

BPE Final 2015 Student and Community Engagement Self Evaluation Toolkit – Fine Arts

District	Overall Rating	Campus (if applicable)				Name of Person Completing	Title	
	Exemplary							
Fine Arts								
Criteria used in evaluating the district/campus	Rating	Levels Addressed	Description of Exemplary programs, services, etc.	Description of Recognized programs, services, etc.	Description of Acceptable programs, services, etc.	Description of Unacceptable programs, services, etc.	Link to content illustrating the criteria (optional)	Description of ongoing work/goals (optional)
Fine arts curriculum and instruction are sequentially aligned and delivered through a variety of levels and structures.	Exemplary	HS, MS, EL	Innovative approaches, community-based activities, best practices and FA TEKS are always used to plan and implement instruction. Student-to-teacher ratio and instructional minutes promote instruction and assessment of FA TEKS.	Innovative approaches, community-based activities, best practices and FA TEKS are usually used to plan and implement instruction. Student-to-teacher ratio and instructional minutes promote instruction and assessment of FA TEKS.	Innovative approaches, community-based activities, best practices and FA TEKS are sometimes used to plan and implement instruction. Student-to-teacher ratio and instructional minutes do provide for adequate instruction and assessment of FA TEKS.	Innovative approaches, community-based activities, best practices and FA TEKS are rarely used to plan and implement instruction. Student-to-teacher ratio and instructional minutes do not provide for adequate instruction or assessment of FA TEKS.		
Participation in fine arts courses and activities continues throughout the student's educational career.	Exemplary	HS, MS, EL	At WHS, 40% or more of the students participate in a fine arts course for three or more years. At middle school 50% of the students participate in 6 semesters of fine arts courses, and at elementary school all students have access to sequential instruction in at least two disciplines weekly.	At WHS, 40% or more of the students participate in a fine arts course for two years. At middle school 50% of the students participate in 4 semesters of fine arts courses, and at elementary school all students have access to sequential instruction in at least two disciplines.	At WHS, 30% or more of the students participate in a fine arts course for two years. At middle school, students participate in 2 semesters of fine arts courses, and at elementary school all students have access to sequential instruction in one discipline.	Students fail to graduate with a fine arts credit. At middle school and elementary students do not participate in at least one semester of a fine arts experience.		
Fine arts staff are certified and participate in continued professional learning.	Exemplary	HS, MS, EL	All staff are certified in their fine arts disciplines, attend FA specific staff development and conference, and meet regularly for collaborative planning.	All staff are certified in their fine arts disciplines, attend FA specific staff development, and meet occasionally for collaborative planning.	All staff are certified in their fine arts disciplines, attend FA specific staff development, and meet each semester for collaborative planning.	All staff are certified in their fine arts disciplines and rarely if ever meet for collaborative planning.		
Performances, contest participation and/or advanced portfolio development opportunities are provided for students.	Exemplary	HS, MS, EL	Every FA student has an opportunity to participate in a group/individual contest or performance and 100% of advanced level students participate in High School. In Middle School 50% of advanced level FA students participate and every 7th and 8th grade FA student participates in multiple performances and/or exhibitions. In elementary, 4 or more grade levels participate in an FA performance or exhibition.	Every FA student has an opportunity to participate in a group/individual contest or performance with 50% of advanced level students participating in High School. In Middle School, every 7th and 8th grade student has an opportunity to participate in either individual or group performances. In elementary, 3 or more grade levels participate in an FA performance or exhibition	Every FA student has an opportunity to participate in a group/individual contest in both middle and high school. Middle school students have access to high school performances. In elementary, one or two grade levels participate in an FA performance or exhibition	No performances and no exhibitions occur during the school year and there are no individual/group contest participation at the secondary level. In elementary, no grade levels participate in an FA performance or exhibition.	Examples: UIL Performances, exhibitions, field trips	

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Students have an opportunity to experience fine arts in the community as a result of partnerships formed.	Exemplary	HS, MS, EL	All FA areas at each level experience a performance, workshop, exhibition, or residency	Each FA area experiences a performance, workshop, exhibition, or residency	At least 2 FA areas experience a performance, workshop, exhibition, or residency	No FA area experiences a performance, workshop, exhibition, or residency			
Facilities, supplies and equipment foster excellence and enrichment in each fine arts field.	Exemplary	HS, MS, EL	<p>A specially equipped FA room available for all students in each FA class including technology.</p> <p>Space is appropriate for the activity (proper floors in the dance room, acoustically sound for music, etc.)</p> <p>FA supply and equipment budget including supplemental funds which account for the growth and changing needs of the programs, and including budget for startup funds for new arts courses</p> <p>Multiple FA facilities for performance are available, maintained and staffed. More than one is designed for FA performances</p>	<p>A specially equipped FA area (including support areas, dressing rooms, small group rooms and practice rooms) available for all students in each FA class including technology</p> <p>FA supply and equipment budgets with supplemental funds provided by school which account the growth and changing needs of the program</p> <p>Multiple FA facilities for performance are available, maintained and staffed. One is designed for FA performances</p>	<p>A dedicated FA area (including support areas and practice rooms) for each FA class</p> <p>Basic FA supply and equipment budgets</p> <p>One performance facility is available for FA</p>	<p>A designated room for each FA class; non-secure storage for school and privately owned instruments/equipment</p> <p>No budget for FA supplies and equipment</p> <p>There is no dedicated performance facility for FA</p>			
All students have access to regularly scheduled arts education classes	Exemplary	EL	Offers classes that allow students to participate in each arts discipline a minimum of 90 minutes per week. Class size allows for individual corrective feedback and/or performance each period.	Offers classes that allow students to participate in each art discipline at least 60 minutes per week. Class size allows for individual corrective feedback and/or performance a minimum of twice a week.	Offers classes that allow students to participate in each art discipline at least 30 minutes per week. Class size allows for individual corrective feedback and/or performance a minimum of once per week.	Students are not provided access to arts education in two or more arts disciplines at least 30 minutes per week per discipline. Class size does not allow for individual corrective feedback or performance.			

