

# EUSTACE ISD

## COMMUNITY AND STUDENT ENGAGEMENT 2017

Eustace ISD convened Criteria Development Committees for the purpose of reviewing the topics and rating scales for the 8 areas of the Community and Student Engagement law set forth by the legislature to fulfill one of the requirements of HB 5. After the committees completed their designated areas, each campus completed their individual campus ratings. The District rating was then compiled based on the ratings of the campuses. Ratings were reported to TEA and the EISD Board of Trustees as required.

Committee members for each area are listed below:

### FINE ARTS

Todd Felty	HS
Brent Ragland	HS
Tammy Haravey	HS
Cheri Spivey	MS
Kathy Clardy	Interm.
Susanne Pharmakis	Primary

### WELLNESS AND PE

Tammy Gaddis	Prim
Josh Sypert	HS
Drew McDonald	MS
Kenneth Henderson	HS
Lane Stahl	MS
Rosie Abbott	Food Serv.
Pam Martin	Nurse
Ashley Borden	HS/MS

### DROPOUT PREVENTION

Cody Taylor	HS
Trevor Thorne	MS
Marcy Warren	Interm
Deanna Haynes	Prim.
Betty Bee	HS
Ginger Plunk	MS
Jeff Brown	DAEP

### DIGITAL LEARNING

#### ENVIRONMENT

Coy Holcombe	District
Twyla Felty	TIS
Jerri Davis	TIS
Ronnie Babcock	MS
Amy Huggins	Interm
Molly Taylor	HS
Kari Stephens	PS

### COMMUNITY & PARENTAL INVOLVEMENT

Shelby Adams	Prim.
Robert Reeve	IS
Truman Oakley	MS
Chris Whorton	HS
Gwen Orr	HS
Booster Clubs rep.	Holly Bailey

### G/T PROGRAM

Susanne Pharmakis	Pr./Int.
Judy Wimberley	MS
Vikki Godair	HS
Kathrine Hendrickson	Admin

### 2<sup>ND</sup> LANGUAGE ACQUISITION

Dora Cavazos	HS
Wendy Gonzales	MS
Kathy Clardy	Interm
Susanne Pharmakis	PS

### 21<sup>ST</sup> CENTURY WORKFORCE

#### DEVELOPMENT

Kathleen Krumm	HS
Vikki Godair	HS
Theresa Tindel	HS
Phyllis Bice	HS
Steve Stegall	HS
Melissa Smith	MS

### COMPLIANCE AND POLICY REPORTING

Dr. Coy Holcombe	Admin
Karen Thompson	Admin
Carol Warren	Admin
Janice Beasley	Admin

CAMPUS:						
2017	<u>EXEMPLARY</u>		<u>RECOGNIZED</u>	<u>ACCEPTABLE</u>	<u>UNACCEPTABLE</u>	
Fine Arts	<b>A</b> 5	<b>B</b> 4 PTS	<b>C</b> 3 PTS.	<b>D</b> 2	<b>F</b> 0	N/A TO CAMPUS
CRITERIA						
SEQUENTIAL ARTS INSTRUCTION PROVIDED	Fine Arts curriculum in grades K-5 and sequential instruction in at least four fine arts disciplines (MS/HS)	Fine Arts curriculum in grades K-5 and sequential instruction in at least three fine arts disciplines (MS/HS)	Fine Arts curriculum in grades K-5 and sequential instruction in at least two fine arts disciplines (MS/HS)	Fine Arts curriculum in grades K-5 and sequential instruction in at least one fine arts disciplines (MS/HS)	no sequential courses consistently provided	
FINE ARTS SHOWCASE	<b>4 + opportunities per fine arts subject</b> provided to students to <b>exhibit, perform, participate and/or display</b> work through exhibits, performances, hallway displays, video recordings and special assemblies	<b>3 opportunities per fine arts subject</b> provided to students to exhibit, perform, participate and/or display work through exhibits, performances, hallway displays, video recordings and special assemblies	<b>2 opportunities per fine arts subject</b> provided to students to exhibit, perform, participate and/or display work through exhibits, performances, hallway displays, video recordings and special assemblies	<b>1 opportunity per fine arts subject</b> provided to students to exhibit, perform, participate and/or display work through exhibits, performances, hallway displays, video recordings and special assemblies	<b>0 opportunity per fine arts subject</b> provided to students to exhibit, perform, participate and/or display work through exhibits, performances, hallway displays, video recordings and special assemblies	
FINE ARTS CONTINUATION	85 % or more of students earn more than 2 Fine Arts Credits in HS	70-84 % of students earn more than 2 Fine Arts Credits in HS	50-69 % of students earn more than 2 Fine Arts Credits in HS	25- 49% percent of students earn 2 Fine Arts Credits in HS	less than 25% earn 2 Fine Arts Credits in HS	

