

Overall Performance Calculations

1. Each campus earns a rating (Exemplary, Recognized, Acceptable, Unacceptable) on each of the individual factors 1 through 8.
2. Each rating has a corresponding point value (Table 1).
3. The points are added together for a total of 0-24 (Table 2).
4. The total points determine the overall performance rating for the campus.
5. An overall campus grade (A, B, C, D, or F) will be assessed based on the percentage of Indicators Achieved vs. The Overall Number of Indicators for each Factor (Table 4)
6. Factor Grade as determined by the overall performance for the campus (Table 5)

Table 1

Indicators Achieved	Rating	Point Value
5 (3) or more indicators	Exemplary	3 points
3-4 (2) indicators	Recognized	2 points
2 (1) indicators	Acceptable	1 point
0-1 indicators	Unacceptable	0 points

Table 2

	Individual Factors	Rating	Point Value
1	Fine Arts	Exemplary	3
2	Wellness and Physical Education	Exemplary	3
3	Community and Parental Involvement	Exemplary	3
4	21st Century Workforce Development Program	Exemplary	3
5	Second Language Acquisition Program	Recognized	2
6	Digital Learning Environment	Exemplary	3
7	Dropout Prevention Strategies	Exemplary	3
8	Educational Programs for Gifted and Talented Students	Recognized	2
9	Compliance	Yes	n/a
	Overall Performance	Exemplary	22

Table 3

Overall (Total) Point Value	Overall Rating
20-24 and Yes in Compliance	Exemplary
12-19 and Yes in Compliance	Recognized
8 to 11	Acceptable
0 to 7	Unacceptable

*Input from Campus Improvement Committee, Teachers, Staff, and Student Council Representatives was used in this evaluation process.

Table 4

Overall Percentage of Indicators Met	Overall Grade
70% or better	A
60% -69% met	B
50% -59% met	C
40% -49% met	D
Less than 40%	F

Table 5

	Individual Factors	% Achieved	Grade
1	Fine Arts	60%	B
2	Wellness and Physical Education	70%	A
3	Community and Parental Involvement	50%	C
4	21st Century Workforce Development Program	70%	A
5	Second Language Acquisition Program	66%	B
6	Digital Learning Environment	60%	B
7	Dropout Prevention Strategies	70%	A
8	Educational Programs for Gifted and Talented Students	50%	C
9	Compliance	100%	A

****Input from Campus Improvement Committee, Teachers, Staff, & Student Council Representatives were also used in this evaluation process.**

Fine Arts

Exemplary: 5 or more indicators achieved

Recognized: 3-4 indicators achieved

Acceptable: 2 indicators achieved

Unacceptable: 0-1 indicators achieved

	Indicator	Description and Target Value	Documentation/ Data Collection
<input checked="" type="checkbox"/>	Certified Teachers	The school provides full time fine arts teachers for the various fine arts courses offered.	Data will be collected from Human Resources
<input type="checkbox"/>	Parent Satisfaction Survey	Parent Survey Question: My child school offers enough arts/creative learning opportunities for my child. At least 75% of respondents selected "Strongly Agree" or "Agree" OR the average score of responses to this item improved by at least 1 percent over the prior year.	Data will be collected from the 2013-14 Parent Satisfaction Survey
<input checked="" type="checkbox"/>	Fine Arts Active Participation	The school provides students who are enrolled in fine arts classes at least two (2) opportunities to perform in, actively participate in, or display their work in a fine arts related production or exhibition.	Campus documentation. List 2 opportunities:
<input checked="" type="checkbox"/>	Fine Arts Experience	The school provides at least three (3) opportunities for students to experience the fine arts in cooperation with other schools and/or our community.	Campus documentation. List 3 opportunities:
<input type="checkbox"/>	Creative Writing	The school has at least two (2) literary publications, such as yearbook, school newsletters, collections of student poetry/short stories, ect.	Campus documentation. List 2 publications:
<input type="checkbox"/>	Sequential Arts	The school offers fine arts curriculum in grades K-5.	Data will be collected from TEAMS.
<input checked="" type="checkbox"/>	Interscholastic Competitions	The school participates in interscholastic competitions in music or other fine arts areas.	Campus documentation.
<input checked="" type="checkbox"/>	Educational Experience	Students are given the opportunity to be creative with assignments and have work displayed in classrooms and hallways.	Campus documentation.
<input type="checkbox"/>	Student Participation	Greater than 95% of all students participate in a fine art class offered by the school.	Campus documentation.
<input checked="" type="checkbox"/>	Leadership and Sustainability	Fine arts instruction and/or creative learning strategies are included in the Campus Improvement Plan.	Campus documentation.