BPE Final 2015 Student and Community Engagement Self Evaluation Toolkit – Wellness and Physical Education

District	Overall Rating		Campus (if applicable)				Name of Person Completing Form	Title
Wellness and Physical Education								
Criteria used in evaluating the district/campus	Rating	Levels Addressed	Description of Exemplary programs, services, etc.	Description of Recognized programs, services, etc.	Description of Acceptable programs, services, etc.	Description of Unacceptable programs, services, etc.	Link to content illustrating the criteria (optional)	Description of ongoing work/goals (optional)
Social Emotional Health - Programs are provided for students and parents	Exemp	HS, MS, EL	Provides programs to students and parents in all of the following areas: character education, drug and alcohol prevention, responsible social behavior, responsible use of technology, and bullying prevention	Provides programs to students and parents in at least 3 of the following areas: character education, drug and alcohol prevention, responsible social behavior, responsible use of technology, and bullying prevention	Provides programs to students and parents in at least 2 of the following areas: character education, drug and alcohol prevention, responsible social behavior, responsible use of technology, and bullying prevention	Provides programs to students and parents in fewer than 2 of the following areas: character education, drug and alcohol prevention, responsible social behavior, responsible use of technology, and bullying prevention		
Social Emotional Health - Access to mental health professionals is provided for all students.	Exemp	HS, MS, EL	Has full-time mental health professionals housed on the campus whose primary responsibility is to provide crisis intervention services and social emotional support to all students on a daily basis as needed	Has part-time mental health professionals housed on the campus whose primary responsibility is to provide crisis intervention services and social emotional support to all students	Has mental health professionals available on an "on call" basis whose primary responsibility is to provide crisis intervention services and social emotional support to all students	Has no mental health professionals available to provide crisis intervention services and social emotional support		
School Health Services - Educational classes and events are offered throughout the school year.	Exemp	HS, MS, EL	Offers programs, classes or special events that educate students on health practices and/or health care career opportunities (6 opportunities for secondary per year; 4 for elementary)	Offers programs, classes or special events that educate students on health practices and/or health care career opportunities (5 opportunities for secondary per year; 3 for elementary)	Offers programs, classes or special events that educate students on health practices and/or health care career opportunities (4 opportunities for secondary per year; 2 for elementary)	Offers programs, classes or special events that educate students on health practices and/or health care career opportunities (fewer than 4 opportunities for secondary per year; fewer than 2)	Career Days, Responsible Social Behavior (RSB), Fitness Festival, Fun Runs, Field Days	
School Health Services - Access to nurses is equitable.	Exemp	HS, MS, EL	Has 1 nurse housed on campus for every 1500 students to provide health services to students on a daily basis as needed	Has 1 nurse housed on campus for every 2000 students to provide health services to students on a daily basis as needed	Has 1 nurse housed on campus at least 80% of the time for every 2000 students to provide health services to student	Has a nurse available only on an "on call" basis		
Physical Health - All students have access to regularly scheduled physical education classes.	Exemp	EL	Offers classes that allow students to participate in physical education 3 times a week (excluding recess)	Offers classes that allows students to participate in physical education at least 2 times per week (excluding recess)	Offers classes that allows students to participate in physical education at least 1 time per week (excluding recess)	Students are not provided access to physical education at least 1 time per week (excluding recess)		
Physical Health - A range of physical education courses/sports are offered.		HS, MS	Provides at least 20 physical education courses/sports at high school level and at least 8 at the middle school level	Provides at least 15 physical education courses/sports at high school level and at least 5 at the middle school level	Provides at least 10 physical education courses/sports at high school level and at least 3 at the middle school level	Provides less than 10 physical education courses/sports at high school level and less than 3 at the middle school level		
Physical Health - Playgrounds are safe and accessible at elementary.	Exemp	EL	Has playground with differentiated equipment based on age level, at least 3 elements which allow access for students with physical disabilities, and meets safety requirements for fall zones	Has playground with differentiated equipment based on age level, at least 2 elements which allow access for students with physical disabilities, and meets safety requirements for fall zones	Has equipment that is not differentiated based on age level or has only 1 element which allows access for students with disabilities, and meets safety requirements for fall zones	Has equipment that is not differentiated based on age level, or has no elements which allow access for students with disabilities, or does not meet safety requirements for fall zones		
Physical Health - Secondary PE and athletic facilities are safe, well-equipped and foster excellence in performance.		MS, HS	Every sport has a designated space and/or facility appropriate for the activity which is safe and well-equipped.	Most sports have a designated space and/or facility appropriate for the activity which is safe and well-equipped.	Some sports have a designated space and/or facility appropriate for the activity which is safe and well-equipped.	Few sports have a designated space and/or facility appropriate for the activity which is safe and well-equipped.		
Physical Health - Wellness activities are provided for staff and community.	Exemp	HS, MS, EL	Provides at least 5 opportunities for staff/community to engage in physical wellness activities (campus or community events)	Provides at least 4 opportunities for staff/community to engage in physical wellness activities (campus or community events)	Provides at least 3 opportunities for staff/community to engage in physical wellness activities (campus or community events)	Provides less than 3 opportunities for staff/community to engage in physical wellness activities (campus or community events)		