CAMPUS:						
2017	<b>EXEMPLARY</b>		<b>RECOGNIZED</b>	<b>ACCEPTABLE</b>	<b>UNACCEPTABLE</b>	
WELLNESS AND PE	<b>A</b> 5 PTS	<b>B</b> 4 PTS	<b>C</b> 3 PTS.	<b>D</b> 2 PTS.	<b>F</b> 0 PTS	N/A TO CAMPUS
CRITERIA						
Number of PE minutes offered (i.e. elementary, middle and high school athletics)	45 min or more of rigorous exercise on a daily basis. 90% 100% participating	Exceeds state requirement of 135 total min. per week 70%-90% Participating	Meets state minimum requirement of 135 total min. per week. 50%-69% Participating	Meets state minimum requirement of 135 total min. per week. 25%-49% Participating	Less than state requirement of 135 total min per week. <25% Participating	
PE instruction provided by certified PE staff	certified PE teacher on each campus	3 certified PE teachers oversees PE program districtwide.	2 certified PE teachers oversees PE program districtwide.	1 certified PE teacher oversees PE program districtwide.	no PE certified teacher	
Students have access to exercise opportunities other than the required PE course.	Additional exercise opportunities provided each day. 90%-100% Participating	3+ additional exercise opportunities per week. 90%-100% Participating	2+ additional exercise opportunities per week. 69%-89% Participating	At least one additional exercise opportunity per week. 50%-70% Participating	No additional exercise opportunities provided	
District provides appropriate health personnel for needs of students/staff.	RN on staff at each campus.	Registered Nurse oversees district health services . Trained Nurse Aides on 3 campuses.	Registered Nurse oversees district health services . Trained Nurse Aides on 2 campuses.	Registered Nurse oversees district health services . Trained Nurse Aides on 1 campuses.	No RN on staff	
District Health Program provides multiple health services to students, staff and community.	5 or more screenings/clinics provided annually	4 screenings/clinics provided annually	2+ screenings/clinics provided annually.	1 screenings/clinics provided annually.	no screenings provided	
District promotes character education programs for all stakeholders.	90%-100% Participating in Character Counts Program presentations	80%-89% Participating in Character Counts Program presentations	50-79% Participating in Character Counts Program presentations	Less than 50% Participating in Character Counts Program presentations	No consistent program in place.	

CAMPUS:						
2017	<u>EXEMPLARY</u>		<u>RECOGNIZED</u>	<u>ACCEPTABLE</u>	<u>UNACCEPTABLE</u>	
COMMUNITY/PARENT INVOLVEMENT/ ENGAGEMENT	<b>A</b> 5 PTS	<b>B</b> 4 PTS	<b>C</b> 3 PTS.	<b>D</b> 2 PTS.	<b>F</b> 0 PTS	N/A TO CAMPUS
CRITERIA						
Programs engaging parental/community involvement (Meet the teacher, food drives, parades, Christmas on the Square, Family Reading & Game Nights, book fairs, etc	More than 5 programs engaging parental/community involvement per campus.	4 programs engaging parental/community involvement per campus.	3 programs engaging parental/community involvement per campus.	1 program engaging parental/community involvement per campus.	No programs engaging parental/community involvement per campus.	
Assemblies & award programs open to the public.	At least 5 assemblies & award programs offered to the public per campus.	At least 4 assemblies & award programs offered to the public per campus.	At least 3 assembly or award program offered to the public per campus.	At least 1 assembly or award program offered to the public per campus.	No assemblies or award programs offered to the public per campus.	
Number of volunteer opportunities coordinated by district/campuses.	More than 5 volunteer opportunities per campus.	At least 4 volunteer opportunities per campus.	At least 3 volunteer opportunities per campus.	At least 1 volunteer opportunity per campus.	One or less volunteer opportunity per campus.	
Opportunities for field trips to museums, theaters, etc.	More than 5 opportunities for field trips per campus.	At least 4 opportunities for field trips per campus.	At least 3 opportunities for field trips per campus.	At least 1 opportunities for field trips per campus.	No field trip opportunities evident per campus.	

