

COVINGTON ISD

HOME OF THE MIGHTY BLUE OWLS

COMMUNITY AND STUDENT ENGAGEMENT EVALUATION



2016-2017 SCHOOL YEAR

BOARD REVIEWED: MARCH 6, 2017

COVINGTON ISD

Community and Student Engagement Evaluation Committee

2016-2017 School Year

Abbott, Sherry-Principal/DEIC/SHAC
Abrego, Kristi-Counselor/Asst. Principal/DEIC/SHAC
Black, Dalese-Parent/SHAC
Black, Eric-Parent/DEIC/SHAC
Bradshaw, April-Teacher Aide/DEIC
Bryant, Charles-Business/DEIC
Burgess, Ricky-Career Tech/DEIC
Bush, Cody-Career Tech Teacher
Crisp, Emily-Art Teacher/SHAC
Edens, Leslie-Principal/DEIC/SHAC
Frank, Mark-Band Director
Frazier, Pam-Business Manager
Frazier, Robbie-SHAC
Harrell, Cathy-Food Service/SHAC
Hodge, Brandi—School Nurse/SHAC
Innis, Diane-Superintendent/DEIC
Jean, Pam-SHAC

Johnson, Alisha-School Board/SHAC
Johnson, Jeanette-SHAC
Karlicek, Kevin-Fire Department/SHAC
Karlicek, Shalest-Secondary Teacher/DEIC
Lanham, Sonya-Tech Coordinator/Career Tech Teacher/DEIC
Lidster, Chris-Fire Department/SHAC
Mackey, Kara-Asst. Principal/Reading Specialist/ESL/SHAC
Nivens, Lisa-Superintendent Secretary/DEIC
Pipes, Letitia-Teacher/DEIC
Plants, Karen-Librarian/GT
Quesenberry, Lucy-Parent/DEIC
Schreiber, Tonya-Parent/SHAC
Stanfield, Jeanie-Parent/SHAC
Steele, Charles-Athletic Director/SHAC
Stewart, Tracie-Science Teacher/SHAC/DEIC
Weaver, Krista-Teacher/DEIC
Wood, Kyla--PEIMS

| Category | Exemplary 3 pts | Recognized 2pts | Acceptable 1 pt | Unacceptable 0 pts |
|---|--|---|--|--|
| | Consistently: Uniformly Throughout the year Highly predictable Planned | Generally: Common practice Predictable Typical Somewhat planned | Occasionally: Sporadic Random Irregular By chance | Rarely: Infrequent Non-existent Minimal Hardly ever |
| Community and Parent Involvement | District consistently provides multiple opportunities for parent and community involvement | District generally provides multiple opportunities for parent and community involvement | District occasionally provides multiple opportunities for parent and community involvement | District rarely provides multiple opportunities for parent and community involvement |

Evidence:

Score:

| | |
|--|---|
| Ag Booster Club | 3 |
| Athletic Booster Club | 3 |
| Open House | 3 |
| Extracurricular Activities | 3 |
| Veterans Day Assembly | 3 |
| Donuts for Dads | 3 |
| Muffins for Moms | 3 |
| Lunch with Loved One/Thanksgiving Dinner | 3 |
| Public School Week | 3 |
| Scholastic Book Fair | 3 |
| Parent Portal | 3 |
| School Messenger | 3 |
| Marque Messages | 3 |
| Letters home to parents | 3 |
| Facebook | 3 |
| Website | 3 |
| Coronation | 3 |
| ACE Parent Involvement Night | 3 |
| Information Expo | 3 |
| DEIC | 3 |

TOTAL POINTS 60 Exemplary
Exemplary-45 to 60 **Recognized-29 to 44** **Acceptable-16 to 28** **Unacceptable-15 and below**

| Category | Exemplary 3 pts | Recognized 2pts | Acceptable 1 pt | Unacceptable 0 pts |
|------------------|---|--|---|---|
| | Consistently: Uniformly Throughout the year Highly predictable Planned | Generally: Common practice Predictable Typical Somewhat planned | Occasionally: Sporadic Random Irregular By chance | Rarely: Infrequent Non-existent Minimal Hardly ever |
| Fine Arts | District consistently provides opportunities for students to receive instruction in fine arts including visual and performing arts. | District generally provides opportunities for students to receive instruction in fine arts including visual and performing arts. | District occasionally provides opportunities for students to receive instruction in fine arts including visual and performing arts. | District rarely provides opportunities for students to receive instruction in fine arts including visual and performing arts. |

Evidence:

Score

| | |
|----------------------------|---|
| Art classes | 3 |
| Art entered in County Fair | 3 |
| One-Act Play | 3 |
| School Music Program | 3 |
| UIL Opportunities | 2 |
| ACE Program | 3 |
| Art (annual) Field Trip | 3 |

TOTAL

20

Exemplary

Exemplary-17 to 21

Recognized-11 to 16

Acceptable- 6 to 10

Unacceptable-5 and below

| Category | Exemplary 3 pts | Recognized 2pts | Acceptable 1 pt | Unacceptable 0 pts |
|--|--|---|--|--|
| | | Consistently: Uniformly Throughout the year Highly predictable Planned | Generally: Common practice Predictable Typical Somewhat planned | Occasionally: Sporadic Random Irregular By chance |
| Wellness & Physical Education | District consistently provides opportunities for students to receive instruction in wellness & physical education. | District generally provides opportunities for students to receive instruction in wellness & physical education. | District occasionally provides opportunities for students to receive instruction in wellness & physical education. | District rarely provides opportunities for students to receive instruction in wellness & physical education. |

Evidence:

Physical Education courses, credits, requirements
 Middle/High School Athletics
 Fitness gram
 Health and Wellness Program (SPARK/CATCH)
 Recess
 Concussion oversight team under HB 2038
 SHAC committee/meetings/requirements
 Bloodborne Pathogens

 Counseling/Guidance
 Anti-Bullying & Suicide Prevention
 Blood Donation
 DARE/Red Ribbon activities
 Texting & Driving Activities
 Alcohol Awareness
 Tobacco Awareness
 Nutritional values training
 Health Courses
 Wellness Clinic
 Vaccination Clinic
 Immunizations
 Epi Pen

Score:

Evidence:

3 Scoliosis Screening
 3 Hearing/Vision Screening
 3 Acanthosis Screening
 1 Mobile Dentist
 3 PRS (Pregnancy related services)
 3 PAPA coursework
 3 Employee Wellness Screening
 3 Employee CPR Training
 Unlicensed Diabetes Care Assistant training

 3 TOTAL POINTS

Score:

3
 3
 0
 3
 1
 1
 1
 3
 3

 3
 3
 3
 3
 0
 3
 0
 3
 3
 3

73

Exemplary-67 to 90 66 **Recognized-45 to** 44 **Acceptable- 24 to** **Unacceptable-23 and below**

| Category | Exemplary 3 pts | Recognized 2pts | Acceptable 1 pt | Unacceptable 0 pts |
|---|---|--|---|---|
| | | Consistently: Uniformly Throughout the year Highly predictable Planned | Generally: Common practice Predictable Typical Somewhat planned | Occasionally: Sporadic Random Irregular By chance |
| 21st Century Workforce Development | District consistently implements career and technical education including programs of study and integration of technology | District generally implements career and technical education including programs of study and integration of technology | District occasionally implements career and technical education including programs of study and integration of technology | District rarely implements career and technical education including programs of study and integration of technology |

Evidence:

Score:

| | |
|--|---------------------|
| CTE Courses | 3 |
| First Generation College Students | 2 |
| Dual Credit | 2 |
| Career Days | 2 |
| College & Career Readiness fair | 2 |
| College Day(s) | 3 |
| Certifications/licenses after coursework | 3 |
| Career Presentations | 2 |
| ACE Activities | 3 |
| Gear Up Programs | 3 |
| ACT/College Prep Class | 3 |
| Career Readiness Testing | 2 |
| School District Scholarships | 3 |
| TOTAL POINTS | 33 Exemplary |

Exemplary-30 to 39

29

Recognized-20 to

19

Acceptable- 10 to

below

Unacceptable-9 and

| Category | Exemplary 3 pts | Recognized 2pts | Acceptable 1 pt | Unacceptable 0 pts |
|------------------------------------|---|--|---|---|
| | Consistently: Uniformly Throughout the year Highly predictable Planned | Generally: Common practice Predictable Typical Somewhat planned | Occasionally: Sporadic Random Irregular By chance | Rarely: Infrequent Non-existent Minimal Hardly ever |
| Second Language Acquisition | District consistently implements advanced language classes in multiple languages, advanced placement examinations, and as appropriate, dual language programs . | District generally implements advanced language classes in multiple languages, advanced placement examinations, and as appropriate, dual language programs . | District occasionally implements advanced language classes in multiple languages, advanced placement examinations, and as appropriate, dual language programs . | District rarely implements advanced language classes in multiple languages, advanced placement examinations, and as appropriate, dual language programs . |

Evidence:

Score:

| | |
|--|---|
| Home language surveys distributed and completed | 3 |
| Open House opportunities for ELL parents | 3 |
| Foreign language course offerings in middle school | 3 |
| Longitudinal data that reflects language acquisition (TelPas) | 3 |
| Availability of language tools for students | 2 |
| Mentorship programs to assist ELL students | 0 |
| High school mentors | 1 |
| Providing translations of letters/notices to parents and students | 3 |
| ESL/ELL program participation | 3 |
| Target for dropout prevention | 3 |
| Percent of students completing 2 or more credits of a given foreign language | 3 |
| LPAC decisions implemented, documented | 3 |
| Low levels of risk in PBMAS on measures related to ELLs | 3 |

TOTAL POINTS

33 Exemplary

Exemplary-30 to 39

29

Recognized-20 to

19

Acceptable- 10 to

below

Unacceptable-9 and

| Category | Exemplary 3 pts | Recognized 2pts | Acceptable 1 pt | Unacceptable 0 pts |
|-------------------------------------|---|--|---|---|
| | | Consistently: Uniformly Throughout the year Highly predictable Planned | Generally: Common practice Predictable Typical Somewhat planned | Occasionally: Sporadic Random Irregular By chance |
| Digital Learning Environment | District consistently provides learning facilitated with a seamless integration of technology in the classroom. | District generally provides learning facilitated with a seamless integration of technology in the classroom. | District occasionally provides learning facilitated with a seamless integration of technology in the classroom. | District rarely provides learning facilitated with a seamless integration of technology in the classroom. |

Evidence:

Score:

| | |
|--|---|
| Student/family access to technology away from school | 2 |
| Resources aimed at supporting technology | 2 |
| Staff completing prof. dev. using technology, online courses | 3 |
| Use of models and tools that integrate technology & mobile learning in schools | 2 |
| Purchase and use of electronic textbooks, technology, infrastructure | 2 |
| Ratio of students to computer work stations | 3 |
| Number of courses completed via online delivery (TxVSN) | 2 |
| Student access to graphing calculators for state assessments | 3 |
| One-to-one device initiatives | 3 |
| 21st Century Classroom initiatives | 3 |
| CTE course availability related to digital learning | 2 |
| Use of technology to assist students in credit recovery | 3 |
| Readily available computer access | 3 |
| Technology initiatives to increase technology in classroom & with student work | 2 |
| School policies updated to foster a digital learning environment | 3 |
| Use of social media for communication between students, teachers, parents | 2 |
| Use of web filters for Internet safety | 3 |
| Digital safety training for students/teachers/parents | 2 |
| Training on cyberbullying | 3 |
| Use of YouTube/Teacher Tube Channel | 2 |
| Use of social media/other tools to deliver course content, instruction, tutoring | 2 |

TOTAL POINTS

52 **EXEMPLARY**

Exemplary-48 to 63

47

Recognized-32 to

31

Acceptable 16 to

below

Unacceptable-15 and

| Category | Exemplary 3 pts | Recognized 2pts | Acceptable 1 pt | Unacceptable 0 pts |
|---------------------------|--|--|--|--|
| | | Consistently: Uniformly Throughout the year Highly predictable Planned | Generally: Common practice Predictable Typical Somewhat planned | Occasionally: Sporadic Random Irregular By chance |
| Dropout Prevention | District consistently implements multiple strategies for dropout prevention. | District generally implements multiple strategies for dropout prevention. | District occasionally implements multiple strategies for dropout prevention. | District rarely implements multiple strategies for dropout prevention. |

Evidence:

Score:

| | |
|--|---|
| RTI programs | 3 |
| ACE | 3 |
| Homeless Education Initiatives | 3 |
| Programs & initiatives geared to increasing communication with parents | 3 |
| Open house opportunities | 3 |
| Activities related to college or career/vocational fairs/college visits | 2 |
| Documenting Personal Graduation Plans, 504 plan implementation | 3 |
| Anti-bullying activities, programs, lessons, etc. | 3 |
| Number of students targeted for truancy prevention due to high absentee rate | 3 |
| Use of character education programs | 3 |
| Use of early warning discipline indicators | 3 |
| Climate surveys/student satisfaction surveys | 2 |
| Online courses for HS credit/credit recovery | 2 |
| Credit recovery programs on campus | 3 |
| Availability of extracurricular activities/after school activities | 3 |
| Availability of early childhood education | 3 |
| Attendance incentives | 3 |
| Breakfast program availability | 3 |
| After school tutoring, homework assistance program availability | 3 |
| Teen leadership programs | 3 |
| Personal graduation plan | 3 |