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Physical Health - Healthy food choices are available.	Exemp	HS, MS, EL	Provides healthy food choices in both the cafeteria and snack machines and teaches a formal curriculum on nutrition	Provides healthy food choices in the cafeteria but not in snack machines and teaches a formal curriculum on nutrition	Provides healthy food choices in the cafeteria and/or snack machines but does not teach a formal curriculum on nutrition	Does not provide healthy food choices in the cafeteria and does not teach a formal curriculum on nutrition		
Environmental Health and School Safety - Effective communication methods are used.	Exemp	HS, MS, EL	Consistently and effectively utilizes at least 6 methods of communication (including social media) to alert staff, students and parents of emergency situations with no technical issues	Utilizes at least 5 methods of communication (including social media) to alert staff, students, and parents of emergency situations with limited technical issues	Utilizes only 4 methods of communication (including social media) to alert staff, students, and parents of emergency situations or the methods used are inconsistent or unreliable	Utilizes only 3 or fewer methods of communication to alert staff, students and parent of emergency situations		
Environmental Health and School Safety - Custodial staff and square foot ratio support sanitary environments.	Unacc	HS, MS, EL	Has 1 custodial staff per every 18,000 square feet to maintain a healthy environment	Has 1 custodial staff per every 20,000 square feet to maintain a healthy environment	Has 1 custodial staff per every 22,000 square feet to maintain a healthy environment	Has 1 custodial staff for anything over 22,000 square feet to maintain a healthy environment		
Environmental Health and School Safety - Protocols are in place for emergency situations.	Exemp	HS, MS, EL	Protocols for emergency situations are in place and regular training and practice is provided for students and staff in the following areas: weather, school evacuation, fire drills, and lock-down	Protocols for emergency situations are in place and regular training and practice is provided for staff and students in 3 of the 4 following areas: weather, school evacuation, fire drills, and lock-down	Protocols for emergency situations are in place and training and practice is provided on an intermittent basis in at least 3 of the 4 following areas: weather, school evacuation, fire drills, and lock-down	Protocols for emergency situations are not in place, or training and practice is inconsistent, less than 3 of the following areas are addressed: weather, school evacuation, fire drills, and lock-down		
Professional learning is provided for mental health professionals and nurses to meet the needs of students	Exemp	HS, MS, EL	Has mental health professionals and nurses who exceed the number of required hours in professional learning directly related to the provision of social emotional health in the schools and provide professional learning opportunities in the district	Has mental health professionals and nurses who exceed the number of required hours in professional learning directly related to the provision of social emotional health in the schools	Has mental health professionals and nurses who meet standards required for professional learning directly related to the provision of social emotional health	Does not have mental health professionals or nurses or the professionals do not meet standards required for professional learning		
Training and consultation opportunities are provided to staff to assist them in meeting the needs of students	Exemp	HS, MS, EL	Staff are provided training opportunities related to the provision of social emotional and physical health and have access to consultation with health professionals on a daily basis	Staff are provided training opportunities related to the provision of social emotional and physical health and have access to consultation with health professionals on an intermittent basis	Staff are provided training opportunities related to the provision of social emotional and physical health or have access to consultation with health professionals	Staff are not provided training opportunities related to the provision of social emotional and physical health and do not have access to consultation with mental professionals	Such as CPR and AED, concussion, blood borne pathogens, suicide prevention, allergies, etc	

BPE Final 2015 Student and Community Engagement Self Evaluation Toolkit – Community & Parental Involvement

