

COMMUNITY-BASED ACCOUNTABILITY SYSTEM
TEXAS EDUCATION CODE §39.0545

- (a) Each school district shall evaluate the district's performance and the performance of each campus in the district in community and student engagement and in compliance as provided by this section and assign the district and each campus a performance rating of *exemplary*, *recognized*, *acceptable*, or *unacceptable* for both overall performance and each individual evaluation factor listed under Subsection (b). Not later than August 8 of each year, the district shall report each performance rating to the agency and make the performance ratings publicly available as provided by commissioner rule.
- (b) For purposes of assigning the performance ratings under Subsection (a), a school district must evaluate:
- (1) the following programs or specific categories of performance at each campus:
 - (A) fine arts;
 - (B) wellness and physical education;
 - (C) community and parental involvement, such as:
 - (i) opportunities for parents to assist students in preparing for assessments under Section 39.023;
 - (ii) tutoring programs that support students taking assessments under Section 39.023; and
 - (iii) opportunities for students to participate in community service projects;
 - (D) the 21st Century Workforce Development program;
 - (E) the second language acquisition program;
 - (F) the digital learning environment;
 - (G) dropout prevention strategies; and
 - (H) educational programs for gifted and talented students; and
 - (2) the record of the district and each campus regarding compliance with statutory reporting and policy requirements.
- (c) A school district shall use criteria developed by a local committee to evaluate:
- (1) the performance of the district's campus programs and categories of performance under Subsection (b)(1); and
 - (2) the record of the district and each campus regarding compliance under Subsection (b)(2).

This section applies beginning with the 2013-2014 school year.

COMMUNITY AND STUDENT ENGAGEMENT RUBRIC

Community and Parental Involvement

CRITERIA	PERFORMANCE LEVEL			
	EXEMPLARY	RECOGNIZED	ACCEPTABLE	UNACCEPTABLE
Participation in parent organizations is actively encouraged	35% or more of parents participate in one or more parent organization available at the school	25-34% of parents participate in one or more parent organization available at the school	15-24% of parents participate in one or more parent organization available at the school	Less than 15% of parents participate in one or more parent organization available at the school
Social events are provided at the campus to increase parental involvement (e.g., Donuts for Dads, Muffins for Moms, Goodies for Grandparents, coffee with the Principal, etc.)	Parents are provided at least 6 opportunities to participate in social events	Parents are provided 4-5 opportunities to participate in social events	Parents are provided 2-3 opportunities to participate in social events	Fewer than the acceptable number of opportunities are provided to parents
Programs are scheduled to engage parents in the education of their children (i.e., back to school orientation, math/science/literacy nights, college fairs, etc.)	Parents are provided at least 6 opportunities to engage in their child's education	Parents are provided 4-5 opportunities to engage in their child's education	Parents are provided 2-3 opportunities to engage in their child's education	Fewer than the acceptable number of opportunities are provided to parents
Multiple opportunities are provided for parent and community volunteers	150 or more volunteer hours are recorded	100-149 volunteer hours are recorded	50-99 volunteer hours are recorded	Fewer than 50 volunteer hours are recorded
Communication with parents/community occurs through multiple modes (e.g., School Messenger, Twitter, Facebook, gradebook, email, newsletters, etc.)	Consistently, through three or more modes of delivery	Generally, through at least two modes of delivery	Generally, through at least one mode of delivery	Occasionally or less frequently with inconsistent modes of delivery
Two-way communication with the community and parents is encouraged, monitored, and responded to (e.g., surveys, suggestion box, etc.)	Consistently, with data to support	Consistently, without data to support	Generally, with little to no data to support	Occasionally or less frequently
Information for community and parents, including communication and other materials/resources, is available in multiple languages	Communication is provided in four or more languages representing the major languages spoken in the homes of the community	Communication is provided in English, Spanish, and Vietnamese	Communication is provided in English and Spanish	Communication is provided only in English

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Community and Parental Involvement

