# Evaluation of Campus Performance in Community and Student Engagement

## Barton Hills Elementary

2108 Barton Hills Drive, Austin, TX, 78704

<table>
<thead>
<tr>
<th>FACTORS</th>
<th>RATINGS</th>
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<tbody>
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This rating system is required by House Bill 5 (see TEC § 39.0545 for details about the law). It allows each campus to showcase the opportunities they provide to students, families, and the community in areas other than standardized testing. Details about the law and rating system can be found at www.austinisd.org/cda/hb5-community-student-engagement.

## Campus Demographics

- **Grade Levels:** K, 1, 2, 3, 4, 5, 6
- **Vertical Team:** Austin
- **Trustee District:** 5
- **Enrollment:** 427

## Austin ISD 2015-2020 Strategic Plan

### Core Beliefs
1. All students will graduate college-career- and life-ready
2. We will create an effective, agile, and responsive organization
3. We will create vibrant relationships critical for successful students and schools

### Values
- Whole Child Every Child
- Physical, social, and emotional health and safety
- Equity, diversity, and inclusion
- High expectations for all students, employees, parents/guardians, and community members
- Creativity, collaboration, and innovation
- Community schools
- Life-long learning
Fine Arts: EXEMPLARY

- The school provides full time art and music teachers.
- The school offers fine arts curriculum in grades K-5.
- The Creative Learning Initiative Arts Inventory is completed and data is used to inform practice.
- Fine Arts productions or exhibitions: School Wide Spring Art Show, Grade Level Performances throughout the year
- Fine Arts community experiences: Choir performances at various community venues and events, Field Trips to Blanton Museum, Umlauf Sculpture Garden & more, Participation in Young People’s Concert
- Interscholastic activities: Jr. VASE, PTA Reflections Program
- Fine Arts career exploration: Presentations with Austin Jazz Workshop; Author visits

Wellness & Physical Education: EXEMPLARY

- The campus implements a Coordinated Approach to Child Health program and earned a Recognized or Exemplary rating on the Coordinated School Health Survey.
- The FITNESSGRAM assessment is administered to at least 90% of all students in grades 3-12.
- The campus has an active Coordinated School Health team.
- At least 95% of students have completed their required immunizations.
- The campus is designated as No Place for Hate®.
- Community education programs: Health and Wellness Fair with Family Fun Run, Marathon Kids participation, Volleyball Play day
- Staff fitness and wellness activities: Opportunity to complete a Health Risk Assessment, Health and Wellness Fair, Drum Fit for Teachers
- Extra physical activities for students: Brain Breaks during school day utilizing Go Noodle, Daily Recess

Community & Parental Involvement: EXEMPLARY

- The school has an active Parent Teacher Association.
- At least one (1) performance objective to increase community and parental involvement will be included in the 2017-18 Campus Improvement Plan.
- Opportunities to get involved: Opportunities to attend field trips, Opportunities to volunteer in classrooms and library, Volunteer Book Buddies and Mentors
- Regular forms of communication: Regular Home to School folders, Weekly PTA/School newsletter (electronic), Current events posted on marquee
- Parent informational events: Meet the Teacher Open House, Back to School Curriculum information evening, End of Year Student Showcase
- Family Fun events: Family Fun Run, Hot Chocolate Playdate, Turkey Day Luncheon

21st Century Workforce Development Program: EXEMPLARY

- Students have mentors from middle or high schools.
- Students at the school have access to Project Based Learning.
- At least one (1) performance objective to increase 21st Century Workforce Development will be included in the 2017-18 Campus Improvement Plan.
- College/Career events: Career Day for Primary Grades, Career Pathways visit to Austin High School
**Second Language Acquisition Program: EXEMPLARY**

- All students receiving bilingual/ESL services are supported by a certified bilingual/ESL teacher.
- The school provides expanded opportunities for students to learn Languages Other Than English.
- ELL and non-ELL students participate together in music, art, and PE classes.
- The school has an active Language Proficiency Assessment Committee that meets TEA expectations.
- At least 80% of campus bilingual/ESL teachers receive professional development in sheltered instruction.
- TEA approved language program: ESL
- Cultural awareness programs/special events: Author visits, Veteran's Day Recognition Assembly

**Digital Learning Environment: EXEMPLARY**

- The school provides training for staff and activities or programs for students on how to recognize and prevent cyberbullying.
- Elementary students have access to computers for at least one (1) hour per week.
- Web-based learning opportunities: iStation Math, iStation Reading, Think Through Math

**Dropout Prevention Strategies: EXEMPLARY**

- The school has an overall attendance rate of greater than or equal to 96.7% or made improvement over the prior year.
- All students identified as struggling in reading or writing are provided specialized instruction or intervention.
- The school provides training for staff and activities or programs for students on how to recognize and prevent bullying.
- Mentorship program: Cross grade level Buddies
- Intervention support: After school instructional support for students
- Activities to promote an emotionally healthy environment: No Place for Hate Activities, Weekly SEL Lessons, Golden Eagle Awards

**Educational Programs for Gifted & Talented Students: EXEMPLARY**

- GT Program Student Assessment: Exemplary
- GT Program Service Design: Exemplary
- GT Program Curriculum and Instruction: Exemplary
- GT Program Professional Development: Exemplary
- GT Program Family-Community Involvement: Recognized
- At least one (1) performance objective implementing advanced academic strategies and resources will be included in the 2017-18 Campus Improvement Plan.
- Extracurricular enrichment activities: Opportunity to participate in UIL, Opportunity to participate in Science Fair, Academic competitions: Opportunity to participate in UIL (selected grades/events), Duke TIP
AISD District Ratings

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How were the criteria for these ratings developed?
The legislation did not permit TEA to determine the criteria for these evaluations; criteria were to be developed by a local committee. The AISD District Advisory Council (DAC) was identified as the local committee.

**October 2013**: A DAC subcommittee made up of parents, teachers, staff, and community members met to discuss the new law and come up with a proposed framework.

**December 2013**: All district principals participated in workshops to help develop a list of ten indicators for each of the nine factors.

**January 2014**: Content experts were consulted to provide feedback and suggest improvements on the list of indicators. The DAC subcommittee reviewed the feedback and made modifications.

**February 2014**: The full DAC voted to accept the recommendation of the subcommittee. The proposed list of indicators was presented to Senior Cabinet, Principals, and Campus Advisory Councils.

**March 2014**: Community input was gathered through the district’s website. Feedback from these groups was integrated.

**April 2014**: The proposed plan was taken to the Board of Trustees for discussion and feedback.

The 2013-14 school year served as a baseline year for this process. In 2014-15, the DAC re-evaluated the list of indicators and decided to maintain them for an additional two years.