Community and Parental Involvement	Overall Rating	Levels Addressed	Campus (if applicable)				Name of Person Completing Form	Title
Exemplary								
Criteria used in evaluating the district/campus	Rating	Levels Addressed	Description of Exemplary programs, services, etc.	Description of Recognized programs, services, etc.	Description of Acceptable programs, services, etc.	Description of Unacceptable programs, services, etc.	Link to content illustrating the criteria (optional)	Description of ongoing work/goals (optional)
Parents are engaged in organizations to support student learning.	Exemplary	HS, MS, EL	At least 75% of parents participate in a support organization.	At least half of the parents participate in a support organization.	Less than half of the parents participate in a support organization.	Less than 25% of the parents participate in a support organization.	Membership in PTO, EEF, Booster Clubs, CLT, DLT, Cheer Parents, Guidance Committee, Project Graduation, Safe Homes, etc.	
The parent community is involved in supporting student learning.	Exemplary	HS, MS, EL	Community involvement is robust and includes multiple, promoted pathways to and from home and activities/outreach to engage typically uninformed parents.	Community involvement is active and includes available pathways to and from home and outreach to engage typically uninformed parents.	Community involvement is adequate and includes limited pathways to and from home.	Community involvement is minimal.	Membership in EEF, Mentorship Programs, Community Service Projects-Majiga Hope, Nobility, Rotary Club, Junior Achievement, CTE Advisory Council, DLT, CLT, Community Forums, Science Day, Assemblies, Volunteer Opportunities, Support at school/community events, PTO, Math Pentathlon, Destination Imagination coaching, classroom volunteers.	
A variety of events are offered to and supported by parents.	Exemplary	HS, MS, EL	Parents are invited to organize and/or participate in 5 or more events or opportunities.	Parents are invited to organize and/or participate in 4 or more events or opportunities.	Parents are invited to organize and/or participate in 3 or more events or opportunities.	Parents are invited to organize and/or participate in 2 or more events or opportunities.	School Volunteers and Mentors, Orientation, Assembly, Pep Rally Attendance, Community Service Projects, Room Parents, Back to School Nights, Principal Coffees, Transition Meetings, Parent Conferences	
A variety of events are offered to and supported by community members.	Exemplary	HS, MS, EL	Community support is robust for the wide range of events offered.	Community support is active for the range of events offered.	Community support is adequate for the events offered.	Community support is minimal for the limited events offered.	Assemblies, Athletic and Fine Arts Events, EEF Gala, Community Education Courses, Sponsored Charity Events, Campus Carnivals, Chap Club, Homecoming Parade	
School communication paths keep parents informed.	Exemplary	HS, MS, EL	Parents have access to a wide range of communication paths.	Parents have access to a range of communication paths.	Parents have access to communication paths.	Parents have access to limited communication paths.	Newsletter, Picayune, List Serve, Websites, Twitter, Climate Survey, Facebook, Skyward Parent Portal, Email, Parent Conference	
Community members have access to information in a variety of modes.	Exemplary	HS, MS, EL	Community members have access to a wide range of communication paths.	Community members have access to a range of communication paths.	Community members have access to communication paths.	Community members have access to limited of communication paths.	Forums, Picayune, Austin American Statesman, Websites, TEA, marquee, digital newsletters.	

BPE Final 2015 Student and Community Engagement Self Evaluation Toolkit – 21st Century Workforce Developm

District	Overall Rating		Campus (if applicable)				Name of Person Completing Form	Title
	Exempl							
21st Century Workforce Development								
Criteria used in evaluating the district/campus	Rating	Levels Addressed	Description of Exemplary programs, services, etc.	Description of Recognized programs, services, etc.	Description of Acceptable programs, services, etc.	Description of Unacceptable programs, services, etc.	Link to content illustrating the criteria (optional)	Description of ongoing work/goals (optional)
Career and Technical Education Course and/or credential offerings related to post-secondary opportunities are available to students.		HS	AP Courses, Articulation Agreements, Dual Credit and/or certification opportunities offered in four or more program areas	AP Courses, Articulation Agreements and/or Dual Credit offered in at least two program areas	AP Courses, Articulation Agreements and/or Dual Credit offered in one program area	No AP Courses, Articulation Agreements and /or Dual Credit Courses offered		
High school students have a college level experience by completing a dual credit course or by receiving a 3 or higher on AP exams by graduation.		HS	75% or higher	65-74%	50-64%	below 50%		
Programs provide opportunities to learn and demonstrate leadership, civic responsibility, integrity, and appreciation of diversity in a global community	Exem	HS, MS, EL	Secondary schools offer multiple opportunities and events; Elementary schools offer at least three opportunities or events	Secondary schools offer some opportunities and events; Elementary schools offer at least two opportunities or events	Secondary schools offer limited opportunities and events; Elementary schools offer at least one opportunity or event	Secondary schools offer two opportunities or events; Elementary schools offer no opportunities or events	Number of student groups that compete at a state or national level, service opportunities offered, cultural exchanges or celebrations, leadership roles offered in classrooms and/or on campus, clubs and organizations such as National Honor Society, Global Youth Exchange through Rotary International.	
Programs provide opportunities for career exploration and college preparation.	Exem	HS, MS, EL	Secondary schools offer multiple opportunities and events; Elementary schools offer at least three opportunities or events	Secondary schools offer some opportunities and events; Elementary schools offer at least two opportunities or events	Secondary schools offer limited opportunities and events; Elementary schools offer at least one opportunity or event	Secondary schools offer two opportunities or events; Elementary schools offer no opportunities or events	College and Career Readiness Fair: Science day; College Fair; 8th grade and Senior Career Day, college representatives, college visits, guidance by school counselors, Number of high school students involved in Mentorship, job shadow experiences and/or independent study programs preparing students for post-secondary and career success, Explore and ASPIRE.	
Students demonstrate college and career readiness	Exem	HS, MS, EL	90% of students meet grade appropriate measure	80% of students meet grade appropriate measure	70% of students meet grade appropriate measure	Less than 70% of students meet grade appropriate measure	STAAR passing and academic achievement recognition, ACT, SAT, TSI, ASPIRE, EXPLORE, PSAT, National Merit, college admissions, certifications earned.	