| | | |
|---------------------------|-----------|----------------------------------|
| TOTAL POINTS | 60 | EXEMPLARY |
| Exemplary-49 to 63 | 48 | Recognized-33 to 23 |
| | | Acceptable 17 to below |
| | | Unacceptable-16 and below |

| Category | Exemplary 3 pts | Recognized 2pts | Acceptable 1 pt | Unacceptable 0 pts |
|-------------------------------------|--|---|--|--|
| | | Consistently: Uniformly Throughout the year Highly predictable Planned | Generally: Common practice Predictable Typical Somewhat planned | Occasionally: Sporadic Random Irregular By chance |
| Gifted and Talented Services | District consistently implements exemplary gifted services as outlined in the state plan for the gifted. | District generally implements exemplary gifted services as outlined in the state plan for the gifted. | District occasionally implements exemplary gifted services as outlined in the state plan for the gifted. | District rarely implements exemplary gifted services as outlined in the state plan for the gifted. |

Evidence:

- Written policies in place
- Screening once a year
- At least 3 measures are used for identification
- All student populations are considered for identification
- Selection of students is determined by a committee
- Learning opportunities in four content areas
- Opportunities for students to work as a group, with other GT students, and independently
- Board policy on credit by exam
- 85% of funds are spent on assessment and services
- An array of challenging experiences in the four core subjects
- Continuum of learning experiences that lead to advanced-level products and/or performances
- Opportunities to accelerate in student strengths
- GT included in the District improvement plans
- GT teachers hold full certification requirements
- Administrators and counselors have a minimum of 6 hours of GT training
- Annual evaluation of program

Score:

- 3
- 3
- 3
- 3
- 3
- 2
- 3
- 3
- 2
- 2
- 2
- 3
- 3
- 3
- 3
- 3

TOTAL POINTS

44 Exemplary

Exemplary-37 to 48

Recognized-25 to 36

Acceptable 13 to 24

Unacceptable-12 and below

| | Exemplary 3 pts | Recognized 2pts | Acceptable 1 pt | Unacceptable 0 pts |
|-----------------------|--|---|--|--|
| Category | Consistently: Uniformly Throughout the year Highly predictable Planned | Generally: Common practice Predictable Typical Somewhat planned | Occasionally: Sporadic Random Irregular By chance | Rarely: Infrequent Non-existent Minimal Hardly ever |
| History of Compliance | District is consistently in compliance with state and federal reporting. | District is generally in compliance with state and federal reporting. | District is occasionally in compliance with state and federal reporting. | District is rarely in compliance with state and federal reporting. |

Evidence:

Score:

| | |
|--|---------------------|
| Grant/federal funds expended as required | 3 |
| School Finance | 3 |
| FIRST Rating | 3 |
| Highly Qualified | 3 |
| Low levels of risk in PBMAS | 2 |
| PEIMS | 3 |
| Timeliness of submitting reports | 3 |
| Transportation reports | 3 |
| Accuracy of reporting | 3 |
| OCR Compliance | 3 |
| School board reporting items | 3 |
| Immunizations | 3 |
| Safety plans | 3 |
| Campus/District Plan | 3 |
| SHAM (Sign-in sheets, Hand-outs, Agendas, and Minutes) | 3 |
| National School Lunch Program | 3 |
| TRAQS reporting | 3 |
| IRS | 3 |
| SHARS | 3 |
| TOTAL POINTS | 56 Exemplary |

Exemplary-41 to 57 **40** **Recognized-28 to** **Acceptable 14 to** **Unacceptable-13 and**
below **27**

**Covington ISD District Evaluation
2016--2017 School Year**

| Category | Score | Rating |
|------------------------------------|--------------|------------------|
| Community and Parent Involvement | 60 | Exemplary |
| Fine Arts | 20 | Exemplary |
| Wellness & Physical Education | 73 | Exemplary |
| 21st Century Workforce Development | 33 | Exemplary |
| Second Language Acquisition | 33 | Exemplary |
| Digital Learning Environment | 51 | Exemplary |
| Dropout Prevention | 60 | Exemplary |
| Gifted and Talented Services | 44 | Exemplary |
| History of Compliance | 56 | Exemplary |
| TOTAL POINTS | 430 | Exemplary |

| | | | | |
|-----------------------------|------------|------------------------------|--------------------------|-----------------------------------|
| Exemplary-363 to 483 | 362 | Recognized-242 to 241 | Acceptable 121 to | Unacceptable-120 and below |
|-----------------------------|------------|------------------------------|--------------------------|-----------------------------------|