New Perspectives on School District Accountability

Community and Student Engagement Accountability System

2017 – 2018 Early Childhood Campus Diagnostic Indicators

Community and Student Engagement Accountability System (CSEAS) Guide for Early Childhood Campus Leaders

Background – HB5 and CSEAS

House Bill 5, adopted in the 83rd Legislative Session (2013), changed several regulations regarding accountability and added a new type of accountability rating and reporting, Community and Student Engagement Accountability (CSEAS). The law requires each school district to evaluate and assign a performance rating for each campus and for the district on nine program and performance areas or factors:

- Fine arts
- Wellness and physical education
- Community and parental involvement
- 21st Century Workforce Development
- Second language acquisition
- Digital learning environment
- Dropout prevention strategies
- Gifted and talented programs
- Compliance with statutory compliance and policy requirements

While this is an accountability compliance issue, more importantly, this gives each district and campus an opportunity to identify areas of performance that are not measured in traditional ways. The program and performance factors evaluated are important because:

- they are valued in the community
- identify strengths within each campus and district
- provide information for growth and improvement

Measuring Performance – Factors and Indicators

The law purposefully did not specify methods of assessing performance. The intent of the legislature was to empower each district with the flexibility to define the methods and criteria for evaluating each factor.

Plano ISD established committees for each factor to lead the development of measurement methods. Each committee included central staff personnel whose positions or experience were related to the performance area, and selected principals who represented each campus level. The committees did an exploration of research literature and measurement methods to identify several key concepts that were most important to the discussion and understanding of the engagement of the community or the engagement of students in each performance factor.

These key concepts were refined to become the indicators used in a structured self-diagnostic format that was common across all areas. For each indicator, the self-diagnostic rubric described a continuum of professional practice across a five-point scale; the lower end (1) suggesting a developing level of practice, the middle (3) representing the district's expected level of practice, and the high end (5) indicating practice that is exceeds district expectations.

Figure 1 - Example Indicator Showing Developing Levels of Practice

Guidance and Advisement

Guidance and advisement programs provide all students with opportunities to explore CTE course options and secondary and post-secondary educational options. These programs provide a variety of opportunities for parental involvement.

1	2	3	4	5
There is no evidence of students having opportunities to explore CTE course options. Students do not prepare a plan of study/four-year plan prior to entering grade nine.		The school collaborates with feeder elementary grade schools to make students and parents aware of Endorsements and CTE course options.		**In addition to Level 3 -** Students and parents prepare a plan of study/four-year plan, including selection of an Endorsement.

The committee for each of the nine performance factors developed several indicators to describe levels of practice. Some indicators were defined as directly related to engagement, for example, numbers or percentages of participants or activities. Other indicators were developed as indirectly associated with engagement but fundamentally essential to attract, retain, or serve students or the community. Examples of the indirect indicators were quality or variety of programs and services. The number of indicators for each factor is shown in the following table.

Table 1 - Count of Indicators by Factor and School Level

CSEAS Factors	EC	Elementary	Middle	HS	SHS
Fine Arts	5	8	21	22	25
Wellness and P.E.	9	13	13	13	13
Community and Parental Involvement	16	16	16	16	16
21st Century Workforce Development Program	3	5	4	6	7
Second Language Acquisition Program	2	4	9	8	10
Digital Learning Environment	7	7	7	7	7
Dropout Prevention Strategies	10	15	15	15	15
Educational Programs for Gifted and Talented Students	NA	6	6	5	5
Record of District and Campus Compliance with Statutory Reporting and Policy Requirements	13	13	13	13	13
Total	65	87	104	105	111

Draft versions of the rubrics were submitted to all campus leaders and reviewed in a district-wide principals meeting. Campus leaders were assigned to small groups by school level to review and comment on the documents. Those comments were taken into consideration by the central committees in creating the final version of the rubric documents.

Self Diagnostic Method – Analysis and Improvement

The intention of using a self-diagnostic approach is to encourage focused conversations between staff, campus leadership, and community members that lead to continuous improvement. The school principal should identify a small team to assess each area. The team should be comprised of staff whose duties are directly related to the factor, classroom teacher(s), and where possible a community member. Each member of the team should complete the self-diagnostic independently, and then the team meets to discuss the evidence offered to support the level of practice for each indicator. After the team reaches a consensus about the level of practice for each indicator, the team discusses the results with the principal (or designee) who enters the scoring results. The objective is to improve professional practice through evidence supported discussion and action, not to achieve a score. The evidence and discussion are the foundations for communicating with the community.

Teams should consider the type, quality, and weight of evidence that supports the determination of levels of practice. The type of evidence or data may be qualitative or quantitative information. Ideally there are several sources of evidence that are used to "triangulate" toward a decision. Documenting and retaining the evidence is a campus choice, but does provide reference information for improving practices in the future.

Campus Leadership - Review and Narrative

Campus leaders should review the results of the diagnostic process and write a brief narrative that describes the key areas of accomplishment for the school and, if appropriate, areas for improvement. This narrative will become the primary source for communicating to the community regarding performance in the factors assessed under this program

Community and Student Engagement Accountability System – Plano ISD
Fine Arts – Early Childhood and Head Start

Performances, Exhibits, and Contests

Exhibits and Contests

District and Campus Art Exhibits; (**District**: Cluster, Technology, and YAM); (**Campus**: formal and/or informal displays of student work)

1	2	3	4	5
Participation in 2 campus sponsored art exhibits.		Participation in 3 campus sponsored art exhibits.	Participation in 3 campus sponsored art exhibits **and** at least one district exhibit.	Participation in 3 campus sponsored art exhibits **and** two or more district exhibits.

Art and Music Instructional Schedules

Weekly Art Instructional Schedule

1	2	3	4	5
Less than 50 minutes of weekly art opportunities.				Minimum of 50 minutes of weekly art opportunities.

Weekly Music Instructional Schedule

1	2	3	4	5
Less than 50 minutes of weekly music opportunities.		Minimum of 50 minutes of weekly music opportunities.		Minimum of a total of 50 minutes of weekly music opportunities in two lessons.

Community and Student Engagement Accountability System – Plano ISD
Fine Arts – Early Childhood and Head Start

Parent and Community Involvement

Parent/Public Attendance at Campus Events

1	2	3	4	5
None		Moderate attendance		High attendance

Non-District Funding Support for Fine Arts Programs (PTA, Campus Partners, etc.)

1	2	3	4	5
None		Moderate support		High support

Wellness

Nutrition Education (Head Start only)

Students are engaged in learning experiences that assist in acquiring health knowledge and result in implementing good health practices.

