Instructions for Completing the
HB 5 Community Engagement Assessment

The Community Engagement Assessment is a new district self-evaluation requirement brought into existence during the 2013 legislative session. The statute, found in *Texas Education Code* 29.0545, charges districts/campuses with the task of assigning ratings of exemplary, recognized, acceptable, or unacceptable based on criteria set by a local committee. This evaluation process is an opportunity for districts to showcase areas of excellence and success as well as recognize areas in need of improvement and set future goals valued in the community.

Each of the following nine pages describes a category or factor for which the district/campus must be evaluated:

Category 1: Fine Arts
Category 2: Wellness and physical education
Category 3: Community and parental involvement
Category 4: 21st century workforce development program
Category 5: 2nd language acquisition program
Category 6: Digital learning environment
Category 7: Dropout prevention strategies
Category 8: Educational programs for GT students
Category 9: Compliance with statutory reporting and policy requirements

Each category will be further divided into criteria which contain specific descriptors indicating at what level the standard is being met.

DIRECTIONS FOR COMPLETING THE ASSESSMENT: Using data collected during the school year, determine what performance rating is appropriate for each criterion under each category on the following pages. The rating should be indicated by circling the rating on the assessment document and by circling the correct score on the separate "Community Engagement Assessment Score Sheet." At the bottom of each category section, the committee is asked to make a determination concerning the OVERALL CATEGORY RATING based on the average scores of the criteria. If the average is between scores (ratings), the committee must make a judgment about which rating best reflects the performance of the district/campus. After the completion of Category 8, the committee will be asked to assign an OVERALL DISTRICT RATING that is based on the average of ALL CATEGORIES. The statutory reporting and policy compliance section will be completed by the administration.

HB 5 Community Engagement Assessment

CATEGORY 1: FINE ARTS

Criterion 1: UIL opportunities related to fine arts (Music Memory / Picture Memory)

Unacceptable	No opportunities offered to students to participate in UIL Music Memory or Picture Memory
Acceptable	Opportunities are offered to students to participate in UIL Music Memory or Picture Memory
Recognized	Students compete in UIL Music Memory or Picture Memory competition
Exemplary	Students compete and place in top six in UIL Music Memory or Picture Memory competition

Criterion 2: Student art exhibits on or off campus

Unacceptable	No student art is displayed/exhibited on or off campus
Acceptable	Student art is displayed/exhibited on or off campus 2 or fewer times per year
Recognized	Student art is displayed or exhibited on or off campus 2 times per semester
Exemplary	Student art is displayed or exhibited on or off campus 3 or more times per semester

Criterion 3: Number of students earning more than one fine arts credit (cumulative)

Unacceptable	No students earn more than one fine arts credit
Acceptable	At least 15% of students earn more than one fine arts credit
Recognized	Between 16 and 30% of students earn more than one fine arts credit
Exemplary	More than 30% of students earn more than one fine arts credit

Criterion 4: Number of fine arts offerings

Unacceptable	One fine arts course is offered
Acceptable	Two distinctly different fine arts courses are offered (i.e. Not band I, II; instead Art I – drawing; Art II- painting)
Recognized	Three distinctly different fine arts courses are offered
Exemplary	Four or more distinctly different fine arts courses are offered

Criterion 5: Student participation in special assemblies/performances

Unacceptable	No student participates in special assemblies clubs or performances.
Acceptable	50% of student body participates in special assemblies or performances during the school year
Recognized	75% of student body participates in special assemblies or performances during the school year
Exemplary	90% or more of student body participates in special assemblies or performances during the school year.

CATEGORY 2: WELLNESS AND PHYSICAL EDUCATION

Criterion 1: Number of PE course offerings (i.e. elementary, middle, high school athletics)

Unacceptable	Minimum minutes of PE minutes not offered to students
Acceptable	Minimum amount of PE offered in elementary, middle (4 of 6 semesters), and high school (2 of 8 semesters)
Recognized	Students participate in elementary and middle school PE every day and have the opportunity to take PE all four years in high school.
Exemplary	PE classes offer a variety of new experiences for student growth and are available for students to take every year.

Criterion 2: Student access to recess opportunities

Unacceptable	Students are not allowed to participate in recess.
Acceptable	Students in grades K-4 are allowed to participate in recess 1 - 2 days per week on average.
Recognized	Students in grades K-4 are allowed to participate in recess at least 3 days per week on average.
Exemplary	Students in grades K-4 are allowed to participate in recess at least 4 days per week on average.

