Evaluation of Campus Performance in Community and Student Engagement

Bertha Casey Elementary School
9400 Texas Oaks Drive, Austin, TX, 78748

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<thead>
<tr>
<th>FACTORS</th>
<th>RATINGS</th>
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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
Grade Levels: PK, K, 1, 2, 3, 4, 5
Vertical Team: Akins
Trustee District: 6
Enrollment: 633

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.
- Fine Arts productions or exhibitions: Casey Fine Arts and Talent Show, The Contemporary Art Museum of Austin
- Fine Arts community experiences: Casey Wings of Kindness Art Project, Casey Participation in Austin ISD Art Show, Casey Fall and Spring Music Program
- Creative writing/literary publications: Casey Yearbook: Make a Splash, First Grade Poetry Performance
- Fine Arts career exploration: Visit Akins High School Academies

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: CATCH Night, Track and Field Days, Marathon Kids
- Staff fitness and wellness activities: Zen Den Yoga, CATCH Health Family Night, Capital 10K
- Extra physical activities for students: WOW, Recess

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: Operation School Bell, Brighter Bites Volunteers, Grandparents’ Day
- Regular forms of communication: Monthly Parent Newsletter, Robo Calls, Parent Emails
- Parent informational events: Principal Coffee, Parent Dual Language Learning Walk, Back to School Night
- Adult learning opportunities: School Attendance Truancy, Home Agri Life Nutrition Class, Parent Cloud Training
- Family Fun events: Literacy and STEAM Night, Math Night, Mad Science Night

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, Akins High School Academies Visit
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: Two-Way Dual Language
- Cultural awareness programs/special events: National Hispanic Heritage Month Mariachi Band Performance, Casey Ballet Folklorico Dance Performance

Digital Learning Environment: EXEMPLARY

- Elementary students have access to computers for at least one (1) hour per week.
- Web-based learning opportunities: iStation, A-Z Reading, Myon.com

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: Akins HS PALS
- Intervention support: Teacher Volunteer Student Tutoring
- Activities to promote an emotionally healthy environment: Social Emotional Learning, No Place for Hate, Counselor Led Character Education

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
- Extracurricular enrichment activities: Primetime, Photojournalism Club
- Parent and community outreach: GT Identification Meeting, GT Identification Meeting
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.