Policy

- Students receive nutrition education that fosters the adoption and maintenance of healthy eating behaviors. **FFA (Local)**
- Educational nutrition information is shared with families and the general public to positively influence the health of students and community members. **FFA (Local)**

Nutrition Education Practices

- Healthy nutrition education messages are communicated to students, staff and parents through technology or other methods (*For example: weekly announcements, staff, myPISD, bulletin boards, etc.*).
- Campus physical education/fitness teachers***** utilize the district Coordinated School Health curriculum and follow the lesson scope and sequence for nutrition and health education.

* Designated staff at Head Start

1	2	3	4	5
The campus is not in compliance with one or more practices required by district policy.		The campus is compliant with all practices required by district policy **FFA (Local) and by State Law EHAA (Legal)**.		The campus is compliant with all practices required by district policy **FFA (Local) and by State Law EHAA (Legal)** and engages in additional best practices of nutrition education.

Community and Student Engagement Accountability System – Plano ISD
Wellness and Physical Education – Early Childhood and Head Start

Nutrition Guidelines (Head Start only)

The campus ensures qualified child nutrition professionals provide a variety of services.

Policy

- All foods and beverages made available on campus during the school day are consistent with the USDA Dietary Guidelines for Americans. **FFA (Local)**
- Foods with Minimal Nutritional Value (FMNV) are prohibited during the school day. **CO (Legal)**
- Vending machines follow Texas Public School Nutrition Policy (TPSNP). **BDF (Legal)**

Healthy Nutrition Guidelines

- Healthy foods and beverages, including water, fruits, vegetables, whole grains, and low-fat dairy products are available on campus during meal times.
- Campus staff encourages students to start the day with a healthy breakfast through a variety of media such as newsletters and announcements.
- Competitive foods are prohibited during the school day.

1	2	3	4	5
The campus is not in compliance with one or more practices regarding USDA nutrition requirements for NSLP, or does not follow Texas Public School Nutrition Policy **(TPSNP)**, **FFA (Local)** and **CO (Legal)**.		The campus is in compliance with all practices regarding USDA nutrition requirements for NSLP, and follows Texas Public School Nutrition Policy **(TPSNP)**, **FFA (Local)** and **CO (Legal)**.		The campus is in compliance with all practices regarding USDA nutrition requirements for NSLP, and follows Texas Public School Nutrition Policy **(TPSNP)**, **FFA (Local)** and **CO (Legal)**. Campus staff encourages healthy nutrition through a variety of media.

Community and Student Engagement Accountability System – Plano ISD
Wellness and Physical Education – Early Childhood and Head Start

Physical Activity

The campus recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

Policy

- The District will support daily, unstructured physical activity and play. **FFA (Local)** Recess is valued on the campus as an integral part of student growth and development where students engage in unstructured play for a minimum of 15 minutes per day and is not routinely withheld from students.
- Teachers and other school staff receive training to promote enjoyable, life-long physical activity for themselves and students. **FFA (Local)**
- The District will offer and support an environment that strives to promote safe and enjoyable physical activity. **FFA (Local)** The campus environment promotes enjoyable, life-long physical activity for staff and students.
- Teachers are encouraged to integrate physical activity into the academic curriculum where appropriate. **FFA (Local)** Brain Breaks or physical activity breaks are delivered by the classroom teacher.
- The District will provide wellness opportunities for students and their families during appropriate school activities. **FFA (Local)** The campus promotes family health and wellness opportunities in the community.

Physical Activities

- Students, staff and parents are encouraged to participate in district sponsored activity events.
- Physical Activity is not used as a punishment.

1	2	3	4	5
The campus is not in compliance with one or more practices required by district policy.		The campus is in compliance with all practices required by district policy **FFA (Local)**.		The campus is in compliance with all practices required by district policy **FFA (Local)** and supports additional programs and practices that encourage appropriate physical activities.

Health Services

Campus Health Services are designed to ensure access to primary health care services and referral as needed, and to foster appropriate use of such services. The campus will implement practices to prevent and control communicable disease and other health problems, provide emergency care for illness or injury, promote and provide optimum sanitary conditions for a safe school environment. The campus will provide educational and counseling opportunities for promoting and maintaining individual, family, and community health.

Policy

- Campus nursing staff will provide notice regarding immunizations. **FFAB (Legal)** only to the extent the district is responsible for posting requirement on a webpage.
- Campus nursing staff conducts health screenings such as hearing, vision, dental, spinal curvature and acanthosis nigricans. **FFAA (Legal)**
- Campus nursing staff helps establish and trains the First Responder Teams on campuses. **CKD (Legal)**
- Campus nursing staff is certified in American Heart Association (AHA) Basic Life Support (BLS) and train assigned employees in CPR. **CKD (Legal)**
- Campus nursing staff assists with training unlicensed assistant personnel for diabetes care on campuses. **FFAF (Legal)**
- The school nurse will collaborate with the campus coordinated health team to assist the student in making individual healthy life choices especially in nutrition and physical activities. **FFA (Local)**

Campus Health Services

- Campus nursing staff keeps a stock of Epinephrine and Benadryl according to district standing orders for anaphylaxis events.
- Campus nursing staff promotes free vaccination clinics.
- Campus nursing staff assists with lowering the number of forced administrative exclusions due to noncompliance with immunization requirements.

1	2	3	4	5
The campus is not in compliance with one or more practices required by state law **FFAA (Legal), FFAF (Legal), FFAB (Legal), CKD (Legal)** and district policy **FFA (Local)**.		The campus is in compliance with all practices required by state law **FFAA (Legal), FFAF (Legal), FFAB (Legal), CKD (Legal)** and district policy **FFA (Local)**.		The campus is in compliance with all practices required by state law **FFAA (Legal), FFAF (Legal), FFAB (Legal), CKD (Legal)** and district policy **FFA (Local)**. The campus engages in additional programs and practices to support the goals of Campus Health Services.

Staff Wellness

Health promotion activities improve productivity, decrease absenteeism, and reduce health insurance costs.

Policy

- The District will promote employee wellness education and physical activity involvement with appropriate District initiatives. **FFA (Local)** The campus promotes employee wellness education and physical activity involvement.

Staff Wellness Practices

- Staff wellness and training is offered to promote healthy lifestyles and behaviors (BBP, CPR, Epipens, Diabetes Training, etc.).
- Wellness assessments are offered for district staff.
- Campus environment supports staff wellness by promoting and offering professional development opportunities on healthy lifestyles and behaviors (For example: At a faculty meeting, a physical education teacher or outside professional leads an activity session or topic on health and wellness).
- Campus staff offers healthy wellness practices and strategies.
- Employee Assistance Program is available for staff.

1	2	3	4	5
The campus is not in compliance with one or more practices required by district policy **FFA (Local)**.		The campus is in compliance with all practices required by district policy **FFA (Local)**. **Most** of the Staff Wellness practices are supported.		The campus is in compliance with all practices required by district policy **FFA (Local)**. **All** Staff Wellness practices are supported.

