

**2016-2017 Community and Student Engagement Evaluation  
Comparison Data Chart**

INDICATORS	LS	CS	SE	LAMAR	CL	WS	ME	KR	NBMS	ORMS	9GC	NBHS	SOC	DISTRICT
<b>Gifted/Talented</b>														
Gifted and Talented Curriculum: Facilitating Depth and Complexity	1	N/A	2	1	1	1	1	2	2	2	2	2	1	2
Student Products/ Presentations: Pull out and Elective Opportunities	2	2	2	1	1	2	2	2	2	2	2	3	1	2
Gifted and Talented Parent/Community Opportunities	2	N/A	2	2	2	2	1	2	2	2	1	2	1	2
Equitable and Consistent Identification Practices	2	N/A	3	1	2	1	1	2	2	2	1	2	3	2
Improvement Plans	2		3	2	1	0	2	2	2	3	1	2	3	2
Training/Professional Development of Responsible Parties (teachers, counselors, administrators, committee members, board of trustees)	2	1	3	2	1	1	1	2	3	2	2	3	1	2
Professional Development Opportunities	2	2	3	1	2	3	2	2	2	3	1	3	3	2
<b>AVERAGE</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>1</b>	<b>2</b>	<b>2</b>	<b>2</b>
<b>Wellness</b>														
Fitness gram results	2	N/A	3	2	1	1	1	3	2	2	3	3	N/A	2
Participation in required district programs: CATCH, Worth the Wait, Oral Health, CPR/AED	3	1	3	3	1	3	3	2	3	3	3	3	3	3
Health screening (hearing, vision, height/weight, TRAT2DC, dental, spinal curvature)	2	N/A	3	3	2	3	2	3	3	3	3	2	N/A	3
Number of health and wellness programs campus and/or district offers.	2	N/A	2	3	1	3	3	3	2	3	3	3	3	3
Compliance with annual SHAC requirements and report to Board of Trustees	1	2	3	3	2	3	3	3	3	3	3	3	N/A	3
Availability of school nurses, counselors, and social workers.	2	3	2	1	1	3	1	3	3	3	1	3	2	2
Number of forced administrative withdrawals due to noncompliance with immunization requirements	3	2	2	3	2	3	3	3	3	3	3	3	3	3
Campus Improvement Plan includes wellness and PE strategies.	3	N/A	3	3	1	3	3	3	3	3	2	3	2	3
Staff Training Required as applicable to position: (CPR/AED/EPI/BBP/ Bullying/child abuse/Safety training)	3	N/A	3	3	3	3	3	3	3	3	3	3	3	3
Staff Training Annual as applicable to position: needed above and beyond required for job (UDCA/ CATCH/ WTW/ Medical Technology)	3	3	3	3	3	3	3	3	3	3	3	3	N/A	3
<b>AVERAGE</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>

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<b>2nd Language Acquisition</b>														
Number of dual language participants in NBISD	N/A	N/A	N/A	3	N/A	2	1	3	N	3	N/A	N/A	N/A	2
Number of campuses that offer family nights/parent community events ,to include math, reading, safety, movie, graduation planning, and cultural nights.	3	3	3	3	N/A	2	3	3	3	3	N/A	3	N/A	3
ELLs make progress and attainment in the TELPAS test, thus meeting AMAO 1.	3	N/A	2	3	2	N/A	0	2	3	3	3	N/A	2	2
ELLs make progress and attainment in the TELPAS test, thus meeting AMAO 2 Part 1.	3	N/A	2	3	2	N/A	2	2	3	3	2	3	3	3

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ELLs make progress and attainment in the TELPAS test, thus meeting AMAO 2, Part 2.	3	2	2	3	2	N/A	N/A	2	3	3	2	N/A	2	2
LPAC Decisions implementation documented	3	3	3	3	3	3	3	3	3	2	3	3	3	3
Low levels of risk in PBMAS on measures related to ELLs	N/A	2	3	3	1	N/A	N/A	2	2	2	2	N/A	3	2
Identified staff completed required training relevant to their jobs (TELPAS Rater Training, SI update)	3	N/A	3	3	3	3	3	3	3	3	3	3	3	3
Staff Training above and beyond required for second language aquisition job (BE/ ESL certified classroom/content teachers, forgien language teachers)	1	N/A	3	3	1	3	2	3	3	2	3	3	3	3
<b>AVERAGE</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>
<b>Fine Arts</b>														
Successful participation in UIL and TMEA music contests, UIL OAP contests, VASE, and DEAL contests	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	3	3	3	3	0	2
Percentage of students by campus completing fine arts courses beyond the one credit mandate.	1	2	N/A	1	2	N/A	1	3	3	3	1	3	1	2
Student participation in events that promote cultural awareness and education	3	N/A	3	1	1	1	2	3	2	2	1	2	0	2
Evidence of student artwork on display in all school facilities. Participation in school and district wide art show.	1	N/A	3	1	2	1	1	3	1	2	2	3	1	2
Student involvement in community based fine arts programs including public concerts, recitals, festivals, and plays ( includes school sponsored and indiividual student participation	3	2	3	2	1	1	2	2	2	2	2	2	0	2
Fine Arts student experience with or exposure to professional level visual art, music, dance, and dramatic performance	3	2	2	1	1	1	1	2	1	3	1	2	0	2
<b>AVERAGE</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>0</b>	<b>2</b>