CRITERIA	PERFORMANCE LEVEL			
	EXEMPLARY	RECOGNIZED	ACCEPTABLE	UNACCEPTABLE
Active community and business partnerships are encouraged	5 or more community and business partners are actively engaged	3-4 community and business partners are actively engaged	1-2 community and business partners are actively engaged	No active community and business partners
Mentoring and tutoring opportunities are available to the community and parents (e.g., Watch Dogs, field trip chaperones, room parents, tutoring, etc.)	Non-staff community and parent volunteers, tutors or mentors have 4 or more opportunities to work with students	Non-staff community and parent volunteers, tutors or mentors have 3 opportunities to work with students	Non-staff community and parent volunteers, tutors or mentors have 1-2 opportunities to work with students	No opportunities for non-staff community and parent volunteers are available
Special events/assemblies are provided to students that involve parents/community and promote community and cultural awareness (e.g., Veteran's Day, President's Day, 9/11, career day, Cinco de Mayo, etc.)	Students are provided at least 6 community and cultural awareness events/assemblies	Students are provided 4-5 community and cultural awareness events/assemblies	Students are provided 1-3 community and cultural awareness events/assemblies	Fewer than the acceptable number of opportunities are provided to students

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21st Century Workforce

CRITERIA	PERFORMANCE LEVEL			
	EXEMPLARY	RECOGNIZED	ACCEPTABLE	UNACCEPTABLE
Special events/assemblies are provided to students that highlight college and career opportunities (e.g., guest speakers, Career Day, College Planning, science fair, etc.)	Students are provided at least 6 college and career special event opportunities	Students are provided 4-5 college and career special event opportunities	Students are provided 1-3 college and career special event opportunities	Fewer than the acceptable number of opportunities are provided to students
Academic programs that promote college and career readiness are available to students as course offerings (e.g., Advisory, AP, dual enrollment, etc.)	40% or more students participate in academic programs aimed at college and career readiness	30-39% of students participate in academic programs aimed at college and career readiness	20-29% of students participate in academic programs aimed at college and career readiness	Less than 20% of students participate in academic programs aimed at college and career readiness
Science, Technology, Engineering, & Math (STEM) activities or competition participation	30% or more of students participate in STEM activities or competitions	20-29% of students participate in STEM activities or competitions	10-19% of students participate in STEM activities or competitions	Less than 10% of students participate in STEM activities or competitions
Science, Technology, Engineering, & Math (STEM) activities or competition Outcome extracurricular Student leadership/organization competition outcomes – UIL or comparable	5 or more students/programs qualified for state	6 or more students/programs earned regional acknowledgements	7 or more students/programs earned district acknowledgements	Students did not receive competition recognition
Student leadership/organizations participation , National Honor Society, NJHS and Texas Scholars	30% or more of students participate in student leadership/organizations	20-29% of students participate in student leadership/organizations	10-19% of students participate in student leadership/organizations	Less than 10% of students participate in student leadership/organizations
Student leadership/organization competition outcomes – UIL or comparable	5 or more students/organizations qualified for state	6 or more students/organizations earned regional acknowledgements	7 or more students/organizations earned district acknowledgements	Students did not receive competition recognition

COMMUNITY AND STUDENT ENGAGEMENT RUBRIC

21st Century Workforce

CRITERIA	PERFORMANCE LEVEL			
	EXEMPLARY	RECOGNIZED	ACCEPTABLE	UNACCEPTABLE
SECONDARY SCHOOLS ONLY Student participation in a career or college readiness assessment - TSI	99-100% of students participated in a career or college readiness assessment	97-98% of students participated in a career or college readiness assessment	95-96% of students participated in a career or college readiness assessment	Less than 95% of students participated in a career or college readiness assessment
SECONDARY SCHOOLS ONLY Student demonstration of career or college readiness through assessment	80% or more of assessed students demonstrate career/college readiness	58-79% of assessed students demonstrate career/college readiness	36-57% of assessed students demonstrate career/college readiness	Less than 36% of assessed students demonstrate career/college readiness
MIDDLE SCHOOLS ONLY Student access to high school credit-bearing course during middle school (e.g., Algebra I and English I)	50% or more of eligible students participate in one or more high school credit-bearing course	40-49% of eligible students participate in one or more high school credit-bearing course	30-39% of eligible students participate in one or more high school credit-bearing course	Less than 30% of eligible students participate in one or more high school credit-bearing course
HIGH SCHOOLS ONLY Work force articulated/dual credit courses offered to students	40% or more of CTE courses are offered as articulated dual credit	30-39% of CTE courses are offered as articulated dual credit	20-29% of CTE courses are offered as articulated dual credit	Less than 20% of CTE courses are offered as articulated dual credit
HIGH SCHOOLS ONLY CTE student organizational affiliations	50% or more of CTE students are involved in one or more CTE organizations	40-49% of CTE students are involved in one or more CTE organizations	30-39% of CTE students are involved in one or more CTE organizations	Less than 30% of CTE students are involved in one or more CTE organizations