BPE Final 2015 Student and Community Engagement Self Evaluation Toolkit – 2nd Language Acquisition

District	Overall Rating		Campus (if applicable)				Name of Person Completing Form	Title
	Accepta							
2nd Language Acquisition								
Criteria used in evaluating district/campus	Rating	Level Addressed	Description of Exemplary programs, services, etc.	Description of Recognized programs, services, etc.	Description of Acceptable programs, services, etc.	Description of Unacceptable programs, services, etc.	Link to content illustrating the criteria (optional)	Description of ongoing work/goals (optional)
World Languages-Equity- District offers second language opportunities for ALL students in secondary schools.		HS, MS	At least 95% of all student groups are completing a minimum of 2 years of a foreign language and 20% begins language at middle school.	At least 80% of all student groups are completing a minimum of 2 years of a foreign language.	At least 75% of all student groups are completing a minimum of 2 years of a foreign language.	Under 75% of all student groups are completing a minimum of 2 years of a foreign language.		
World Languages-Enrichment- Campus provides linguistic or cultural enrichment opportunities for students during and outside of the school day	Accept	EL, MS, HS	Secondary Schools: Minimum of 3 activities or opportunities per language Elementary Schools: Minimum of 3 activities or opportunities	Secondary Schools: Minimum of 2 activities or opportunities per language Elementary Schools: Minimum of 2 activities or opportunities	Secondary Schools: Minimum of 1 activities or opportunities per language Elementary Schools: Minimum of 1 activities or opportunities	Secondary Schools: 0 activities or opportunities per language Elementary Schools: 0 activities or opportunities	World Language Clubs, Cultural Activities and Days, Community Involvement, Field Trips, Travel, International Partnerships, Exchange Programs	
World Languages-Excellence - Students who advance to enroll in AP courses also complete AP exams offered by the College Board.		HS	90% or more students enrolled in AP courses take the corresponding exam.	75% or more students enrolled in AP courses take the corresponding exam	50% or more students enrolled in AP courses take the corresponding exam	Less than 50% of students enrolled in AP courses take the corresponding exam		
ELL-District and/or campus provides ELL services for families of second language learners that will assist in English language acquisition.	Exemp	EL, MS, HS	Campus and/or district offers at least one ELL family/community oriented event each school year with ongoing access to support including information about community resources and events via campus specialist and counselor.	Campus and/or district offers ongoing access to support including information about community resources via campus ELL specialist and counselor.	Campus and/or district offers ongoing access to support via campus ELL specialist and counselor.	District offers ELL specialist services on some campuses; students are transferred and provided transportation when ESL services are accepted.	Notes: campus open house, 2nd language awareness night like dyslexia awareness program, support for accessing community language classes	
ELL-District and/or campus provides ELL summer language acquisition programs for all grade levels.	Exemp	EL, MS, HS	District funds summer ELL program for PK-12 with focus on content and language acquisition with extended community activities available. Free transportation is provided to summer school and campus events.	District offers summer ELL program for PK-5th focused on language acquisition through math and reading. Summer school for struggling secondary students is scholarshiped for areas of need. Transportation is provided.	District offers summer ELL program for PK-5th focused on language acquisition through math and reading with free transportation provided.	District offers summer ELL program for PK-2 students with transportation provided.	Notes: elementary in place, secondary needs support-some are in for EOC accelerated instruction but that is mostly content, add a piece to summer writers' camp & scholarship them	
ELL-Campus provides ELL students access to language tools and support strategies	Accept	EL, MS, HS	Digital language tools are accessible 24/7 for every secondary ELL student and during school for every elementary ELL student. Tutoring support for all levels is available before, during and after school.	Language tools and tutoring support are accessible before, during and after school.	Limited language tools or tutoring support are accessible during school.	No language tools and tutoring support are accessible on campus.	ELL program offers daily practice in conversational English with an emphasis on supporting students as they adjust to American culture.	
ELL students demonstrate success in acquisition of English language	Exemp	EL, MS,HS	90% of all LEP students meet TELPAS expectations	80% of all LEP students meet TELPAS expectations	70% of all LEP students meet TELPAS expectations	Below 70 of all LEP students meet TELPAS expectations	Notes: TELPAS scores and time lapse between program entry and exit	
ELL-Teachers hold ELL certification or complete SIOP training to support implementation of ELPS across content areas,	Recog	EL, MS, HS	At least 30% of the core teachers per campus department or team are ELL certified or SIOP trained.	A key representative on every campus team or department of core teachers is ELL certified or SIOP trained.	Certified ELL specialists provide instruction and support on every campus.	Certified ELL specialists are available on some campuses.		

BPE Final 2015 Student and Community Engagement Self Evaluation Toolkit – Digital Learning Environment