Criterion 3: Percent of students earning more than one credit of PE.

Unacceptable	No students earn more than one PE credit.
Acceptable	At least 20% of students earn more than one PE credit
Recognized	Between 21 and 40% of students earn more than one PE credit
Exemplary	More than 40% of students earn more than one PE credit

Criterion 4: CPR Training provided to staff/students

Unacceptable	CPR training is not offered.
Acceptable	CPR training is offered to required staff members (coaches, etc.)
Recognized	CPR is completed by required staff members, and offered to all staff members
Exemplary	CPR training is completed by required staff members and additional staff members.

Criterion 5: Participation in/district coordination in causes (Pink-out, Special Olympics, etc)

Unacceptable	No participation in causes
Acceptable	Participation/coordination in one cause per school year.
Recognized	Participation/coordination in two causes per school year.
Exemplary	Participation/coordination in three or more cause(s) per school year.

CATEGORY 3: COMMUNITY AND PARENTAL INVOLVEMENT

Criterion 1: Communication with parents via Parent Portal/website

Unacceptable	No opportunities for parents to communicate through parent portal/website
Acceptable	Login information for parent portal supplied to parents at beginning of school
Recognized	Teacher follow-up and communication with parent through website and/or parent portal throughout the year
Exemplary	100% of teachers participate in parent portal and website communication with parents

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Criterion 2: Reading recognition programs

Unacceptable	No reading recognition programs exist.
Acceptable	At least 60% of elementary students/parents participate in reading recognition program .
Recognized	61 – 80 % of elementary students/parents participate in reading recognition program.
Exemplary	More than 80% of elementary students/parents participate in reading recognition program

Criterion 3: Extra-curricular events that include and encourage community involvement

Unacceptable	The campus has no events that encourage community involvement.
Acceptable	The campus has at least an average 2 events per six weeks that encourage community involvement.
Recognized	The campus has at least an average 4 events per six weeks that encourage community involvement.
Exemplary	The campus has at least an average 6 events per six weeks that encourage community involvement.

Criterion 4: End of year programs including parents highlighting successes of students

Unacceptable	No end-of-year programs are provided.
Acceptable	At least 20% of parents attend end-of-year award programs.
Recognized	At least 30% of parents attend end-of year award programs.
Exemplary	At least 40% of parents attend end-of-year award programs.

Criterion 5: Open-house opportunities for parents to meet teachers

Unacceptable	No open house is provided
Acceptable	At least 25% of parents attend open house.
Recognized	At least 45% of parents attend open house.
Exemplary	At least 55% of parents attend open house.

CATEGORY 4: 21st CENTURY WORKFORCE DEVELOPMENT

Criterion 1: Dual Credit opportunities available

Unacceptable	No opportunities for dual credit are provided.
Acceptable	At least 12 hours of dual credit opportunities are available to students
Recognized	At least 15 hours of dual credit opportunities are available to students
Exemplary	At least 18 hours of dual credit opportunities are available to students

Criterion 2: Career exploration opportunities are available

Unacceptable	No career exploration opportunities are available.
Acceptable	Career exploration opportunities are offered through Exploring Careers course in grade 7 or 8.
Recognized	Career exploration opportunities are offered through Exploring Careers course in grades 7 or 8, in various high school CTE courses, etc.
Exemplary	Career exploration opportunities are offered through Exploring Careers course in grades 7 or 8, in various high school CTE courses, etc., and through work with the transition counselor throughout a student's high school career.

Criterion 3: Dual credit course completion

Unacceptable	No students are enrolled in dual credit courses.
Acceptable	At least 70% of students complete the course with a C or better.
Recognized	At least 70% complete the course with a B or better or 80% of students complete the course with a C or better.
Exemplary	At least 80% complete the course with a B or better.

Criterion 4: Percent of students admitted to college or post-secondary institution

Unacceptable	Less than 25% of students are known to have been admitted to post-secondary upon graduation.
Acceptable	25% - 49% of seniors have been admitted to post-secondary education upon graduation from high school.
Recognized	50% - 75% of seniors have been admitted to post-secondary education upon graduation from high school.
Exemplary	More than 75% of seniors have been admitted to post-secondary upon graduation from high school.