Wellness and Physical Education

Exemplary: 5 or more indicators achieved

Recognized: 3-4 indicators achieved

Acceptable: 2 indicators achieved

Unacceptable: 0-1 indicators achieved

	Indicator	Description and Target Value	Documentation/ Data Collection
<input type="checkbox"/>	Coordinated School Health	The campus earned a Recognized or Exemplary rating on the Coordinated School Health Survey and the Coordinated Approach to Child Health (CATCH) program is implemented in compliance with state regulations.	Data will be collected from Physical Ed./Health Ed. Department
<input checked="" type="checkbox"/>	Student Health Risk	The FITNESSGRAM assessment is administered to at least 90% of all students in grades 3-5, unless excluded based on physical needs or documentation provided by a licensed physician.	Data will be collected from FitnessGram software and Campus documentation.
<input checked="" type="checkbox"/>	Coordinated School Health	The campus has an active Coordinated School Health Advisory Committee that meets at least four (4) times a year. Team members include representatives from the campus staff, parents, and community.	Campus documentation.
<input type="checkbox"/>	Parent Satisfaction Survey	Parent survey question: My child has adequate opportunities to learn about healthy lifestyle choices at school. At least 75% of respondents select "Strongly Agree" or "Agree" OR the average score of responses to this item improved by at least 1 percentage point over the prior year.	Data will be collected from the 2013-14 Parent Satisfaction Survey.
<input checked="" type="checkbox"/>	Immunizations	At least 95% of students have completed their required immunizations.	Data will be collected from Student Health Information Systems.
<input type="checkbox"/>	Community Education Programs	The school provides at least three (3) community education programs related to wellness and physical education, such as Obesity Awareness Week, Healthy at H.E.B. Community Challenge, Healthy Texas Week, Marathon Kids, Volleyball Playday, Family Fun Fitness Nights/CATCH nights, Health Fairs, etc.	Campus documentation. List 3 programs:
<input checked="" type="checkbox"/>	Staff Health and Fitness	The school provides at least three (3) opportunities for the staff to engage in or learn about fitness and wellness activities, such as yoga, Pilates, Zumba, health risk assessment, open gym, exercise, or weight rooms, etc.	Campus documentation. List 3 opportunities:
<input checked="" type="checkbox"/>	Physical Activity	The school provides at least two (2) opportunities for physical activity during the school day, such as Brain Breaks, WOW, recess, open gyms, etc.	Campus documentation. List 2 opportunities:
<input checked="" type="checkbox"/>	Student Health Education	The school provides at least two (2) opportunities to teach students about bullying, suicide, and/or drug prevention.	Campus documentation. List 2 opportunities:
<input checked="" type="checkbox"/>	Leadership and Sustainability	At least one performance objective to increase health and wellness is included in the Campus Improvement Plan.	Campus documentation.

Community and Parent Involvement

Exemplary: 5 or more indicators achieved

Recognized: 3-4 indicators achieved

Acceptable: 2 indicators achieved

Unacceptable: 0-1 indicators achieved

	Indicator	Description and Target Value	Documentation/ Data Collection
<input type="checkbox"/>	Parent Satisfaction Survey	Parent survey questions: The principal treats me with courtesy and respect. My child's school offers convenient opportunities for me to be involved in my child's education. I feel comfortable contacting staff at my child's school if I have a question or concern. Our local community supports our school. Our school works hard to engage the local community. The percent of respondents who select "Strongly Agree" or "Agree" for each survey question are averaged. The average is at least 75% OR the average improved by at least 1 percentage point over the prior year.	Data will be collected from the 2013-14 Parent Satisfaction Survey.
<input type="checkbox"/>	Parent Teacher Association	The school has an active Parent Teacher Association.	Campus documentation.
<input checked="" type="checkbox"/>	Opportunities to Get Involved	The school provides at least three (3) opportunities for community and parent involvement either off or on campus, such as field trips, performances, mentoring, volunteering, tutoring, lunch visits, classroom visits, etc.	Campus documentation. List 3 examples:
<input checked="" type="checkbox"/>	Communication	The school regularly uses at least three (3) forms of communication such as automated telephone calls, emails, newsletters, letters, and surveys. The communication is in the languages spoken by the campus community.	Campus documentation. List 3 examples:
<input checked="" type="checkbox"/>	Informational Events	The school provides at least three (3) informational events, such as transition events, parent or family nights, Open House, Parent Conference Events, Back to School Night, mentoring/tutoring, ect.	Campus documentation.
<input type="checkbox"/>	Adult Learning Opportunities	The school provides at least three (3) opportunities for adult learning, such as parenting skills, General Educational Development (GED), ESL, computer skills, nutrition, fitness, student attendance/truancy, etc.	Campus documentation. List 3 examples:
<input type="checkbox"/>	Family Fun Events	The school provides at least three (3) family fun events, such as festivals, celebrations, recognitions, movie nights, community building, ect.	Campus documentation. List 3 examples:
<input type="checkbox"/>	Parent Education and Support	The school provides at least two (2) opportunities to educate parent about common Learning Disabilities and Behavioral Disorders such as dyslexia, dyscalculia, dysgraphia, dyspraxia, ADAD, autism spectrum disorders, eating disorders, depression, anxiety disorders, etc.	Campus documentation. List 2 opportunities.
<input checked="" type="checkbox"/>	Community Involvement	The school provides at least two (2) opportunities for community organizations to work in conjunction with the school to educate students by working jointly and/or using the school facilities for community events.	Campus documentation.
<input checked="" type="checkbox"/>	Leadership and Sustainability (CIP)	At least one (1) performance objective to increase community and parental involvement is included in the Campus Improvement Plan.	Campus documentation.