District	Overall Rating	Campus (if applicable)				Name of Person Completing Form	Title	
Digital Learning Environment								
Criteria used in evaluating the district/campus	Rating	Levels Addressed	Description of Exemplary programs, services, etc.	Description of Recognized programs, services, etc.	Description of Acceptable programs, services, etc.	Description of Unacceptable programs, services, etc.	Link to content illustrating the criteria (optional)	Description of ongoing work/goals (optional)
Digital tools combined with campus policies, practices, and procedures increase differentiation as well as facilitate the "4 C's" of learning in the 21st century	Recognized	HS, MS, EL	Students have access and regularly use digital technologies as tools in meaningful ways which play an integral part of their everyday learning, both in and out of school. Policies, practices, and/or procedures provide guidance, definition, and clarity regarding use of digital devices, digital communication and collaboration for learning. There is ubiquitous access to tools for every student and staff member and infrastructure is reliable and widespread throughout all district buildings. Usage and expectations are enhanced with training and technical support at every campus.	Students have access to digital tools to support and extend their learning. Digital learning opportunities are an enhancement to classroom instruction. Policies, practices, and procedures allow for and encourage student and teacher digital communication and collaboration for learning. There are multiple digital devices that they students have access for these learning contexts and infrastructure is available to support these tools.	Policies, practices and/or procedures inhibit student or teacher digital communication and collaboration. There is some access to digital devices in learning contexts and limited infrastructure to support these tools.	Policies, practices and/or procedures prohibit student or teacher digital communication and collaboration. There is limited access to digital devices in learning contexts and lack of infrastructure to support these tools.		
The availability of online resources, either in a hybrid format or in replacement of existing courses and curriculum to accommodate personalized learning for each student.	Recognized	HS, MS, EL	Students have equitable access to and regularly participate in flexible learning venues for differentiation in content and delivery of course content. Systems promote and provide guidance to support a digital workflow model and a personalized learning structure for each student. Frameworks and/or processes are promoted and supported through multiple training opportunities in all course areas across all campuses. All students have equal access to these personalized learning opportunities via the technology, training and support.	Students have access to flexible learning venues for differentiation in content and delivery of course content. Systems promote digital workflow and break from the traditional school model of "one size fits all". Frameworks and/or processes are in place to promote opportunities to collaborate and communicate online in various content areas via various online venues.	Students have limited access to flexible learning venues for some differentiation in content and delivery of course content. These modules are primarily focused on those students seeking credit "recovery" or accommodations and generally not available to the entire school.	Students cannot access course content, online learning modules, or any other flexible learning platforms online.	Examples of this are things such as eBackpack and class websites for digital workflow, collaborative online tools like Google Apps for Education, and online credit systems like Compass Learning/Odyssey	
A standard online CMS (Content Management System) to manage digital materials and workflow that is accessible by all devices and provides an efficient way to organize instructional content and coursework.	Unacceptable	HS, MS, EL	100% of classroom staff utilize the CMS to connect students to necessary assignments, projects, and calendars	75% of classroom staff utilize the CMS to connect students to necessary assignments, projects, and calendars	50% of classroom staff utilize the CMS to connect students to necessary assignments, projects, and calendars	25% of classroom staff utilize the CMS to connect students to necessary assignments, projects, and calendars	eBackpack is the current Content management system	
Multiple professional learning opportunities and modalities as well as cross-district sharing of best practices for integration of technology and 21st century learning in the digital learning environment.		HS, MS, EL	There is regular, dependable, and appropriately allocated technical support for students and staff on each campus for new and existing technologies. Instructional training and just in time support for technology integration are available on each campus via educational technologists. Exemplar models are shared throughout the district via online platforms and asynchronous training modules are made available for staff throughout the year.	There is regular technical support and instructional training for students and staff on new and existing technologies. Models and examples of use are shared with staff across the district and made available for just-in-time support online. Support personnel are shared between one or two campuses.	There is intermittent technical support and instructional training for students and staff on new and existing technologies. Some examples of technology integration use are shared between individual campuses. Support personnel are shared over multiple campuses.	There is no technical support or training available for students or staff on new and existing technologies. Models are not shared and each campus exists within a silo of its own learning and growth.		

BPE Final 2015 Student and Community Engagement Self Evaluation Toolkit – Digital Learning Environment