COMMUNITY AND STUDENT ENGAGEMENT RUBRIC

Digital Learning

CRITERIA	PERFORMANCE LEVEL			
	EXEMPLARY	RECOGNIZED	ACCEPTABLE	UNACCEPTABLE
School culture promotes use of technology for a wide range of digital learning	High-quality interactive learning utilizing technology resources is used by students and teachers in 90-100% of classrooms for instruction, learning and other activities	High-quality interactive learning utilizing technology resources is used by students and teachers in 50-89% of classrooms for instruction, learning and other activities	Staff members are the primary users of the web and interactive learning, with limited opportunities for students to participate	Staff members are the primary users of the web and interactive learning
Professional development opportunities related to digital learning and 21 st century skills opportunities are provided	90% or more of instructional staff participate in 3 hours or more of digital learning or 21st century learning professional development sessions	70-89% of instructional staff participate in 5 hours or more of digital learning or 21st century learning professional development sessions	50-69% of instructional staff participate in 5 hours or more of digital learning or 21st century learning professional development sessions	Less than 50% of instructional staff participate in 5 hours or more of digital learning or 21st century learning professional development sessions
Instructional staff utilizes technology to provide authentic student-centered learning opportunities	Instructional staff integrate technology in learning environment to solve real world problems; use of digital resources includes multimedia tools for student production, video conferencing, video libraries/ databases for instruction/research, and a wide range of	Instructional staff 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	Instructional staff use technology to direct instruction, improve productivity, model technology skills, and direct students in the use of applications for technology integration	Instructional staff use technology to supplement instruction, streamline management functions, and present teacher-centered lectures

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Digital Learning

CRITERIA	PERFORMANCE LEVEL			
	EXEMPLARY	RECOGNIZED	ACCEPTABLE	UNACCEPTABLE
	online instructional tools and apps			
Digital tools for authentic learning and the acquisition of knowledge, skills, and attitudes to perform in the 21 st century world is provided to students (e.g., flipped classrooms, etc.)	Majority of 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	Majority of students evaluate and analyze data to solve problems	Majority of students use technology to access, communicate, and present information	Majority of students use little or no technology
Students demonstrate technology application proficiency through the six strands of technology application as defined in the appropriate grade level Texas Essential Knowledge and Skills (click here to view TEKS)	90% or more of students demonstrate TEKS technology application proficiency in creativity & innovation, communication & collaboration, research & information fluency, critical thinking/problem solving/decision making, digital citizenship, and technology operations and concepts	80-89% of students demonstrate TEKS technology application proficiency in creativity & innovation, communication & collaboration, research & information fluency, critical thinking/problem solving/decision making, digital citizenship, and technology operations and concepts	70-79% of students demonstrate TEKS technology application proficiency in creativity & innovation, communication & collaboration, research & information fluency, critical thinking/problem solving/decision making, digital citizenship, and technology operations and concepts	Less than 70% of students demonstrate TEKS technology application proficiency in creativity & innovation, communication & collaboration, research & information fluency, critical thinking/problem solving/decision making, digital citizenship, and technology operations and concepts
One-to-One device and/or Bring Your Own Device (BYOD) initiatives are available to increase student access to technology and resources	One-to-One device and/or BYOD initiatives are implemented building-wide, with 90% or more of students participating	One-to-One device and/or BYOD initiatives are implemented at multiple grade levels/content areas, but not building-wide,	One-to-One device and/or BYOD initiatives are implemented in a single grade level or content area, with 50-74% of students	One-to-One device and/or BYOD initiatives are available, with less than 50% of students participating

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Digital Learning

CRITERIA	PERFORMANCE LEVEL			
	EXEMPLARY	RECOGNIZED	ACCEPTABLE	UNACCEPTABLE
		with 75-89% of students participating	participating	
Students have access to computer or device workstations (e.g., tables, laptops, desktops, etc.)	Ratio of students to computer or device workstations is fewer than 5 students to each device	Ratio of students to computer or device workstations is 5-10 students to each device	Ratio of students to computer or device workstations is 11-20 students to each device	Ratio of students to computer or device workstations is more than 20 students to each device
Students regularly use available computer or device workstations for instructional purposes	Students have on-demand access to a computer or device during the instructional day	Students have daily access to a computer or device during the instructional day	Students have weekly access to a computer or device during the instructional day	Students have no computer or device access during the instructional day