Community and Student Engagement Accountability System – Plano ISD
Wellness and Physical Education – Early Childhood and Head Start

Healthy Campus Environment

Organizational assessment and consultation skills of counselors and psychologists contribute not only to the health of students but also to the health of the school environment.

Policy

- Counseling and guidance services will be available to all students. **FFA (Local)**
- Campus provides wellness opportunities for students and their families during appropriate school activities. **FFA (Local)**
- Some staff on campus have a current certification in cardiopulmonary resuscitation (CPR) and an automated external defibrillator (AED). **DBA (Legal) CKD (Legal) Education Code 22.902**
- The district will promote a safe and drug-free lifestyle. **FFA (Local)** The campus promotes this policy.

Healthy Campus Environment Practices

- Students may carry water bottles to class to hydrate.
- The campus environment supports healthy behaviors by placing a focus on making healthy choices that are readily visible to students and parents through announcements, newsletters, bulletin boards, myPISD.net, etc.

1	2	3	4	5
The campus is not in compliance with one or more practices required by district policy **FFA (Local) DBA (Legal) CKD (Legal) Education Code 22.902**.		The campus is in compliance with all practices required by district policy **FFA (Local) DBA (Legal) CKD (Legal) Education Code 22.902**. **Most** of the targeted Healthy Campus Environment Practices are supported.		The campus is in compliance with all practices required by district policy **FFA (Local) DBA (Legal) CKD (Legal) Education Code 22.902**. **All** targeted Healthy Campus Environment Practices are supported.

Physical Education

Physical education is a school-based instructional opportunity for students to gain the necessary skills and knowledge for lifelong participation in physical activity.

Program Components

Policy

- The campus offers students an opportunity to choose among many types of physical activity in which to participate; offers students both cooperative and competitive games; and ensures an enjoyable experience for students. **EHAA (Legal)**

Program Components

- Campus physical education/fitness teachers***** utilize the physical education curriculum to set lesson scope and sequence for physical education and a variety of lifetime sports/activities are incorporated.
* Designated staff at Early Childhood and Head Start
- Campus has curriculum plans for outdoor learning and daily gross motor activities.
- Structured lead-up games, modified games and developmentally age-appropriate challenges are applied.

1	2	3	4	5
The campus is not in compliance with one or more practices required by district policy. **EHAA (Legal)**		The campus is in compliance with all practices required by district policy. **EHAA (Legal)** The campus implements and supports **most** of the Physical Education Program Components.		The campus is in compliance with all practices required by district policy. **EHAA (Legal)** The campus implements and supports **all** of the Physical Education Program Components.

Community and Student Engagement Accountability System – Plano ISD
Wellness and Physical Education – Early Childhood and Head Start

Learning Environment for Physical Education

Best Practices

- The climate of the physical education program demonstrates rapport, respect and a positive culture for learning.
- Teacher provides a positive physically and emotionally safe environment with activity that is developmentally appropriate.

- Student learning and instruction is focused, age appropriate, contains progressions and is assessed.

1	2	3	4	5
There is little or no evidence of best practices.		There is evidence that **some** best practices are implemented that support a positive and effective Learning Environment.		There is substantial evidence that **many** best practices are implemented that support a positive and effective Learning Environment.

Assessment

Policy

- The District will conduct a health-related physical fitness assessment for students in selected grades. **FFA (Local)** Campus staff provides fitness education, conducts annual health-related fitness assessments, and utilizes assessment results to direct instruction and create individualized fitness goals. The assessment should be developmentally appropriate for the grade level.

Best Practices for Assessment

- All students are assessed in mastery of skills and content in physical education.
- Campus staff promotes student self-assessment to achieve personal best; *for example, achieving target heart rate.*

1	2	3	4	5
The campus is not in compliance with district policy **FFA (Local)** and there is little or no evidence of consistent or appropriate assessment. *For example: assessment in Early Childhood may be teacher observation.*		The campus is in compliance with district policy **FFA (Local)** and there is evidence that appropriate assessment is consistently implemented to ensure desired program outcomes. *For example: assessment in Early Childhood may be teacher observation.*		The campus is in compliance with district policy **FFA (Local)** and there is substantial evidence that best practice assessment is consistently implemented to ensure desired program outcomes. *For example: assessment in Early Childhood may be teacher observation.*

PTA/Policy Council Membership & Organization (Early Childhood only)

1	2	3	4	5
Parents are encouraged to join PTA/Policy Council and are invited to PTA/Policy Council meetings or to volunteer at the campus.		**In addition to Level 1 –** The PTA/Policy Council elects officers who meet on a routine basis to coordinate programs, activities and events that benefit the school community. Membership and volunteer hours are tracked.		**In addition to Level 3 –** The PTA/Policy Council board assesses its programs in order to refine goals and improve effectiveness for the benefit of students, families and the school community.

Welcoming All Families

Creating a Family-Friendly Atmosphere and Developing Personal Relationships

1	2	3	4	5
The school campus is clean and welcoming to parents. Families are greeted promptly by friendly front-office staff who give them correct information and help them connect with appropriate faculty members.		**In addition to Level 1 –** Parents or other community members volunteer to provide information and support to families and students. The community is aware of what is going on at the school. *For example: An outside marquee keeps the community informed.*		**In addition to Level 3 –** The school is a welcoming place where families have opportunities to connect with school staff, district resources and one another. Volunteers serve as mentors to help more families become engaged in the school.

Providing Opportunities for Volunteering

1	2	3	4	5
Parents and community members are welcome to volunteer their services in the school or individual classrooms.		**In addition to Level 1 –** Parents and/or community members work with the school to organize a formal volunteer program.		**In addition to Level 3 –** The school volunteer program reaches out to parents of all neighborhoods and backgrounds, identifies their unique experiences and skills, and offers varied volunteer opportunities for both at home and school.

Respecting All Families

1	2	3	4	5
The school affirms student cultures and history in school resources and activities.		**In addition to Level 1 –** The school is open to input from parents, students and community members from different neighborhoods and backgrounds to gain insight on helping to build and maintain a respectful and supportive environment.		**In addition to Level 3 –** The school works with families and community members from all neighborhoods and backgrounds to identify and eliminate barriers to family engagement related to race, ethnicity, class, family structure, religion, and physical and mental ability.

Removing Economic Obstacles to Participation

1	2	3	4	5
The school works with parents or community groups to offer free or low cost family activities.		**In addition to Level 1 –** School leaders, the PTA/parent group and/or community members work together to offer some activities at no cost. *For example: Field Day, Carnivals, etc.*		**In addition to Level 3 –** All family and student activities and events are minimal in cost. The school and PTA/parent group collaborate to minimalize the costs through the school budget, PTA/parent group fundraising, and contributions from community businesses and organizations.