CAMPUS:						
2017	<u>EXEMPLARY</u>		<u>RECOGNIZED</u>	<u>ACCEPTABLE</u>	<u>UNACCEPTABLE</u>	
21ST CENTURY WORKFORCE	<b>A</b> 5 PTS	<b>B</b> 4 PTS	<b>C</b> 3 PTS.	<b>D</b> 2 PTS.	<b>F</b> 0 PTS	N/A TO CAMPUS
CRITERIA						
Offer and encourage enrollment of post secondary/advanced courses.	Secondary coursework offered in 4 core subjects (ELA, math, Sc. S.St.); 6 or more AP or Dual Credit classes offered	Secondary coursework offered to Soph., Jr. & Sr. in 3 core subjects (ELA, math, S.St.); 5 AP or Dual Credit classes offered	Secondary coursework offered to Jr. & Sr. in 2 core subjects; 3 AP or Dual Credit classes offered	Secondary coursework offered to Jr. & Sr. in 1 core subject; 1 AP or Dual Credit classes offered	no post secondary courses offered; no AP or Dual credit courses offered	
Number of student-centered college and career enrichment opportunities (i.e.guest speakers, college visits, Career Days/Fairs, Science Fairs )	10 or more opportunities offered annually	At least 8 opportunities offered annually	At least 4 opportunities offered annually	At least 2 opportunities offered annually	0 opportunities offered	
Provide CTE courses leading to certifications	offer CTE courses related to at least 4 clusters; offer at least 3 coherent sequences; complete at least 50 certifications in any of the areas in which certifications are offered	offer CTE courses related to at least 3 clusters; offer at least 3 coherent sequences; complete at least 40 certifications in any of the areas in which certifications are offered	offer CTE courses related to at least 3 clusters; offer at least 2 coherent sequences; complete at least 30 certifications in any of the areas in which certifications are offered	offer CTE courses related to less than 3 clusters; offer less than 2 coherent sequences; complete less than 20 certifications in any of the areas in which certifications are offered	No CTE courses offered or certifications in any of the areas available	
Provide remediation/tutoring services to at risk/low performing students	4 or more remediation/tutoring support programs provided on campus	At least 3 remediation/tutoring support programs provided on campus	At least 2 remediation/tutoring support program provided on campus	At least 1 remediation/tutoring support program provided on campus	no opportunities	
Provide Mentoring services to at risk or low performing students	Comprehensive mentoring program fully implemented for all students	1-1 mentoring for at risk students and low performing students	Mentoring for at risk or low performing students occurs on monthly basis	Mentoring for at risk or low performing students occurs on random basis	no opportunities	

CAMPUS:	EXEMPLARY		RECOGNIZED	ACCEPTABLE	UNACCEPTABLE	
2017	EXEMPLARY		RECOGNIZED	ACCEPTABLE	UNACCEPTABLE	
2ND LANGUAGE ACQUISITION	A 5 PTS	B 4 PTS	C 3 PTS.	D 2 PTS.	F 0 PTS	N/A TO CAMPUS
CRITERIA						
Home language surveys distributed and completed upon initial enrollment in U.S. public schools	91-100%	81-90%	51-80%	25%-49%	Less than 25%	
Foreign Language Club provided at HS	46 + members	25-45 members	15-25 members	at least 14 members	No club offered	
Longitudinal data that reflects language acquisition (% of students exiting with in 5 years of enrollment in ESL OR % of students taking TELPAS that show growth)	91-100%	81-90%	61-80%		0-60%	
Provide translations of letters/notices to parents and students	Individualized reciprocal communication between school and home	All school-to-home communication translated	All school-to-home communication translated upon requested	Official school notices translated	No translations provided	
LPAC decisions implemented, documented	Decisions are implemented, and documented 100%	Decisions are implemented, and documented 85%	Decisions are implemented, and documented 70%	Decisions are implemented, and documented 50%	Failure to implement,document	
Data showing percentage of graduating seniors who have completed 2 or more credits of a given foreign language	Greater than 75%	Greater than 60%	Greater than 45%	At least 25%	Less than 25%	
Conversational Spanish program provided to students prior to high school	Program implemented on 3 campuses during weekly specials rotation.	Program implemented on 2 campuses during weekly specials rotation.	Program implemented on 1 campus during weekly specials rotation.	General cultural awareness instruction provided.	No programs implemented	

