

Texas Association of School Administrators

TASA HB 5 Self Evaluation Toolkit:

This toolkit is intended to assist districts in complying with a section of HB 5 that relates to community engagement. TASA staff gathered input from various management and principal organizations, superintendents, and central office administrators representing all types of districts across the state to develop an electronic tool that will assist districts in implementing this new legislative requirement.

Background

Prior to the 2013 legislative session, superintendents, trustees, parents, and various business groups, among others were asking state leaders and legislators to reduce the number of required state assessments and provide more flexibility in graduation plans. HB 5 provided for both.

HB 5 also included a local evaluation requirement that is frequently referred to as the *community engagement* component. The community engagement requirement is an opportunity for districts to showcase areas of excellence and success as well as recognize areas in need of improvement and set future goals valued in the community.

The statute requires each district to evaluate and designate a performance rating for the district and each of its campuses in the district based on criteria set by a local committee (TEC 39.0545). The law requires that each district and each campus be assigned a rating of exemplary, recognized, acceptable, or unacceptable. The district and campus performance ratings must be reported annually to TEA through PEIMS, and made publicly available by August 8 of each year beginning with the 2013–14 school year. Note: TEA will only require the district and campus ratings to be submitted in PEIMS, and no additional documentation is currently required to be submitted.

The statute provides nine factors for which the district and each campus must be evaluated:

1. Fine arts
2. Wellness and physical education
3. Community and parental involvement
4. 21st century workforce development program
5. 2nd language acquisition program
6. Digital learning environment
7. Dropout prevention strategies
8. Educational programs for GT students
9. Compliance with statutory reporting and policy requirements.

Each district must use criteria set by a local committee to evaluate the districts and campuses performance under each of the first 8 categories (exemplary, recognized, acceptable, or unacceptable) and provide an answer (yes or no) for the compliance category. To comply with this new requirement, TEA has added new coding to the PEIMS

Data Standards. The new codes will be reported in the Submission 3 Summer Collection. [For more information on the PEIMS coding requirements](#) related to Community Engagement.

(An electronic copy is also provided in this toolkit)

Where to Start?

Establish a Local Committee

The statute requires school districts to use criteria developed by a local committee to evaluate the performance of the district's and each of its campus programs. However, the makeup of the local committee is left to the discretion of the districts. Districts may use existing committees, or create a new committee that is diverse and representative of the community. For example, the local committee could include representatives from parent groups, teachers, student organizations, students, the superintendent, local business leaders, higher education representatives, school trustees, principals, counselors, accountability and curriculum personnel, and nurses, among others.

Determine Criteria Used for Local Evaluation

Your local committee will determine the criteria used for the evaluation. However, the district may want to gather additional input from others. Below are some options to consider:

- Host a series of meetings to gather input about what is valued in your community, what they would like measured, and how they would want it measured
- Seek feedback from existing district improvement committee and/or site-based committees
- Include SHAC input on physical education and wellness factor
- Include the new community engagement requirement as a discussion item on a future school board agenda
- Survey of parents, students, principals, teachers, local businesses and chambers of commerce asking for their input on areas of excellence as well as areas in need of improvement
- Seek input from PTA/PTO
- Gather input from student council/student body president
- Request input from local chamber of commerce members/president

While not required by statute, districts should consider providing information that describes to the public how the ratings were determined. For example, what were the criteria (activities, initiatives, programs, accomplishments, etc.) used in determining the rating? What current and/or new programs and services were evaluated? Consider including any future goal setting or improvements the district will focus on during the upcoming year. Based on criteria established by your local committee, assign the district and each campus a rating of exemplary, recognized, acceptable or unacceptable for each evaluation factor and for overall performance.

District might consider limiting the number of indicators per category to those most appropriate for specific campus levels (elementary, middle, high). In addition, they may want to consider including indicators in categories for unique campus types (magnets, career pathway schools, etc.)

Consideration for Determining Ratings

Consider developing a definition for each rating category. Examples include:

- Unacceptable rating is to be selected if the school does not meet indicator criteria
- Acceptable rating is to be selected if the school meets but does not exceed criteria
- Recognized rating is to be selected if the school exceeds the indicator criteria.
- Exemplary rating is to be selected if the school significantly exceeds the indicator criteria OR exceed the criteria and has earned other unique designations in the category area (such as Fine Arts state-level awards, unique program offerings, etc.).

Report Data to TEA and make ratings publicly available

HB 5 requires districts to report each performance rating to TEA and to make the ratings publicly available. As noted earlier, TEA has added new coding to the [PEIMS Data Standards](#) and the new codes must be reported in the Submission 3 Summer Collection.

In developing tools to report to the public the community engagement information, districts may want to consider the following options:

- Use the TASA created tool or similar tools developed by other school districts, ESCs, education organizations, Texas PTA, private companies, etc.
- Districts could develop their own evaluation tool or template that would include the nine factors and a description of the measured programs, services, etc.
- Districts could use a combination of tools and customize them to suit district and campus needs.

Districts may also want to consider how they will share this information with parents, teachers, administrators, staff, community members and leaders, and members of the media. Since this new evaluation rating will be released simultaneously with the state ratings, districts may want to begin educating various stakeholders prior to August 8.