21st Century Workforce Development Program

Exemplary: 5 or more indicators achieved

Recognized: 3-4 indicators achieved

Acceptable: 2 indicators achieved

Unacceptable: 0-1 indicators achieved

	Indicator	Description and Target Value	Documentation/ Data Collection
<input type="checkbox"/>	Student Technology Literacy Assessment	At least 80% of the school's 5 th grade students are considered Proficient according to the student Technology Literacy Assessment OR school averages on this assessment improved by at least 1 percentage point over the prior year.	Data will be collected from the 2013-14 Student Technology Literacy Assessment.
<input checked="" type="checkbox"/>	Texas Campus School Technology and Readiness (STaR) Chart	The school is classified as Advanced Tech or Target Tech in all 4 Key Areas or the sum of their scores in Key Areas I-IV improved by at least 2 points over the prior year.	Data will be collected by TEA.
<input type="checkbox"/>	Parent Satisfaction Survey	Parent survey question: School staff provides me with enough information about future career opportunities for my child. At least 75% of respondents select "Strongly Agree" or "Agree" OR the average score of responses to this item improved by 1 percentage point over the prior year.	Data will be collected from the 2013-14 Parent Satisfaction Survey.
<input checked="" type="checkbox"/>	College/Career Fair, Career Explorations	The school offers at least two (2) college/career events, such as Career Day, job shadowing events, Take Your child to Work Day, Career Interest Inventory, etc.	Campus documentation. List 2 examples:
<input type="checkbox"/>	Professional Development	Campus STaR Charts and student Technology Literacy Assessment results are used to develop campus technology plan and to determine staff development needs.	Campus documentation.
<input checked="" type="checkbox"/>	College Awareness	The school displays college pennants, displays diplomas/degrees of staff members, or participates in regular staff college dress days.	Campus documentation.
<input checked="" type="checkbox"/>	Postsecondary Opportunities	The school provides students and parents, especially first generation college students, information about postsecondary opportunities, through newsletters, conferences, presentations, etc.	Campus documentation.
<input checked="" type="checkbox"/>	Mentorship	Students have mentors from older grade levels that help with reading, math, other academic areas and/or social skills.	Campus documentation.
<input checked="" type="checkbox"/>	Project Based Learning	Students at the school have access to Project Based Learning (PBL).	Campus documentation.
<input checked="" type="checkbox"/>	Leadership and Sustainability (CIP)	At least one (1) performance objective to increase 21 st Century Workforce Development is included in the Campus Improvement Plan.	Campus documentation.

Second Language Acquisition Program

Exemplary: 3 or more indicators achieved

Recognized: 2 indicators achieved

Acceptable: 1 indicator achieved

Unacceptable: 0 indicators achieved

	Indicator	Description and Target Value	Documentation/ Data Collection
<input checked="" type="checkbox"/>	Certified Teachers	All students receiving ESL services are supported by a certified ESL teacher.	Data will be collected from Human Resources.
<input checked="" type="checkbox"/>	Inclusiveness	ELL and non-ELL students participate together in music, art, and PE classes.	Campus documentation.
<input checked="" type="checkbox"/>	Inclusiveness	ELL and non-ELL students are taught in an inclusive classroom setting.	Campus documentation.
<input type="checkbox"/>	Language Proficiency Assessment Committee	The school has an active Language Proficiency Assessment Committee (LPAC) that meets TEA expectations and the campus complies with TEC Subchapter B (bilingual education and special language programs).	Campus documentation.
<input type="checkbox"/>	Professional Development	At least 80% of campus ESL teachers receive professional development in sheltered instruction.	Campus documentation.
<input checked="" type="checkbox"/>	Leadership and Sustainability (CIP)	At least one (1) performance objective to increase second language acquisition is included in the Campus Improvement Plan.	Campus documentation.