CAMPUS:						
2017	<b>EXEMPLARY</b>		<b>RECOGNIZED</b>	<b>ACCEPTABLE</b>	<b>UNACCEPTABLE</b>	
DIGITAL LEARNING ENVIRONMENT	<b>A</b> 5 PTS	<b>B</b> 4 PTS	<b>C</b> 3 PTS.	<b>D</b> 2 PTS.	<b>F</b> 0 PTS	N/A TO CAMPUS
CRITERIA						
Students are well-informed in the importance of digital citizenship.	90%+ of our students have completed the internet safety course through the service center.	79%-89% of our students have completed the internet safety course through the service center.	50-78% of our students have completed the internet safety course through the service center.	Less than 50% of our students have completed the internet safety course through the service center.	No students have completed the internet safety course through the service center.	
Staff and community are well-informed in the importance of digital citizenship.	Multiple sources for digital citizenship are posted on district website for availability to teachers and community members. In-person training offered each semester.	Materials through Common Sense Media are posted on district website for availability to teachers and community members. In-person training offered each semester.	Materials through Common Sense Media are posted on district website for availability to teachers and community members. In-person training offered annually.	Materials through Common Sense Media are posted on district website for availability to teachers and community members.	No materials made available to teachers, students, and community members.	
Professional Development is provided and clear expectations established to support technology as a tool for student learning and production.	More than 90% of teachers participate in 3 hours or more of instructional and technology integration training, promoting 21st Century Classroom initiatives.	51 to 89% of teachers participate in 3 hours or more of instructional and technology integration training, promoting 21st Century Classroom initiatives.	26 to 50% of teachers participate in 3 hours or more of instructional and technology integration training, promoting 21st Century Classroom initiatives.	Less than 25% of teachers participate in 3 hours or more of instructional and technology integration training, promoting 21st Century Classroom initiatives.	No teachers participate in instructional and technology integration training, promoting 21st Century Classroom initiatives.	
District provides personnel aimed at integrating technology into instruction.	Fully staffed technology department to support district enrollment including a designated Technology Integration Specialist provided for each campus.	Fully staffed technology department to support district enrollment including three shared Technology Integration Specialists district wide.	Fully staffed technology department to support district enrollment including two shared Technology Integration Specialists provided district wide.	Fully staffed technology department to support district enrollment including one shared Technology Integration Specialists provided district wide.	Partially staffed technology department with no Technology Integration Specialist is provided for each campus.	
District purchases and maintains technology tools and infrastructure through appropriate budgeting for hardware, software and technology technicians	Recommendations made in an ongoing process to replace or add technology resources in the district.	Recommendations made on as needed basis to replace or add technology resources in the district.	Recommendations made once per year to replace or add technology resources in the district.	Recommendations made randomly to replace or add technology resources in the district.	No recommendations made to replace or add technology resources in district.	

CAMPUS:						
2017	<u>EXEMPLARY</u>		<u>RECOGNIZED</u>	<u>ACCEPTABLE</u>	<u>UNACCEPTABLE</u>	
DROP OUT PREVENTION	<b>A</b> 5 PTS	<b>B</b> 4 PTS	<b>C</b> 3 PTS.	<b>D</b> 2 PTS.	<b>F</b> 0 PTS	N/A TO CAMPUS
CRITERIA						
Importance of student-centered educational learning environment stressed at all levels (evidence: Bulldog time; Focus periods; availability of early childhood education)	5 or more student-centered activities/opportunities	4 student-centered activities/opportunities	3 student-centered activities/opportunities	At least 1 student-centered activities/opportunities	No evidence of student-centered activities/opportunities	
Intervention programs and strategies exist to ensure students are achieving on grade levels academically (evidence: RTI; SSI; 504; Read180; REACH; afterschool tutoring; Renaissance Learning programs; Think Through Math; Odysseyware;	5 or more intervention programs and strategies	4 intervention programs and strategies	3 intervention programs and strategies	At least 1 intervention program and strategy	No intervention programs and strategies	
Programs and initiatives geared to increasing communication with parents (evidence: Fish Camp; Meet the Teacher; Bulldog Bash; Family Reading / Game Nights; End of Year Awards; POSSE; Mentoring; District/Campus Surveys)	5 or more programs and initiatives	4 programs and initiatives	3 programs and initiatives	At least one program and initiative	No programs and initiatives exist	
District / school has overall attendance rate of > or = 95% (evidence: PEIMS ADA; attendance incentives)	Greater than 96% attendance	Greater than 95% attendance	At least 94% attendance	Above 93% attendance	Less than 92% attendance	
Campus incentives are provided to acknowledge attainment of various educational goals (evidence: Point system; Behavior contracts; Right Choice; etc.)	5 or more incentives provided	At least 4 incentives provided	At least 3 incentives provided	1 incentive provided	No incentives provided	



