Evaluation of Campus Performance in Community and Student Engagement

Pease Elementary School
1106 Rio Grande Street, Austin, TX, 78701

<table>
<thead>
<tr>
<th>FACTORS</th>
<th>RATINGS</th>
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<tbody>
<tr>
<td>Fine Arts</td>
<td>Exemplary</td>
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<tr>
<td>Wellness and Physical Education</td>
<td>Exemplary</td>
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<td>Dropout Prevention Strategies</td>
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<tr>
<td>Educational Programs for Gifted and Talented Students</td>
<td>Exemplary</td>
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<tr>
<td>Compliance</td>
<td>Yes</td>
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<tr>
<td>Overall Performance</td>
<td>Exemplary</td>
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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

<table>
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<th>Grade Levels: K,1,2,3,4,5,6</th>
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<tbody>
<tr>
<td>Vertical Team: Austin</td>
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<td>Trustee District: 5</td>
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<td>Enrollment: 242</td>
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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 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 instruction and/or creative learning strategies will be included in the 2017-18 Campus Improvement Plan.
• Fine Arts productions or exhibitions: Band/Orchestra, Shakespeare
• Fine Arts community experiences: Shakespeare, Band Concerts, Orchestra Concerts
• Creative writing/literary publications: Yearbook, Paw Print Newsletter
• Interscholastic activities: VASE Art Show, UIL Orchestra
• Fine Arts career exploration: Career Day

Wellness & Physical Education: EXEMPLARY

• The FITNESSGRAM assessment is administered to at least 90% of all students in grades 3-12.
• At least 95% of students have completed their required immunizations.
• The campus is designated as No Place for Hate®.
• At least one performance objective to increase health and wellness will be included in the 2017-18 Campus Improvement Plan.
• Community education programs: Marathon Kids, Fun Run, Go Green for Spring Field Day
• Staff fitness and wellness activities: Mindfulness Practice, Social Emotional, EAP Options
• Extra physical activities for students: Recess, Brain Breaks

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: Alamo Visit, Choir Caroling, Homeroom Parent
• Regular forms of communication: Bobcat Weekly Messenger, Bobcat Weekly Email, e-News
• Parent informational events: Principal’s Coffee, Back to School Night, Mentoring
• Adult learning opportunities: Cultural Proficiency, Attendance Policy, Principal’s Council
• Family Fun events: Hootenanny, May Fete, SEL Assemblies
• Parent educational events: Special Education Coffee, Dyslexia Supports

21st Century Workforce Development Program: EXEMPLARY

• The school displays college pennants, displays diplomas/degrees of staff members, or participates in regular staff college dress days.
• The school provides students and parents, especially first-generation college students, information about postsecondary opportunities.
• 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, Interest Inventory
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.
- At least one (1) performance objective to increase second language acquisition will be included in the 2017-18 Campus Improvement Plan.
- TEA approved language program: Late-Exit ESL
- Cultural awareness programs/special events: Hispanic Heritage Night, African-American Heritage Night

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.
- At least one (1) performance objective to improve the digital learning environment will be included in the 2017-18 Campus Improvement Plan.
- Web-based learning opportunities: iStation, Think Through Math, KidBlog

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.
- The school has implemented a Positive Behavior Support system.
- At least one (1) performance objective to either increase dropout prevention strategies or improve attendance will be included in the 2017-18 Campus Improvement Plan.
- Mentorship program: Buddies
- Intervention support: Tutoring
- Activities to promote an emotionally healthy environment: NPFH Comic Strip, NPFH Heart Strings, SEL 2nd Steps

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: Exemplary
- 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: Robotics, Chess Club
- Academic competitions: Duke TIP, Math Pentathlon
AISD District Ratings

| Fine Arts: Exemplary          |
| Wellness and Physical Education: Exemplary |
| Community and Parental Involvement: Exemplary |
| 21st Century Workforce Development Program: Exemplary |
| Second Language Acquisition Program: Exemplary |
| Digital Learning Environment: Exemplary |
| Dropout Prevention Strategies: Exemplary |
| Educational Programs for Gifted and Talented Students: Exemplary |
| Compliance: Yes               |
| Overall: Exemplary            |

**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.