Ensuring Accessible Programming

1	2	3	4	5
Family activities are held at various times and days of the week to respect parents' work schedules.		**In addition to Level 1 –** School leaders and parent/community groups work together to plan family programs to be held at the school or community locations.		**In addition to Level 3 –** School leaders and parent/community groups jointly create school-wide practices to ensure that all parents and students have access to school-sponsored programs and events, including academic services.

Communicating Effectively

Using Multiple Communication Paths

1	2	3	4	5
The school keeps families informed of upcoming events in a variety of ways. *For example: regular print and electronic notices.*		**In addition to Level 1 –** School staff members connect with families using multiple communication tools. *For example: personal calls, e-mails and updated websites.*		**In addition to Level 3 –** The school establishes a communication plan that incorporates regular and consistent communication, both formal and informal using multiple communication tools. *For example: print/electronic newsletters, video and social media presence.*

Identifying School-wide Issues and Concerns

1	2	3	4	5
Parents are aware of how to provide feedback to the campus.		**In addition to Level 1 –** The school encourages parent feedback in various ways. *For example: providing staff contact information, face-to-face meetings and electronic communication.*		**In addition to Level 3 –** Parent and community feedback is reflected in the School Based Improvement Plan.

Community and Student Engagement Accountability System – Plano ISD
Community and Parental Involvement – Early Childhood and Head Start

Providing Information on Current Issues

1	2	3	4	5
The principal keeps parents informed of current school issues and concerns.		**In addition to Level 1 –** All school families are kept informed of developing concerns in the school community. Print or electronic newsletters are generated on a regular basis to communicate accurate information when serious concerns arise. Families are informed in a timely manner through e-mail, SchoolMessenger or letters that are sent home.		**In addition to Level 3 –** The school works collaboratively with community to strategically evaluate issues that affect families. *For example: the principal meets regularly with a parent-school community team to address school-wide issues and determine appropriate responses.*

Supporting Student Success

Ensuring Parent-Teacher Communication about Student Progress

1	2	3	4	5
Parents can contact teachers through e-mail, notes, or phone messages and receive a timely response. Teachers make contact with all families at the start of the year to establish positive relationships.		**In addition to Level 1 –** Teachers and guidance counselors regularly contact parents with positive news as well as concerns about their children. Parents have an easy way to communicate with teachers on a regular basis.		**In addition to Level 3 –** Teachers and parents discuss students' individual learning styles, family cultural experiences, strengths, and academic and personal needs, then develop learning goals to support academic success at school and at home.

Linking Student Work to Academic Standards

1	2	3	4	5
Student work is displayed throughout the school in a way that shows how it met academic standards. For example: teachers display students' writing assignments to demonstrate how students used skills such as clear and concise language, proper spelling, and staying on the topic.		**In addition to Level 1 –** Teachers explain to parents throughout the year what students are learning and what good work looks like under the academic standards for the student's age and grade level. *For example: teachers might maintain portfolios of students' work for parents to review upon request.*		**In addition to Level 3 –** Teachers communicate regularly with parents about how each school program or activity links to student learning **through academic standards**. *For example: the teacher communicates the music curriculum goals before a student concert.*

Community and Student Engagement Accountability System – Plano ISD
Community and Parental Involvement – Early Childhood and Head Start

Sharing School Progress and Using Test Results to Increase Student Achievement

1	2	3	4	5
Parents are informed about district tests. The principal presents the school's academic goals at the beginning of the school year and reports on progress made the previous year.		**In addition to Level 1 –** Families have opportunities to learn how to interpret testing data. The principal collaborates with school stakeholders to facilitate discussion between school staff and families on needed academic improvements.		**In addition to Level 3 –** Parents are included on school or school district academic standards committees and discuss how to raise expectations and achievement for every student. The principal collaborates with school stakeholders to present regular progress updates on reaching academic goals and develops strategies to support improvement. *For example: mentors are matched with struggling students.*

Engaging Families and the Community in Classroom Learning

1	2	3	4	5
Families and teachers work together to provide resources for upcoming units of study. *For example: teachers invite families to send in with their student an artifact about their careers, cultures or other relevant information for the student to share with the class to reinforce academic skills.*		**In addition to Level 1 –** Families and teachers engage in innovative ways to enhance classroom learning. *For example: teachers invite community groups or individuals to their classes to share information about their careers, cultures or other relevant information and to reinforce academic skills.*		**In addition to Level 3 –** The school and PTA/Policy Council organize a resource list of volunteers' skills, expertise, and backgrounds, through which teachers can find support.

Community and Student Engagement Accountability System – Plano ISD
Community and Parental Involvement – Early Childhood and Head Start

Developing Family Ability to Strengthen Learning At Home

1	2	3	4	5
The school offers programs on parenting skills that will help promote learning.		In addition to Level 1 – The school utilizes parents or PTA/Policy Council to provide families with tools to support student learning at home.		In addition to Level 3 – The school, PTA, and community groups plan regular family learning events.

Community and Business Partnerships

Partnership Vision

1	2	3	4	5
The campus has **not** developed community and business partnerships to collaboratively identify and provide resources for children, families and the community.		The campus has developed community and business partnerships to collaboratively identify and provide resources for children, families and the community. *For example: clothing, food, and school supply drives.*		In addition to Level 3 – The partnerships bring groups and individuals together working to achieve desired results for students, families and the community. *For example: school assemblies, career day, cultural diversity events and other events and activities.*

Parental Engagement Survey Results (see next page)

The campus team uses this instrument to measure parental engagement in their child's schooling. The survey is administered to a sample of the school's population of parents. The sample should represent a cross-section of the community served by the campus.

Indicate the average survey score across all eleven (11) items from all participants:

1	2	3	4	5
Score < 1.5	1.5 ≤ Score < 2.5	2.5 ≤ Score < 3.5	3.5 ≤ Score < 4.5	4.5 ≤ Score

Parental Engagement Survey Results

The campus team uses this instrument to measure parental engagement in their child's schooling. The survey is administered to a sample of the school's population of parents. The sample should represent a cross-section of the community served by the campus. The 3 point Likert scale allows for distinctions in levels of engagement. Answers at levels B and C are at or above the level of expectation in parent engagement. The survey was adapted from the Harvard Family Research Project.

The survey will be available online to be completed by parents.

The 11 question survey is summarized with answer A receiving a weight of one and answers B and C (the level of expected engagement) receiving a weight of 5. Answer choices from all survey respondents are averaged to arrive at the parental engagement survey score. The parental engagement survey score is incorporated into the overall Community and Parental Involvement evaluation using the 1-5 rubric below.