Digital Learning Environment

Exemplary: 5 or more indicators achieved

Recognized: 3-4 indicators achieved

Acceptable: 2 indicators achieved

Unacceptable: 0-1 indicators achieved

	Indicator	Description and Target Value	Documentation/ Data Collection
<input checked="" type="checkbox"/>	Cyberbullying	The school provides training for staff and activities or programs for students on how to recognize and prevent cyberbullying.	Campus documentation.
<input type="checkbox"/>	Access to Technology	Elementary students have access to computers for at least one (1) hour a week.	Campus documentation.
<input type="checkbox"/>	Student Technology Literacy Assessment	At least 80% of the school's 5 th grade students are considered Proficient by passing the Student Technology Literacy Assessment or by passing a technology course.	Campus documentation. Data collected from the 2013-14 Student Technology Literacy Assessment.
<input type="checkbox"/>	Parent Satisfaction Survey	Parent survey question: My child has adequate opportunity to use technology at school. At least 75% of respondents select "Strongly Agree" or "Agree" OR the average score of responses to this item improved by at least 1 percentage point over the prior year.	Data will be collected from the 2013-14 Student Technology Literacy Assessment.
<input checked="" type="checkbox"/>	Texas Campus STaR Chart – Key Area I	The school is classified as Advanced Tech or Target Tech in Key Area I: Teaching and Learning OR their Key Area I score has improved by at least one (1) percentage point over the prior year.	Data will be collected from TEA.
<input checked="" type="checkbox"/>	Texas Campus STaR Chart – Key Area II	The school is classified as Advanced Tech or Target Tech in Key Area II: Teaching and Learning OR their Key Area I score has improved by at least one (1) percentage point over the prior year.	Data will be collected from TEA.
<input checked="" type="checkbox"/>	Texas Campus STaR Chart – Key Area III	The school is classified as Advanced Tech or Target Tech in Key Area III: Teaching and Learning OR their Key Area I score has improved by at least one (1) percentage point over the prior year.	Data will be collected from TEA.
<input checked="" type="checkbox"/>	Texas Campus STaR Chart – Key Area IV	The school is classified as Advanced Tech or Target Tech in Key Area IV: Teaching and Learning OR their Key Area I score has improved by at least one (1) percentage point over the prior year.	Data will be collected from TEA.
<input type="checkbox"/>	Web-based learning	Elementary students are provided at least three (3) opportunities to participate in campus web-based programs in reading, math, science, and social studies such as iStation, Study Island, TTM, etc.	Campus documentation.
<input checked="" type="checkbox"/>	Leadership and Sustainability	At least one (1) performance objective to improve the digital learning environment is included in the Campus Improvement Plan.	Campus documentation.

Dropout Prevention Strategies

Exemplary: 5 or more indicators achieved

Recognized: 3-4 indicators achieved

Acceptable: 2 indicators achieved

Unacceptable: 0-1 indicators achieved

	Indicator	Description and Target Value	Documentation/ Data Collection
<input checked="" type="checkbox"/>	Attendance	The school has an overall attendance rate of $\geq 95\%$ OR made improvement over the prior year.	Data will be collected from PEIMS ADA.
<input type="checkbox"/>	Parent Satisfaction Survey	Parent survey questions: My child's school is a safe learning environment. I believe that my child likes to go to school. My child is treated with respect by other students. The percent of respondents who selected "Strongly Agree" or "Agree" for each survey question are averaged. The average is at least 75% OR the average improved by at least 1 percentage point over the prior year.	Data will be collected from the 2013-14 Parent Satisfaction Survey.
<input checked="" type="checkbox"/>	Healthy Environment	The school provides at least three (3) opportunities to create an emotionally healthy, inclusive environment by offering activities or programs that focus on bullying prevention, social and emotional learning, character education, etc.	Campus documentation. List 3 opportunities:
<input type="checkbox"/>	Early Literacy Intervention	All students identified as struggling in reading or writing are provided specialized instruction or intervention.	Campus documentation.
<input checked="" type="checkbox"/>	Anti-Bullying Activities	The school provides training for staff and activities or programs for students on how to recognize and prevent bullying.	Campus documentation.
<input type="checkbox"/>	Mentors	The school provides at least two opportunity for mentorship, such as one-to-one study partner with volunteers, peer-to-peer mentoring, character building programs, etc.	Campus documentation. List 1 opportunity:
<input checked="" type="checkbox"/>	Intervention Support	The school provides at least two (2) in school, after school, extended day, or extended year programs for STAAR intervention.	Campus documentation. List 2 opportunities:
<input checked="" type="checkbox"/>	Staff Support	The school has a system in place to monitor attendance and a procedure in place to address attendance issues.	Campus documentation.
<input checked="" type="checkbox"/>	Attendance	The school provides at least (2) opportunities for recognition of students who have good attendance such as weekly incentives, incentives by grading period, and yearly incentives.	Campus documentation.
<input checked="" type="checkbox"/>	Leadership and Sustainability	At least one (1) performance objective to either increase dropout prevention strategies or improve attendance is included in the- Campus Improvement Plan.	Campus documentation.