<p>The modality of learning is student-centered and driven with adult guidance, connections and expectations from the teacher as a facilitator.</p>	<p>Acceptable</p>	<p>HS, MS, EL Student-centered learning through teacher-guided instruction is the norm. Technology usage flows freely from substitution to augmentation to modification to redefinition on the Substitution Augmentation Modification Redefinition (SAMR) model depending on the learning objective and task. Expectation and application of technology usage are communicated and promoted amongst all parties. Training and support of student-driven learning is prevalent and are modeled during professional learning.</p>	<p>Student-centered learning through teacher-guided instruction is a regular occurrence. Technologies scale from substitution to augmentation to modification on the SAMR model depending on the learning objective and task. Expectation and application of technology usage are communicated amongst all parties. Training and support of student-driven learning are modeled during professional learning.</p>	<p>Students are engaged for periods of time, but the instruction is still teacher-centered. Technologies are used as both substitution and augmentation on the SAMR model. Expectations of technology usage are in place at a minimum. Training and support of student-driven learning model are starting to be introduced.</p>	<p>The traditional teacher role is still the norm. Technology is on the substitution level of the SAMR model. Training and expectations of student-driven learning are non-existent.</p>			
<p>The physical environment of the classroom and school building allows for flexibility and optimizes learning objectives via the technologies used within the digital learning environment.</p>	<p>Recognized</p>	<p>HS, MS, EL At least 75% of instructional spaces have a variety of seating options and flexible furniture arrangements along with color and lighting enhancements to optimize learning objectives. There are pervasive non-instructional spaces utilized throughout the school for individual, collaborative and social learning. Traditional non-classroom spaces are used in multiple styles and formats depending on the instructional need. Training and support of best practices in this flexible learning environment are promoted and showcased throughout the district.</p>	<p>The majority of instructional spaces are more flexible and can adapt to a variety of learning models. At least 50% of classrooms have more flexible seating options and a variety of arrangements depending on the learning objectives. There are limited color and lighting enhancements available in some spaces. There are multiple non-instructional spaces that are utilized for individual, collaborative and social learning. Traditional non-classroom spaces have increased flexibility in seating options and arrangements depending on the learning task. Training is in place to support the use of these spaces.</p>	<p>At least 25% of classrooms have some level of flexibility in arrangement and seating options. There are some non-instructional spaces that allow for limited individual, collaborative and social learning uses. Traditional non-classroom spaces also have an increase in flexible seating options, though the space remains fairly static.</p>	<p>Less than 10% of classrooms have some level of flexibility in arrangement and remain linear (in rows) with limited seating options and static arrangements. The majority of non-instructional spaces throughout the building are unused except in the traditional sense. (library, cafeteria, etc.)</p>			
<p>Students, staff and community are well-informed in the values of digital citizenship which includes online safety, social media, digital "footprints", and cyber bullying.</p>	<p>Recognized</p>	<p>HS, MS, EL Training on digital citizenship is embedded throughout the school year and within any and all online interactions. Community members are continually informed and updated on student online learning and interactions and offered opportunities for training on "digital parenting".</p>	<p>Training on digital citizenship is offered as a class or course for students throughout the school year, either in class or with counselors. Community members are continually informed and updated on student online learning and interactions.</p>	<p>Some training on digital citizenship is offered as a class or course for students at times during the school year, either in class or with counselors. Community members are informed and updated on student online learning and interactions.</p>	<p>No training on digital citizenship is offered as a class or course for students at times during the school year, either in class or with counselors. Community members are not informed and updated on student online learning and interactions.</p>			
<p>School leaders and community members are engaged in continual conversations about what learning looks like in the 21st century and in digital learning environments.</p>	<p>Exemplary</p>	<p>HS, MS, EL School leaders meaningfully engage the community members in the shaping of policies regarding the digital learning environment. Ongoing community engagement, feedback, expertise and learning are taking place and used in the development and improvement of programs, practices and procedures in the school environment. Training and support for community members on the impact of these technologies in/out of school are offered regularly.</p>	<p>School leaders provide opportunities for engagement with community members related to the digital learning environment, 21st century learning skills and the impact of these technologies in/out of school. There is regular communication regarding policies, practices, or procedures to direct and clarify the digital learning taking place and include expectations for public engagement in shaping decisions.</p>	<p>School leaders provide limited opportunities for engagement with community members in dialogue related to the digital learning environment, 21st century learning skills and/or the impact of these technologies in/out of school. There is limited communication regarding policies, practices, or procedures and the community has little or no voice in shaping the transformations needed.</p>	<p>School leaders do not communicate or engage community members in dialogue related to the digital learning environment, 21st century learning skills and/or the impact of these technologies in/out of school. There is a lack of communication regarding policies, practices, or procedures.</p>			

BPE Final 2015 Student and Community Engagement Self Evaluation Toolkit – Dropout Prevention Strategies

District	Overall Rating		Campus (if applicable)				Name of Person Completing Form	Title
Dropout Prevention Strategies								
Criteria used in evaluating the district/campus	Rating	Levels Addressed	Description of Exemplary programs, services, etc.	Description of Recognized programs, services, etc.	Description of Acceptable programs, services, etc.	Description of Unacceptable programs, services, etc.	Link to content illustrating the crit	Description of ongoing work/g
Use systems to ensure early identification of students struggling with attendance, academic performance and/or behavior and provide programs and targeted interventions for support and success.	Exem	HS, MS, EL	Proactively identify struggling students through best student support practices and frequent progress monitoring to provide targeted interventions and programs to maintain progress with peers.	Identify struggling students through the student support process, monitor their progress, and provide interventions to accelerate instruction prior to failure.	Identify failing students at the close of a grading period or after state assessment results and provide programs or interventions to accelerate instruction.	Identify failing students at the close of the semester and provide programs or interventions to accelerate instruction or recover credit.	TLC, Credit Recovery Programs, Learning Labs, RTI, small group and individual counseling.	
Increase communication to develop relationships and inform at-risk students and their parents.	Exem	HS, MS, EL	Provide frequent personal contact with students and parents concerning status, progress and plans for success. Communication should include encouragement and hope.	Provide personal contact with students and parents concerning status, progress and plans for success.	Provide regular communication to students and parents concerning status and progress.	Provide student progress reports at grading periods as required.		
Transition programs are in place to facilitate student acclimation to new environments	Exem	HS, MS, EL	Transitions programs are in place and continually improved based on student data and needs	Transition program available at each key entry point kindergarten, middle school, and high school	Transition programs are available at some key points but not all	Transition programs are limited		
Availability of extracurricular activities/after school activities to meet a variety of student needs and interests	Exem	HS, MS, EL	Extracurricular clubs/activities initiated and supported by students in all/any areas	Extracurricular clubs/activities initiated and supported by students in a few areas	Extracurricular clubs/activities initiated and supported by students in only specific areas of interest	None		
Student engagement is enhanced through transformative, flexible learning environments and practices	Exem	HS, MS, EL	Learning spaces, use of resources and instructional practices are strategically varied within the classrooms and throughout the campus to meet individual student interests and needs.	Learning spaces, use of resources and instructional practices are varied within the classrooms and throughout the campus to meet the needs and interests of groups of students.	Learning spaces, use of resources and instructional practices are somewhat varied within the classrooms and throughout the campus.	Most learning spaces, use of resources and instructional practices are consistent for classrooms and throughout the campus as appropriate to age groups.		
Social and Emotional Learning Programs	Exem	HS, MS, EL	School-wide implementation of a formal Social and Emotional Learning program including individual classroom level SEL lessons and application.	School-wide implementation of an informal Social and Emotional Learning program.	Partial implementation of an informal Social and Emotional Learning program.	None		
Availability of school counselors in conjunction with social workers	Reco	HS, MS, EL	Every campus has a school counselor and social worker on campus, full-time.	Every campus has a school counselor and social worker on campus, part-time.	Every campus has a school counselor and shared social worker on campus, part-time.	Every campus has a school counselor but does not have a social worker.		