Indicate the average survey score across all eleven (11) items from all participants:

1	2	3	4	5
Survey Score < 1.5	1.5 ≤ Survey Score < 2.5	2.5 ≤ Survey Score < 3.5	3.5 ≤ Survey Score < 4.5	4.5 ≤ Survey Score

Community and Student Engagement Accountability System – Plano ISD
Community and Parental Involvement – Early Childhood and Head Start

Parental Engagement Survey

Answer A, B, or C to each of the following questions:	A	B	C
1. How often do you meet in person with teachers at your child's school? (For example: open house, meet the teacher night, etc.)	Almost never	Once or twice a year	Three or more times per year
2. How frequently have you been involved with PTA/Policy Council or other parent group activities at your child's school?	Almost never	Once or twice a year	Three or more times per year
3. In the past year, how often have you discussed your child's school with other parents from the school?	Almost never	Once or twice a year	Three or more times per year
4. How often have you visited your child's school during regular school hours?	Almost never	Once or twice a year	Three or more times per year
5. How often do you attend school related activities outside regular school hours?	Almost never	Once or twice a year	Three or more times per year
6. How involved have you been in fundraising efforts at your child's school? (For example: PTA, academic, booster clubs, etc.)	Not at all involved	Somewhat involved	Extremely involved
7. How often do you volunteer for your child's school, either at school or home? (For example: PTA, academic, booster clubs, etc.)	Almost never	Once or twice a year	Three or more times per year
8. How often do you discuss school work, academic progress, and school related activities with your child?	Almost never	Sometimes	All the time
9. *How often do you visit ParentPortal online to review your child's progress, attendance, and view teacher posted material?	Almost never	Twice a semester	Three or more times per semester
10. How often do you read newsletters and other materials that are provided by your child's school?	Almost never	Once a month	More than once a month
11. How often do you access social media (facebook, Twitter, etc.) to obtain information about your child's school?	Almost never	Once a week	More than once a week

*** Not applicable to Early Childhood or Head Start campuses**

Guidance and Advisement: Careers

Guidance curriculum and activities provide all students with opportunities to explore careers. The guidance and advisement programs provide a variety of opportunities for parental and community involvement. Examples include:

- Career investigation activities in curriculum
- Guest speakers/presenters from the community
- Field trips

1	2	3	4	5
There is no evidence of students participating in career guidance activities. There is no evidence of community guest presentations.		There is at least 1 career guidance activity or guest presentation for each grade level throughout the year.		Career guidance activities, including guest presentations, are utilized for all grade levels throughout the year.

Guidance and Advisement: Educational

Guidance curriculum and activities provide all students with opportunities to explore secondary and post-secondary educational opportunities. The guidance and advisement programs provide a variety of opportunities for parental and community involvement. Examples include:

- Annual college week event
- Guidance counselor activities

1	2	3	4	5
There are no opportunities for students to explore secondary and post-secondary education options.		There is at least 1 opportunity for students to explore secondary and post-secondary education options.		Multiple secondary and post-secondary educational guidance activities are utilized.

Development of Workforce Skills

Students are introduced to workforce skills through the use of the 4 "C"s (Communication, Collaboration, Creativity, and Critical Thinking). These skills are developed using various activities throughout the curriculum. Examples include:

- Citizenship/Character Traits
- Lifelong Learner Traits
- Social/Emotional Skills
- Project Based Learning

1	2	3	4	5
There is no evidence that workforce skills are taught.		The use of the 4 "C"s concepts in curriculum activities is evident.		The 4 "C"s are well developed in curriculum activities.

Community and Student Engagement Accountability System – Plano ISD
Second Language Acquisition – Early Childhood and Head Start

School Community Participation

ELL Family and School Engagement

Opportunities are available for families of ELL students to engage with the school community.

1	2	3	4	5
Families have at least 1 opportunity to participate in school meetings, classes, or events, which may address ELL students and families.		Families have at least 2 opportunities to participate in school meetings, classes, or events, one which specifically addresses ELL students and families.		Families have 3 or more opportunities to participate in school events, two or more which specifically address ELL students and families.

At Risk Participation

Progress in Language Development

A process exists which allows staff of ELL students to set developmentally appropriate goals and to monitor progress in language growth.

1	2	3	4	5
The campus does not have a process in place to set ELL goals or to monitor language growth.		The campus has a process in place to set ELL goals in language growth.		The campus has a process in place to set ELL goals **and** monitor language growth.

Community and Student Engagement Accountability System – Plano ISD
Digital Learning Environment – Early Childhood and Head Start

Technology for Learning

Students use technology for authentic learning and the acquisition of the knowledge, skills and attitudes to perform in the 21st century world.

1	2	3	4	5
Students use little or no technology.	Students use software for skill reinforcement.	Students use technology to access, communicate and present information. *For example: BenQ/Projector circle time presentations.*	Students evaluate and analyze data to solve problems.	Students propose, assess, and implement solutions to problems. Students use multimedia tools for project production and access the available digital video libraries and databases for research.

Technology for Teaching

Teachers use technology to provide students with authentic learning opportunities and to promote student acquisition of the knowledge, skills and attitudes needed to perform in the 21st century world.

1	2	3	4	5
Little or no technology is used in instruction.	Teachers use technology to supplement instruction, streamline management functions, and present teacher-centered lectures.	Teachers use technology to direct instruction, improve productivity, model technology skills, and direct students in the use of applications for technology integration.	Teachers use technology in teacher-led and some student-centered learning experiences to develop higher-order thinking skills and provide opportunities for collaboration with content experts, peers, parents, and community.	Teachers integrate technology in a student-centered learning environment where technology is used to solve real world problems. They use digital resources such as multimedia tools for student production, video conferencing, video libraries and databases for instruction and research, and a wide range of online instructional tools and apps.

Community and Student Engagement Accountability System – Plano ISD
Digital Learning Environment – Early Childhood and Head Start

Positive School Culture Promoting Digital Learning

The school's culture promotes the use of technology for digital learning.

1	2	3	4	5
District provided digital tools are minimally utilized. Digital tools and resources are allocated based on teacher interest only. Digital Citizenship and Responsibility is seldom specifically and purposefully addressed. Students are not allowed to bring their own devices to school, or devices may only be used outside of instructional time. Online collaborative tools are either not used or used on a limited basis by staff only.		Access to appropriate digital tools and resources is equitable for all staff and students. Digital Citizenship and Responsibility is discussed and modeled in some classrooms. *For example: fostering a culture of positive norms, using technology responsibly.* Students are allowed to bring their own devices. Teachers decide how to allow the use of personal devices in the classroom. Online collaborative tools are used frequently by some staff and students across all grades and curriculum areas. *For example: SkyDrive, Google Drive, etc.*		Access to appropriate digital tools and resources is equitable for all staff and students. Digital Citizenship and Responsibility is promoted and integrated throughout the school in all curriculum areas. A Bring Your Own Device (BYOD) initiative is well-planned and implemented, including appropriate parent and student information, permissions, etc. Use of personal devices is incorporated in teachers' lessons. Exemplary use of technology by staff and students is acknowledged or recognized and promoted. Online collaborative tools are used routinely by the staff and students across all grades and curriculum areas. *For example: SkyDrive, Google Drive, etc.*

Online Learning Environments

The campus uses district provided resources to provide opportunities for a wide range of online learning.