CAMPUS:						
2017	<u>EXEMPLARY</u>		<u>RECOGNIZED</u>	<u>ACCEPTABLE</u>	<u>UNACCEPTABLE</u>	
GT PROGRAM	<b>A</b> 5 PTS	<b>B</b> 4 PTS	<b>C</b> 3 PTS.	<b>D</b> 2 PTS.	<b>F</b> 0 PTS	N/A TO CAMPUS
CRITERIA						
Policies and procedures for Gifted and Talented program established.	G/T program and services policy is board approved and disseminated to all parents annually.	N/A	N/A		No policy exists	
G/T identification opportunities provided.	GT identification ongoing throughout year.	G/T identification at least each semester.	G/T identification at least once a year.	G/T identification at Parent request.	Identification does not occur on consistent basis.	
G/T participation and/or Accelerated learning opportunities provided in grades K-5	GT students receive daily accelerated learning opportunities.	GT pull-out program provided weekly on Primary campus and Intermediate campus by two teachers	GT pull-out program and Academy provided weekly by one teacher at elem. for students in K-5	GT services provided on monthly basis	No GT services exist	
Identified GT students have opportunities to participate in UIL competitions	Academic champs in area of competition	At least 10 participants win medals	At least 10 participants win medals	At least 5 participants win medals	No participation	

<b>2017</b>			
<b>EUSTACE ISD</b>			
		<b>COMPLIANT</b>	
<b>Compliance and Policy Reporting Requirements</b>	<b>DOCUMENTATION</b>	<b>NO</b>	<b>YES</b>
<b>CRITERIA</b>			
<b>FINANCIAL</b> - District adheres to established policies and procedures	Comptroller's Platinum Award for financial transparency, Superior FIRST Rating, yearly audit successfully completed and submitted with no findings, all grant and federal funds expended as required.		<b>X</b>
<b>STATE REQUIREMENTS</b> - District adheres to state guidelines.	Distribution of state testing results, accountability notices, TEA School Report Cards, PBMAS, Summer Feeding Program, PID error rate, PEIMS submissions, transportation reports,		<b>X</b>
<b>GENERAL GOVERNANCE</b> - District complies with all rules and regulations established	Board Meeting notices and minutes, web postings,		<b>X</b>

## COMMUNITY-SCHOOL ENGAGEMENT RATING RUBRIC

		EXEMPLARY		RECOGNIZED	ACCEPTABLE	UNACCEPTABLE
CATEGORY		A	B	C	D	F
FINE ARTS	20 POSSIBLE	16-20	10-15	4-9	2-3	0-1
WELLNESS AND PE	35 POSSIBLE	30-35	16-29	7-15	2-6	0-1
COMMUNITY PARENT INV.	25 POSSIBLE	21-25	17-20	5-16	2-5	0-1
2ND LANG. ACQUISITION	35 POSSIBLE	30-35	16-29	7-15	2-6	0-1
DIGITAL LEARNING ENV.	30 POSSIBLE	21-30	12-20	6-11	2-5	0-1
DROP PREVENTION	30 POSSIBLE	25-30	20-24	6-19	2-5	0-1
GT PROGRAM	25 POSSIBLE	21-25	17-20	5-16	2-4	0-1

## 2017 EISD COMMUNITY AND STUDENT ENGAGEMENT RATINGS

CATEGORY	PRIMARY	INTERMEDIATE	MIDDLE SCHOOL	HIGH SCHOOL	DISTRICT RATING
June, 2017					
FINE ARTS	EXEMPLARY (B)	RECOGNIZED (C)	EXEMPLARY (B)	EXEMPLARY (A)	EXEMPLARY (B)
WELLNESS AND PE	EXEMPLARY (B)	EXEMPLARY (B)	EXEMPLARY (B)	EXEMPLARY (A)	EXEMPLARY (B)
COMMUNITY PARENT INVOLV.	EXEMPLARY (A)	EXEMPLARY (B)	RECOGNIZED (C)	EXEMPLARY (A)	EXEMPLARY (B)
2ND LANG. ACQUISITION	EXEMPLARY (A)	EXEMPLARY (A)	EXEMPLARY (B)	EXEMPLARY (A)	EXEMPLARY (B)
DIGITAL LEARNING ENV.	EXEMPLARY (B)	EXEMPLARY (A)	EXEMPLARY (A)	EXEMPLARY (A)	EXEMPLARY (A)
DROPOUT PREVENTION	EXEMPLARY (A)	EXEMPLARY (A)	EXEMPLARY (A)	EXEMPLARY (A)	EXEMPLARY (A)
GT PROGRAM	RECOGNIZED (C)	RECOGNIZED (C)	EXEMPLARY (A)	EXEMPLARY (A)	EXEMPLARY (B)
COMPLIANCE & POLICY REPORTING	N/A	N/A	N/A	N/A	COMPLIANT
OVERALL RATINGS	EXEMPLARY (B)	EXEMPLARY (B)	EXEMPLARY (B)	EXEMPLARY (A)	<b>EXEMPLARY (B)</b>