# Evaluation of Campus Performance in Community and Student Engagement

## Kocurek Elementary School
9800 Curlew Drive, Austin, TX, 78748

## FACTORS | 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 Performance | Exemplary

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>
<thead>
<tr>
<th>Grade Levels: PK,K,1,2,3,4,5</th>
<th>Vertical Team: Akins</th>
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</thead>
<tbody>
<tr>
<td>Trustee District: 7</td>
<td>Enrollment: 539</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 provides appropriately certified fine arts teachers for the various fine arts course offerings.
- The school offers sequential instruction in three (3) or more fine arts disciplines.
- The Creative Learning Initiative Arts Inventory is completed and data is used to inform practice.
- Fine Arts productions or exhibitions: Choir concerts, Art show
- Fine Arts community experiences: Austin Jazz Workshop, District Art Show, Recorder Festival
- Creative writing/literary publications: Yearbook, Newsletter Monthly
- Interscholastic activities: Music Memory, Recorder Festival
- Fine Arts career exploration: Career Day

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: Tobacco Awareness, Marathon Kids, Family Fitness Night
- Extra physical activities for students: Recess, WOW

Community & Parental Involvement: EXEMPLARY

- The school has an active Parent Teacher Association.
- The school employs a Parent Support Specialist, at least half time.
- Opportunities to get involved: Lunch visits, Operation School Bell, Field trips
- Regular forms of communication: ParentConnect, Newsletters, Websights
- Parent informational events: Principal Coffees, Back to School Night, Meet the Teacher
- Family Fun events: Monster Mash, Glow in the Dark Dance, Winter program
- Parent educational events: Dyslexia Night, ADHD

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.
- College/Career events: Career Day, Career Interest Inventory
Second Language Acquisition Program: EXEMPLARY

- 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
- Opportunity for developing international relationships: Pen Pals

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, Student Island, TEMI

Dropout Prevention Strategies: EXEMPLARY

- 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.
- Mentorship program: PALS
- Intervention support: Saturday Camps
- Activities to promote an emotionally healthy environment: No Place for Hate, SEL, Character Education

Educational Programs for Gifted & Talented Students: EXEMPLARY

- GT Program Student Assessment: Recognized
- GT Program Service Design: Exemplary
- GT Program Curriculum and Instruction: Exemplary
- GT Program Professional Development: Exemplary
- GT Program Family-Community Involvement: Recognized
- Extracurricular enrichment activities: Chess, Drones
- Academic competitions: Regional Science Fair, Math Pentathlon
- Parent and community outreach: GT identification Meetings, GT identification Meetings
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.