1	2	3	4	5
Staff members are the primary users of the web and interactive learning.		High quality web and video-based content is used by students and teachers in **many** classrooms for instruction, learning and character development, and/or for professional development. Online training (video-conferencing, webinars) is used by some teachers for professional development.		High quality web and video-based content is used by students and teachers in **all** classrooms for instruction, learning and character development, and/or for professional development. Online training (video-conferencing, webinars) is used by many teachers for professional development. Teachers and staff produce and post videos (PISDTV, myPISD) for student instruction in or out of the classroom. .

Teacher Development and Preparation

Training is provided for teachers on the use of technology to enhance instruction, student learning and student creativity.

1	2	3	4	5
Campus does not provide ongoing technology professional development opportunities.		Campus provides ongoing technology professional development opportunities employing a variety of professional development and follow-up models including online training (video conferencing, webinars) Professional Learning Community (PLCs), etc. A culture of "anytime, anywhere" learning is promoted.		Campus provides ongoing technology professional development opportunities employing a variety of professional development and follow-up models including online training (video conferencing, webinars), Professional Learning Community (PLCs), etc. A culture of "anytime, anywhere" learning is promoted. Many teachers have developed their own Professional Learning Network through social media, online professional communities, video conferencing, etc.

Vision and Planning

The school has a shared vision for the comprehensive integration of technology to promote excellence.

Resource: See current Technology Plan at: http://k12.pisd.edu/home/contributions/14815-plano-isd-2013-2016-technology-plan

1	2	3	4	5
The campus is not familiar with the district's published long-range Technology Plan and mission statement, and has not identified campus goals and initiatives.		The campus has a familiarity with the district's published long-range Technology Plan and technology mission statement. The campus has technology goals and initiatives. *For example: Campus is requiring that all teachers use the Classroom Portal (myPISD).*		The campus has good understanding of the district's published long-range Technology Plan and technology mission statement. The campus has technology goals and initiatives, and has implemented a plan that focuses on student success. There is a technology vertical team, leadership team or PLC that promotes excellence in professional practices.

Community and Student Engagement Accountability System – Plano ISD
Digital Learning Environment – Early Childhood and Head Start

Community Resources

Technology resources are available to the community.

1	2	3	4	5
Basic information about the school is available on the school website. Teachers use the Classroom Portal (myPISD) to post only contact information and basic classroom information. Few technology resources are available to parents and the community.		Up-to-date information about the school is available on the school website. Teachers use the Classroom Portal (myPISD) to post classroom information, assignments and instructional resources and materials for students and parents. Technology resources are available in the library before or after school. School eNews is regularly published and the school uses the SchoolMessenger system to distribute important information. Computers are offered to families through the Computers@Home program.		Up-to-date information about the school is available on the school's website and the school's social media accounts. The majority of teachers use the Classroom Portal (myPISD) to post classroom information, assignments and instructional resources and materials for students and parents. Technology resources are available in the library before or after school. School eNews is published weekly or more often, and the school uses the SchoolMessenger system to distribute important information. Community activities are planned and implemented to encourage parent/community involvement; *for example: use of social media accounts (Twitter, Facebook), Technology Night or Technology Open House, use of the District Mobile Technology Lab for parent education and access, Computers@Home class, etc.*

Community and Student Engagement Accountability System – Plano ISD
Dropout Prevention Strategies – Early Childhood and Head Start

Community / Family Engagement and Support

School-Community Perspective

The following are programs, methods, and targeted strategies that are available and supported by the district to foster school-community engagement. Evaluate the implementation of some or all of these strategies at your campus.

- Communities in Schools (CIS)
- PASAR
- Utilization of court system and truancy protocols
- PTA/Policy Council
- Substance Abuse Prevention Specialist
- Red Ribbon Week

- KEYSS
- Key Communicators
- College Night / colleges visiting campuses
- Career exploration activities
- Journey
- Destination Graduation
- AVID

- School/corporate partnerships
- Parent and community volunteers
- SBIC
- District administrative team works with campus to help recover no-shows/non-completers in September
- Superintendent's Advisory Committee
- Career Fair

1	2	3	4	5
Few or no strategies are identified; strategies seldom or never occur.		Selected strategies are implemented; strategies occur with adequate frequency.		Strategies are implemented with rigor and they occur with frequency that delivers optimum effectiveness.

Family Engagement

The following are programs, methods, and targeted strategies that are available and supported by the district to foster family engagement. Evaluate the implementation of some or all of these strategies at your campus.

- PTA/Policy Council
- Parent Liaison
- Communication in multiple languages
- Parent Education Program
- Parent teacher conference
- Parent Portal

- Booster Clubs
- Student performances
- Carnivals / Festivals
- Open House
- Mobile Learning Lab
- College Night

- Dad's programs
- AVID
- Family Literacy Program
- Key Communicators
- Incoming student orientations
- Curriculum events
- Family Partnerships

1	2	3	4	5
Few or no strategies are identified; strategies seldom or never occur.		Selected strategies are implemented; strategies occur with adequate frequency.		Strategies are implemented with rigor and they occur with frequency that delivers optimum effectiveness.

Community and Student Engagement Accountability System – Plano ISD
Dropout Prevention Strategies – Early Childhood and Head Start

Student Focused Programs and Strategies

Early Childhood Education (PK-5)

The following are programs, methods, and targeted strategies that are available and supported by the district to foster Early Childhood Education.

Evaluate the implementation of some or all of these strategies at your campus.

- Campus Intervention Specialist
- Academic Support Specialist
- CMIT process
- Kid Talk
- Literacy Night
- Family Literacy
- PreK and Kindergarten Curriculum

- Early Learning Centers on Sr. High campuses
- LPAC – ESL/Bilingual
- Student Services Team (prior to CMIT)
- Child Find
- RTI
- Summer School Programs
- IEPs

- Head Start
- Early Childhood Schools
- PreK and Kindergarten Orientation and Roundup
- Students new to the district are identified and welcoming activities, classes, and/or support are offered.
- Hanen Programs
- Latino Family Literacy

1	2	3	4	5
Few or no strategies are identified; strategies seldom or never occur.		Selected strategies are implemented; strategies occur with adequate frequency.		Strategies are implemented with rigor and they occur with frequency that delivers optimum effectiveness.