Criterion 5: Number of students completing coherent sequence of CTE courses

Unacceptable	Less than 10% of students complete a coherent sequence of CTE courses.
Acceptable	At least 25% of students complete a coherent sequence of CTE courses
Recognized	At least 50% of students complete a coherent sequence of CTE courses
Exemplary	More than 50% of students complete a coherent sequence of CTE courses

CATEGORY 5: 2nd LANGUAGE ACQUISTION

Criterion 1: Home language surveys distributed and completed

Unacceptable	Home language surveys are not distributed and/or completed.
Acceptable	Home language surveys are distributed and completed.
Recognized	Home language surveys are distributed, completed, filed in an easily accessible manner (online, etc).
Exemplary	Home language surveys are distributed, completed and filed in an easily accessible manner with a translator available for assistance both in person and online.

Criterion 2: Online course offerings in LOTE (Language Other Than English)

Unacceptable	No LOTE are offered online.
Acceptable	At least one LOTE is offered in an online format.
Recognized	More than one LOTE is offered in an online format.
Exemplary	More than one level of each LOTE is offered in an online format.

Criterion 3: Percent of students completing 2 or more credits of a given foreign language

Unacceptable	No students complete 2 or more credits of a given foreign language.
Acceptable	At least 70% of students complete 2 or more credits of a given foreign language.
Recognized	At least 80% of students complete 2 or more credits of a given foreign language.
Exemplary	90% or more of students complete 2 or more credits of a given foreign language.

Criterion 4: LPAC decisions implemented/documented

Unacceptable	LPAC decisions are not documented and/or implemented
Acceptable	LPAC decisions are documented and implemented
Recognized	LPAC decisions are documented, implemented, and reviewed throughout the year.
Exemplary	LPAC decisions are documented, implemented, and reviewed throughout the year, and multiple meetings are held to update parents throughout the year.

Criterion 5: District provides translations of letters and notices to parents

Unacceptable	No translations of letters and notices to parents are provided.
Acceptable	Translations of letters and notices to parents are provided through a translator app on the website or in written form upon request from the parent.
Recognized	Translations of letters and notices to parents are automatically provided for all correspondence with parents.
Exemplary	Translations of letters and notices to parents are automatically provided for all correspondence with parents and follow-up phone call in the parent's native language is made to assure that the parent understands the communication.

CATEGORY 6: DIGITAL LEARNING ENVIRONMENT

Criterion 1: Staff completing professional development using technology, online learning, etc.

Unacceptable	No staff completed professional development using technology, online learning, etc.
Acceptable	At least 50% of staff completed professional development using technology, online learning, etc.
Recognized	At least 70% of staff completed professional development using technology, online learning, etc.
Exemplary	At least 85% of staff completed professional development using technology, online learning, etc.

Criterion 2: Staff completing professional development with technology as a tool to assist student learning

Unacceptable	No staff completed professional development with technology as a tool to assist student learning.
Acceptable	At least 50% of staff completed professional development using technology as a tool to assist learning.
Recognized	At least 70% of staff completed professional development using technology as a tool to assist learning
Exemplary	At least 85% of staff completed professional development using technology as a tool to assist learning

Criterion 3: Purchase and use of electronic textbooks, technology, infrastructure

Unacceptable	No funds were used to purchase electronic textbooks, technology, or infrastructure
Acceptable	District committed only IMA funds to purchase electronic textbooks, technology, and/or infrastructure.
Recognized	District committed IMA and other designated funds to purchase electronic textbooks, technology, and/or infrastructure.
Exemplary	District committed IMA, designated funds, and general budget funds to purchase electronic textbooks, technology, and/or infrastructure.

Criterion 4:   Use of web filters to promote Internet safety

Unacceptable	No web filter is used for internet safety.
Acceptable	The district uses a web filter provided by ESC 16.
Recognized	The district uses a web filter provided by ESC 16 and periodically discusses settings with provider.
Exemplary	The district uses a specialized local filter in addition to the one provided by ESC 16.

Criterion 5: District and campus use of Texas STaR Chart

Unacceptable	The district and campus does not participate in the Texas STaR chart.
Acceptable	At least 80% of teachers participate in the Texas STaR chart.
Recognized	At least 90% of teachers participate in the Texas STaR chart.
Exemplary	100% of teachers participate in the Texas STaR chart.