Educational Programs for Gifted and Talented Students

Exemplary: 3 or more indicators achieved

Recognized: 2 indicators achieved

Acceptable: 1 indicator achieved

Unacceptable: 0 indicators achieved

	Indicator	Description and Target Value	Documentation/ Data Collection
<input type="checkbox"/>	Parent Satisfaction Survey	Survey question: School staff provides me with enough information about additional academic services available to my child (e.g., special education, ESL, gifted and talented). At least 75% of respondents select "Strongly Agree" or "Agree" OR the average score of the responses to this item improved by at least 1 percentage point over the prior year.	Data will be collected from the 2013-14 Parent Satisfaction Survey.
<input type="checkbox"/>	Extracurricular Enrichment Activities	Gifted and Talented students are given the opportunity to participate in at least two (2) enrichment activities that extend beyond the classroom, such as UIL academic competitions, robotics, service projects, GT Night presentations, etc.	Campus documentation.
<input checked="" type="checkbox"/>	Academic Competitions	Gifted and Talented students are given the opportunity to participate in UIL and non-UIL academic competitions.	Campus documentation.
<input type="checkbox"/>	Parent and Community Outreach	The school provides at least two (2) parent or community outreach events that target the families of Gifted and Talented students, such as GT identification meetings, GT Parent Night, GT Presentation Night, ect.	Campus documentation. List 2 events:
<input checked="" type="checkbox"/>	Certified Teachers	At least 90% of all classroom teachers will have an initial 30 hours of GT Training and a 6 hour yearly update to the training.	Campus documentation.
<input checked="" type="checkbox"/>	Leadership and Sustainability	At least one (1) performance objective implanting advanced academic strategies and resources is included in the Campus Improvement Plan.	Campus documentation.

Compliance

Exemplary: 3 or more indicators achieved

Recognized: 2 indicators achieved

Acceptable: 1 indicator achieved

Unacceptable: 0 indicators achieved

	Indicator	Description and Target Value	Documentation/ Data Collection
<input checked="" type="checkbox"/>	Campus Improvement Plan	The school's Campus Improvement Plan is complete and has been approved by the district.	Data will be collected from Campus & District Accountability
<input checked="" type="checkbox"/>	Required web postings for accountability	The school complies with mandatory dissemination of annual TEA School Report Cards.	Campus documentation.
<input checked="" type="checkbox"/>	Immunizations	Parents are provided opportunities for their children to receive free or reduced cost immunizations, vision screening, and hearing screening. Parents are sent results and related information.	Campus documentation.
<input checked="" type="checkbox"/>	Accountability	At least 80% of teachers are rated Proficient or better on the Professional Development and Appraisal System (PDAS) ratings of accountability.	Data will be collected from the 2013-14 PDAS Scores.
<input checked="" type="checkbox"/>	Campus Advisory Council (CAC)	The school has an active campus committee that meets at least twice each year.	Campus documentation.
<input checked="" type="checkbox"/>	Attendance	The school has an overall attendance of $\geq 95\%$ OR made improvement over the prior year.	PEIMS ADA.
<input checked="" type="checkbox"/>	Budget	Budget deadlines are met, and the yearly audit is passed.	Data will be collected from the Budget Office.
<input checked="" type="checkbox"/>	Dyslexia Service	All students experiencing reading difficulties who do not respond to reading intervention are assessed for dyslexia by a teacher trained in dyslexia and related disorders. Students identified by the 504 committee as being dyslexic are provided appropriate services.	Campus documentation.
<input checked="" type="checkbox"/>	HQ Professional Development	The school meets or exceeds Highly Qualified professional development standards.	Campus documentation.
<input checked="" type="checkbox"/>	Special Education Service	The school provides special education programs that meet the individual needs of its special education students.	Campus documentation.