Community and Student Engagement Accountability System – Plano ISD
Dropout Prevention Strategies – Early Childhood and Head Start

Student Involvement

The following are programs, methods, and targeted strategies that are available and supported by the district to foster student involvement.

Evaluate the implementation of some or all of these strategies at your campus.

- Clubs
- Sports/athletics
- Fine Arts
- ESL

- Recent immigrants programs/classes
- Summer School Programs
- PASAR
- Student helpers/aides on campus

- Students new to the district are identified and welcoming activities, classes, and/or support are offered

1	2	3	4	5
Few or no strategies are identified; strategies seldom or never occur.		Selected strategies are implemented; strategies occur with adequate frequency.		Strategies are implemented with rigor and they occur with frequency that delivers optimum effectiveness.

Active Learning

The following are programs, methods, and targeted strategies that are available and supported by the district to foster active learning.

Evaluate the implementation of some or all of these strategies at your campus.

- Curriculum includes ideas for strategies for engagement
- Character development (non-cognitive learning traits)
- Multiple strategies for engagement training

- Collaborative learning encouraged at all levels
- Problem Based Learning
- Outdoor Learning Center
- 5th grade camp
- Curricular based field trips

- AVID
- Ready Bodies Learning Minds
- PreK and Kindergarten Curriculum
- Classroom environment supports active student engagement

1	2	3	4	5
Few or no strategies are identified; strategies seldom or never occur.		Selected strategies are implemented; strategies occur with adequate frequency.		Strategies are implemented with rigor and they occur with frequency that delivers optimum effectiveness.

Community and Student Engagement Accountability System – Plano ISD
Dropout Prevention Strategies – Early Childhood and Head Start

Individualized Instruction

The following are programs, methods, and targeted strategies that are available and supported by the district to foster individualized instruction.

Evaluate the implementation of some or all of these strategies at your campus.

- CMIT/504
- LPAC – ESL/Bilingual
- ARD / IEP
- Teacher team meetings

- Academies (Health Science, IB World School, Academy High School)
- RTI
- CIT meetings

- Special Program Centers
- Campus Based Online Instruction (CBOI)
- Bring Your Own Device (BYOD)

1	2	3	4	5
Few or no strategies are identified; strategies seldom or never occur.		Selected strategies are implemented; strategies occur with adequate frequency.		Strategies are implemented with rigor and they occur with frequency that delivers optimum effectiveness.

Community and Student Engagement Accountability System – Plano ISD
Dropout Prevention Strategies – Early Childhood and Head Start

Supporting Infrastructure and Programs

Safe Learning Environments

The following are programs, methods, and targeted strategies that are available and supported by the district to foster safe learning environments.

Evaluate the implementation of some or all of these strategies at your campus.

- Safety and Security Department Programs and Trainings
- Panic buttons, safety drills, volunteer background check, Rapid Eye, doors locked, badge access, RAPTOR, employee background checks, etc.

- Peer Mediation Program
- Anti-Bullying Program
- "R-Time"
- Bullying reporting system
- Law enforcement patrols
- Crime Stoppers Programs

- School Liaison Officers
- District "K-9" program
- Watch DOGS (Dads of Great Students)
- Crossing Guards
- Second Step
- Guidance Lessons

1	2	3	4	5
Few or no strategies are identified; strategies seldom or never occur.		Selected strategies are implemented; strategies occur with adequate frequency.		Strategies are implemented with rigor and they occur with frequency that delivers optimum effectiveness.

Professional Development

The following are programs, methods, and targeted strategies that are available and supported by the district to foster professional development.

Evaluate the implementation of some or all of these strategies at your campus.

- Special education, Reading, Dyslexia, ESL, targeted trainings
- Trainings about working with students from poverty

- District provided trainings and workshops
- New Teacher Mentoring Program
- Out of district trainings and workshops

- Section 504 training and assistance
- Peer (teacher) observations

1	2	3	4	5
Few or no strategies are identified; strategies seldom or never occur.		Selected strategies are implemented; strategies occur with adequate frequency.		Strategies are implemented with rigor and they occur with frequency that delivers optimum effectiveness.

Community and Student Engagement Accountability System – Plano ISD
Dropout Prevention Strategies – Early Childhood and Head Start

Educational Technology

The following are programs, methods, and targeted strategies that are available and supported by the district to foster educational technology.

Evaluate the implementation of some or all of these strategies at your campus.

- Using specific software to practice skills
- Using technology to show learning
- Using technology for engagement

- Campus Based Online Instruction (CBOI)
- Parent Portal
- Computers at Home
- District technology training

- Mobile Learning Lab
- Laptop carts
- Bring Your Own Device (BYOD)
- My PISD

1	2	3	4	5
Few or no strategies are identified; strategies seldom or never occur.		Selected strategies are implemented; strategies occur with adequate frequency.		Strategies are implemented with rigor and they occur with frequency that delivers optimum effectiveness.

Testing, Data Collection and Analysis

The following are programs, methods, and targeted strategies that are available and supported by the district to foster testing, data collection, and analysis.

Evaluate the implementation of some or all of these strategies at your campus.

- Testing
- Collection and posting of data from testing in SAS/EC Access Database

- Training on the use of SAS/EC Access Database by principals, counselors, and teachers

- Campus invites Achievement Specialist to train and assist with data analysis
- Formal and informal data analysis discussions with staff

1	2	3	4	5
Few or no strategies are identified; strategies seldom or never occur.		Selected strategies are implemented; strategies occur with adequate frequency.		Strategies are implemented with rigor and they occur with frequency that delivers optimum effectiveness.

Staff Evaluation and Professional Development

Texas Principal Evaluation Support System (T-PESS) and Teacher Evaluation and Support System (T-TESS)

T-PESS and T-TESS process is effective, procedures and timelines are being followed, and documentation is compliant with local, state, and federal requirements.

- Annual review of the T-TESS appraisal process
- Required templates are utilized
- Documentation storage requirements

1	2	3	4	5
T-PESS and T-TESS process is not compliant, procedures are not being followed, and documentation is not complete.		T-PESS and T-TESS process is compliant, procedures are being followed, and documentation is complete.		T-PESS and T-TESS process is compliant, procedures are being followed, and documentation is complete. **Campus will routinely audit documentation and review it for compliance.**

Professional Development Opportunities

Quality professional development opportunities based on campus/district need are provided to teachers and paraprofessionals in all core subject areas and are compliant with local, state, and federal requirements.