CATEGORY 7: DROPOUT PREVENTION STRATEGIES

Criterion 1: Student work program

Unacceptable	No student work program is provided
Acceptable	Students may earn 1 credit in the school work program during high school.
Recognized	Students may earn up to 2 credits in the school work program during high school.
Exemplary	Students may earn 3 or more credits in the school work program during high school.

Criterion 2: Availability of school counselor

Unacceptable	No school counselor is available for students.
Acceptable	A school counselor is available to seniors.
Recognized	A school counselor is available to all students during a portion of the school day.
Exemplary	A full-time counselor is available to all students during the school day.

Criterion 3: Online courses for credit recovery

Unacceptable	No online courses are available for credit recovery
Acceptable	About 25% of required courses are available online for credit recovery.
Recognized	About 50% of required courses are available online for credit recovery.
Exemplary	About 75% of required courses are available online for credit recovery.

Criterion 4:   Attendance incentives

Unacceptable	No attendance incentives are offered to students.
Acceptable	Attendance incentives are offered to students at least once a year.
Recognized	Attendance incentives are offered to students at least once a semester.
Exemplary	Attendance incentives are offered to students at least once a six weeks.

Criterion 5: Opportunities for students to learn about post-secondary education (excused college days, recruiter visits, college fairs, senior work days, etc)

Unacceptable	High school students are not given opportunities to learn about post-secondary education.
Acceptable	High school junior/seniors are given at least 3 opportunities to learn about post-secondary education per year.
Recognized	High school junior/seniors are given at least 4 opportunities to learn about post-secondary education per year.
Exemplary	High school junior/seniors are given at least 5 opportunities to learn about post-secondary education per year.

CATEGORY 8: EDUCATIONAL PROGRAMS FOR GIFTED AND TALENTED STUDENTS

Criterion 1: UIL Academic participation by GT students

Unacceptable	No opportunities are provided for GT students to participate in UIL Academic events.
Acceptable	Opportunities are provided for GT students to participate in UIL Academic events.
Recognized	GT students compete in UIL Academic events.
Exemplary	GT students compete and place in the top six of UIL Academic events at district competition.

Criterion 2: Teacher training, professional development geared to GT students and programs

Unacceptable	No GT training or professional development opportunities are offered to staff.
Acceptable	GT training/professional development opportunities are offered to staff.
Recognized	At least 80% of teachers receive GT training during the summer or school year.
Exemplary	100% of teachers receive GT training during the summer or school year.

Criterion 3: Supportive policies for GT programs and students

Unacceptable	No GT policies and procedures for GT programs and students exist.
Acceptable	Policies and procedures for identifying and serving GT students exist and are in the process of implementation.
Recognized	Policies and procedures for identifying and serving GT students exist and are consistently implemented.
Exemplary	Policies and procedures for identifying and service GT students exist, are consistently implemented, and are reviewed annually for improvement.

Criterion 4: Field trips and competitions for GT students

Unacceptable	No opportunities for field trips and competitions are available for GT students.
Acceptable	Opportunities for field trips and competitions are available for GT students.
Recognized	GT students participate in field trips and/or competitions at least once per semester.
Exemplary	GT students participate in field trips and/or competitions two or more times per semester.

Criterion 5: Online coursework available for GT students (TxVSN, dual credit, OdysseyWare, etc)

Unacceptable	No opportunities for online coursework are available for GT students.
Acceptable	Opportunities for online coursework are available for GT students.
Recognized	GT students participate in at least one online course through TxVSN, dual credit, OdysseyWare, etc.
Exemplary	GT students participate in two or more online courses through TxVSN, dual credit, OdysseyWare, etc

STATUTORY COMPLIANCE AND POLICY REPORTING REQUIREMENTS

Criterion 1:   District Improvement Plans include statutory requirements.   YES   NO

Criterion 2:   Home Language Surveys are completed and retained as required.   YES   NO

Criterion 3:   FitnessGram assessment is administered and reported as required.   YES   NO

Criterion 4:   TEA-prepared "school report cards" are sent to parents.   YES   NO

Criterion 5:   Testing irregularities (if any) are reported to TEA in a timely manner.   YES   NO

Criterion 6:   Grant/federal funds are expended as required.   YES   NO

Criterion 7:   Staff evaluations are completed by the district or campus deadline.   YES   NO

Criterion 8:   100% of required teaching staff is highly qualified (HQ).   YES   NO

OVERALL DISTRICT RATING: RECOGNIZED