3 campuses.	One technician for 2 campuses.	x	One dedicated technician per campus.		Recognized
10	Information Literacy	Students are aware of available databases, how to evaluate information, and identify authoritative websites.	Students are familiar with available databases, how to evaluate information, and identify authoritative websites.	Students are utilizing available databases, evaluating information, and identifying authoritative websites.	x	Students are mastering available databases, how to evaluate information, and identify authoritative websites.		Recognized

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Indicator		Port Isabel High School Rating						
Educational Programs for Gifted and Talented		Educational Programs for Gifted and Talented Current Rating ----->				Recognized		
Identification of Key Components		Unacceptable	Acceptable	Recognized	Exemplary	Data Source	Rating	
Service Design/Curriculum and Instruction								
The District provides enrichment opportunities for students to advance in areas of strength during the school day as well as the entire year and informs parents.		Gifted and Talented students are provided opportunities in each of the Four Foundation Curriculum areas in grades K-12 .		Gifted and Talented students are provided opportunities for Career and Leadership Assessment, and training in areas of student strength.	x	Gifted and Talented services are provided in all areas of giftedness, including leadership, artistic areas and creativity.	Gifted and Talented Program Manual, Lesson Plans, Student Schedules, Personal Graduation Plan.	Recognized
Gifted and Talented students are ensured opportunities for Flexible Grouping and/or out-of-school options.		Gifted and Talented students are ensured opportunities to work together as a group, work with other students and work independently.	x	Flexible Grouping Patterns and Independent Investigations are employed in the Four Foundation Curriculum areas.		Services for Gifted and Talented students are appropriately challenging including options in the Four Foundation Curricular areas, arts, leadership, and creativity.	Lesson Plans, Grouping Rosters, Rotation Schedules, Pull-Out Program Rosters, Club Organization, and Program participation.	Acceptable
Professional Development								
Personnel involved in the planning, creation, and delivery of services to Gifted and Talented students participate in Gifted and Talented professional development.		A minimum of 30 clock hours of professional development that includes nature and needs, identification and assessment, curriculum and instruction for Gifted and Talented students is required for teachers who provide instruction and services. Teachers maintain an annual 6 hour update.	x	Teachers are encouraged to pursue advanced degrees or obtain additional professional development in their teaching field and/or in Gifted and Talented Education.		Release time or tuition assistance is provided as part of a long range plan for professional development for teachers to complete advanced degrees and/or supplemental certification in Gifted and Talented Education or advanced degrees in their teaching fields.	Sign-in sheets; Participant Records; Certificates; District staff Development Plan; Budgets reflecting Tuition Assistance; Teacher certification in Gifted and Talented or Content areas.	Acceptable
		Administrators and counselors with authority for service decision-making are required to complete a minimum of 6 hours of professional development that includes nature and needs and service options for Gifted and Talented students.		The District offers professional development opportunities on a regular basis.	x	Administrators and counselors with authority for service decision-making are required to complete a minimum of 6 hours of annual professional development in Gifted and Talented Education.	Sign-In sheets; Participant records; Certificates; Agendas.	Recognized