1	2	3	4	5
Professional development training was conducted, but staff members were not in attendance to receive required training.		Professional development training was conducted, and staff members were in attendance to receive required training.		Professional development training was conducted, and staff members were in attendance to receive required training. **The campus has a plan to provide additional professional development opportunities for teachers and paraprofessionals.**

Staff members are provided with documentation of all professional development opportunities (For example: district in-service, curriculum coordinator pull-out sessions, campus professional development, etc.) as required by the district and State Board of Educator Certification (TEA) for certificate renewals.

1	2	3	4	5
No				Yes

Community and Student Engagement Accountability System – Plano ISD
Compliance Reporting

Campus Staff Training

Campus staff members are provided with required staff trainings (For example: Sexual harassment, Child Find, Suicide Prevention, Blood-Borne Pathogen Modules) per local, state, and federal requirements.

1	2	3	4	5
Training is conducted, but staff members were not in attendance to receive required training.		Training was conducted, and staff members were in attendance to receive required training.		Training was conducted, and staff members were in attendance to receive required training. **The campus has a plan to provide support for staff members to attend additional training opportunities.**

Language Proficiency Assessment Committee (LPAC)

LPAC Program Compliance

The LPAC program process is effective, procedures listed below (as applicable) are being followed, and documentation is compliant with local, state, and federal requirements.

- Home Language Surveys
- TELPAS assessment data
- Parental permission/denial signatures
- Language Proficiency Progress Reviews

1	2	3	4	5
LPAC process is not effectively implemented, procedures are not being followed, or documentation is not compliant.		LPAC process is compliant, procedures are being followed, and documentation is complete.		LPAC process is compliant, procedures are being followed and evaluated for effectiveness, and documentation is complete. **Campus will routinely audit documentation and review it for compliance.**

LPAC Training

Language Proficiency Assessment Committee members, including parent representatives, have received training on LPAC procedures, documentation requirements, and rules governing the LPAC process.

1	2	3	4	5
LPAC training was conducted, but all members were not in attendance to receive required training.		LPAC training was conducted, and members were in attendance to receive required training for certification requirements.		LPAC training was conducted, and members were in attendance to receive required training for certification requirements. **The campus has a plan to provide support for LPAC members to attend additional training opportunities.**

Community and Student Engagement Accountability System – Plano ISD
Compliance Reporting

Instructional Accommodations for ELL students

The process of determining current classroom and testing accommodations, and the documentation and notification of those accommodations has been presented to the required recipients.

1	2	3	4	5
Notification and documentation of accommodation information is not current or has not been presented to all required recipients.		Notification and documentation of accommodation information is current or is in the process of being updated, and accommodation information is presented to the required recipients.		Notification and documentation of accommodation information is current, and is presented to the required recipients. **Campus will routinely audit documentation and review it for compliance.**

Section 504/Campus Monitoring Intervention Team (CMIT)

Section 504/CMIT Documentation

Section 504/CMIT program process is effective, procedures listed below (as applicable) are being followed, and documentation is compliant with local, state, and federal requirements.

- Parent consent for Initial Evaluation
- Notice to parents of meeting
- Notice of Parent & Student Rights
- Parent input is requested or discussed during the meeting
- Teacher Referral Report

- Past report cards & current grade report
- Copy of Emergency Card
- Copy of Home Language Survey
- Vision and Hearing Screening (from school nurse)
- Attendance report

- Evaluation Report/Accommodation Plan SAS/testing/assessment information
- BE-04 (E) form (only for K-5th grade Bilingual or ESL student)
- Plan reviews
- Dyslexia program monitoring

1	2	3	4	5
Section 504/CMIT process is not effectively implemented, procedures are not being followed, or documentation is not compliant.		Section 504/CMIT process is implemented, procedures are being followed, and documentation is compliant.		Section 504/CMIT process is implemented and evaluated for effectiveness, procedures are being followed, and documentation is compliant. **Campus will routinely audit documentation and review it for compliance.**

Section 504/CMIT Training

Section 504/CMIT coordinator/specialist has received training on procedures, documentation requirements, and rules governing the Section 504/CMIT process.

1	2	3	4	5
Section 504/CMIT training was conducted, but all members were not in attendance to receive required training.		Section 504/CMIT training was conducted, and members were in attendance to receive required training for certification requirements.		Section 504/CMIT training was conducted, and members were in attendance to receive required training for certification requirements. **The campus has a plan to provide support for Section 504/CMIT members to attend additional job related training opportunities.**

Community and Student Engagement Accountability System – Plano ISD
Compliance Reporting

Instructional Accommodations for Section 504/CMIT Students

The process of determining current classroom and testing accommodations, and the documentation and notification of those accommodations has been presented to the required recipients.

1	2	3	4	5
Notification and documentation of accommodation information is not current or has not been presented to all required recipients.		Notification and documentation of accommodation information is current or is in the process of being updated, and accommodation information is presented to the required recipients.		Notification and documentation of accommodation information is current, and is in the process of being presented to the required recipients. **Campus will routinely audit documentation and review it for compliance.**

Community and Student Engagement Accountability System – Plano ISD
Compliance Reporting

Special Education

Special Education Documentation

Special Education program process is effective, procedures listed below (as applicable) are being followed, and documentation is compliant with local, state, and federal requirements.

- Informed Consent for Initial Assessment Eligibility
- Assessments/ diagnostic evaluations

- Individual Education Program (IEP)
- Data collection

- Admission, Review, and Dismissal (ARD) meetings (Initial, Progress, or Re-evaluation ARDs)

1	2	3	4	5
Special Education process is not effectively implemented, procedures are not being followed, or documentation is not compliant.		Special Education process is implemented, procedures are being followed, and documentation is compliant.		Special Education process is implemented and evaluated for effectiveness, procedures are being followed, and documentation is compliant. **Campus will routinely audit documentation and review it for compliance.**

Special Education Training

Special Education department members have received training on procedures, documentation requirements, and rules governing the Special Education process.

1	2	3	4	5
Special Education training was conducted, but all members were not in attendance to receive required training.		Special Education training was conducted, and members were in attendance to receive required training for certification requirements.		Special Education training was conducted, and members were in attendance to receive required training for certification requirements. **The campus has a plan to provide support for Special Education members to attend additional job related training opportunities.**

Community and Student Engagement Accountability System – Plano ISD
Compliance Reporting

Instructional Accommodations for Special Education Students

The process of determining current classroom and testing accommodations, and the documentation and notification of those accommodations has been presented to the required recipients.

1	2	3	4	5
Notification and documentation of accommodation information is not current or has not been presented to all required recipients.		Notification and documentation of accommodation information is current or is in the process of being updated, and accommodation information is presented to the required recipients.		Notification and documentation of accommodation information is current, and is in the process of being presented to the required recipients. **Campus will routinely audit documentation and review it for compliance.**