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<b>Community and Parent Involvement</b>														
Opportunities for parents, grandparents and others to assist students in academic progress.	2	N/A	2	2	2	1	2	2	2	2	0	3	0	2
Percent of Student Body with a family member represented in a parent-support organization	1	N/A	2	2	0	1	0	1	0	2	1	3	0	1
Percent of students participating in community service activities, secondary only	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	1	1	1	2	0	1
Level of utilization of community resources/people to provide mentors and volunteers	2	3	2	2	1	2	2	1	2	2	1	2	0	2
Percent of student body with a family member providing active campus support.	2	3	2	2	0	0	1	2	1	1	N/A	2	0	1
Level of community and business partnership support.	3	2	2	2	1	2	2	3	1	2	1	2	1	2
<b>AVERAGE</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>2</b>	<b>1</b>	<b>2</b>	<b>1</b>	<b>2</b>	<b>0</b>	<b>1</b>
<b>21st Century Workforce Development</b>														

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Number of CTE students participating in apprenticeships, internships, job training/shadowing, earning licensures and certifications, and enrollment in work based learning or practicum courses.	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	3	0	2	
Students participate in dual credit opportunities through Alamo Colleges to earn college credit	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	2	3	0	2	
Scholarships awarded to students.	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	3	3	1	2	
Secondary college, career, and elective fairs, elementary career days and career counseling is accessible for NBISD students in grades K-12.	3	2	3	2	1	N/A	2	2	2	2	3	3	3	2	
Grant and/or federal funds expended in a timely manner and as provided for in grant application, inclusive of any amendments	3	2	N/A	N/A	1	N/A	N/A	3	3	3	3	3	N/A	3	
CTE Student Organizations (CTSOs) are active and focused on activities that are related to CTE programs. Enrollment in course vs. membership in CTSO.	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	3	3	0	2	
CTE staff complete required training relevant to their jobs	N/A	N/A	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	3	3	N/A	3	
<b>AVERAGE</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>N/A</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>1</b>	<b>2</b>

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<b>Digital Learning</b>														
Percentage of Instructional Material Allotment budget spent on technology hardware for the classroom.	N/A	N/A	3	3	2	3	N/A	N/A	3	3	3	3	3	3
Percentage of Instructional Material Allotment budget spent on digital instructional material.	N/A	N/A	3	2	2	2	N/A	N/A	3	3	3	3	3	3
Percentage of students with Google Apps accounts being used	N/A	N/A	3	3	3	3	1	N/A	3	3	3	3	3	3
Percentage of students participating in Distance Learning opportunities including V-Tel	1	2	2	1	2	2	1	N/A	3	3	N/A	2	0	2
Number of students in state-offered software (iStation, Think Thru Math, etc.)	3	3	3	3	3	3	3	3	3	3	N/A	N/A	0	3
Ratio of student to technology device	3	2	3	3	3	3	2	2	3	3	3	3	3	3
Number of parent trainings offered for TEC21 initiative	N/A	N/A	2	1	1	2	N/A	N/A	3	3	3	2	3	2
Parents have opportunities to complete surveys	1	1	1	1	1	3	1	1	1	2	1	2	1	1
Federal reimbursement in a timely manner of erate eligible services	N/A	N/A	N/A	N/A	N/A	2	N/A	3	N/A	N/A	3	N/A	N/A	3
Grant and/or federal funds expended in a timely manner and as provided for in grant application, inclusive of any amendments	N/A	N/A	N/A	N/A	1	2	N/A	3	N/A	N/A	3	N/A	N/A	2
Percentage of 9-12 teachers who have been observed at Modification or Redefinition stage on the SAMR model on a consistent basis	N/A	2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	2	1	N/A	2
Implement Technology Academies for teachers.	N/A	3	3	3	3	3	3	3	3	3	3	3	3	3
<b>AVERAGE</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>2</b>
<b>DropOut Prevention</b>														
Updating and utilizing of student profile, At Risk Information Screen in Database	2	N/A	3	3	2	2	3	2	N/A	3	3	3	2	3

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Mentoring/tutoring offered to At Risk students in need of social/academic support	3	3	3	3	3	3	1	2	3	3	2	3	3	<b>3</b>
Student discipline records,number of times students have been referred to ISS or DAEP	3	N/A	2	2	2	3	1	2	2	2	2	3	3	<b>2</b>
Availability of school counselors/ At Risk Prevention Staff to At Risk student	3	N/A	2	3	3	2	3	3	3	2	2	3	3	<b>3</b>
PGP's-Personal Graduation Plans established and reviewed yearly	N/A	2	N/A	N/A	N/A	N/A	N/A	N	3	2	2	3	3	<b>3</b>
Review conducted for At Risk students targeted for truancy prevention due to high absence rates	3	3	3	3	2	3	2	3	3	3	2	3	2	<b>3</b>
Dropout Rate- 1% -2% = 3 2.1% - 2.5% = 2 2.6% - 3% = 1 point 3.1% - higher = 0	N/A	2	N/A	3	N/A	N/A	N/A	N	3	3	2	3	0	<b>2</b>
<b>AVERAGE</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>3</b>

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Overall Rating	2	2	3	2	2	2	2	3	3	3	2	3	2	2