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Attendance	Exem	HS, MS, EL	Campus has a comprehensive plan which significantly improves attendance for identified, at-risk students with absences which are impacting progress.	Campus has a comprehensive plan which improves attendance for identified, at-risk students with chronic absenteeism.	Campus takes daily attendance and has some type of monitoring process in place for at-risk students.	Campus takes daily attendance			
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BPE Final 2015 Student and Community Engagement Self Evaluation Toolkit – Educational Programs for Gifted

District	Overall Rating	Campus (if applicable)					Name of Person Completing Form	Title
	Exempl							
Educational Programs for Gifted and Talented (GT) Students								
Criteria used in evaluating the dist	Rating	Levels Addressed	Description of Exemplary programs, services, etc.	Description of Recognized programs, services, etc.	Description of Acceptable programs, services, etc.	Description of Unacceptable programs, services, etc.	Link to content illustrating the criteria. (optional)	Description of ongoing work/goals (optional)
Students are provided multiple opportunities for enrichment activities.	Exem	HS, MS, EL	A minimum of 7 engaging and varied opportunities for students to extend interest areas.	A minimum of 5 engaging and varied opportunities for students to extend interest areas.	A minimum of 3 engaging and varied opportunities for students to extend interest areas.	Only 1 or no engaging and varied opportunities for students to extend interest areas.	Secondary/Elementary Exs.: Robotics, UIL, Academic, VASE, DI, Clubs, Junior Classical League, etc. Elementary Exs.: DI, Arts Day, Science Day, Gardens, etc. Math Olympiad, Charlie's Challenge, School, Math Olympiad, Charlie's Challenge.	
School policies and practices support a climate and practice that encourages GT students to maximize their full potential.	Exem	HS, MS, EL	90% or more of the time.	80% or more of the time.	More than 70% of the time.	Less than 70% of the time	Secondary Exs.: Varied electives, AP courses, Open Door AP, Staff trained in AP/GT students, Transition to middle and high school, etc.; Elementary Exs: Staff trained in GT students, time for GT students to meet and engage in robust problem solving, connection between GT and classroom teacher, focus on the social and emotional well-being of GT student interactions, making flexible schedule exceptions to the regular program, etc.	
Each campus provides a quality and diverse curriculum and instruction.	Exem	HS, MS, EL	ALL educators (K-12) design and differentiate instruction that challenges and meets the needs of GT students AND there is a variety of robust, non-core classes available and accessible for GT students in Grades 6-12.	Core teachers design and differentiate instruction that challenges and meets the needs of GT students AND there are non-core classes available and accessible for GT students in Grades 6-12.	Staff who directly deliver GT services to GT students design and differentiate instruction that challenges and meets the needs of GT students AND there is a limited number of non-core classes available and accessible for GT students in Grades 6-12.	Staff who directly deliver GT services to GT students do not design and differentiate instruction that challenges and meets the needs of GT students AND there are no non-core classes available and accessible for GT students in Grades 6-12.	Secondary Exs.: Robotics, Language Programs, Computer Program Classes, Tech Theater, Choir, Band, etc. Secondary and Elementary Exs.: Evidence of training, commitment to, and execution of differentiated instruction for GT students.	
Opportunities are provided for stakeholder objective and subjective feedback.	Exem	HS, MS, EL	GT parents, students, and staff have multiple opportunities, this feedback guides future instruction and practices	GT parents, students and staff have some opportunities, and this feedback is sometimes used to guide future instruction and practices.	GT parents, students, and staff have limited opportunities and this feedback is used only when required and is not a systemic part of the organizational structure.	Never	Exs. Surveys, conferences, self-evaluations, parent meetings, webinars, counseling, focus groups, etc.	

BPE Final 2015 Student and Community Engagement Self Evaluation Toolkit – Educational Programs for Gifted

<p>Teachers continually engage in professional development in order to improve their instructional practices in meeting the needs of GT learners.</p>	<p>Reco</p>	<p>HS, MS, EL</p>	<p>All General Education teachers K-12 have received 30 hours of GT training and are current with their 6 hour annual update within five years of being hired by the district. AND the GT specialist (K-8) has the GT endorsement or a Masters in GT.</p>	<p>Core area General Education teachers K-12 have received 30 hours of GT training and are current with their 6 hour annual update within five years of being hired by the district.</p>	<p>Teachers who deliver GT services K-12 have the 30 hours of GT training and are current with their 6 hour annual update.</p>	<p>Teachers who deliver GT services K-12 do not have the 30 hours of GT training and are not current with their 6 hour annual update.</p>			
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