# Evaluation of Campus Performance in Community and Student Engagement

## Kiker Elementary School
5913 La Crosse Ave, Austin, TX, 78739

<table>
<thead>
<tr>
<th>FACTORS</th>
<th>RATINGS</th>
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<tbody>
<tr>
<td>Fine Arts</td>
<td>Exemplary</td>
</tr>
<tr>
<td>Wellness and Physical Education</td>
<td>Exemplary</td>
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<td>Community and Parental Involvement</td>
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<td>21st Century Workforce Development Program</td>
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<td>Digital Learning Environment</td>
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<tr>
<td>Dropout Prevention Strategies</td>
<td>Exemplary</td>
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<tr>
<td>Educational Programs for Gifted and Talented Students</td>
<td>Exemplary</td>
</tr>
<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.

## 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

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Campus Demographics

<table>
<thead>
<tr>
<th>Grade Levels: PK, K, 1, 2, 3, 4, 5</th>
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<tbody>
<tr>
<td>Vertical Team: Bowie</td>
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<tr>
<td>Trustee District: 7</td>
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<tr>
<td>Enrollment: 1049</td>
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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 instruction and/or creative learning strategies will be included in the 2017-18 Campus Improvement Plan.
- Fine Arts productions or exhibitions: Reflections, Art Summer Camps
- Fine Arts community experiences: Keynotes, Gorzycki Middle School Fine Arts Recruiting Tour, Building Blocks of Orchestra
- Creative writing/literary publications: Yearbook, Personal Anthologies
- Fine Arts career exploration: Percussion Building Blocks

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.
- 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: Fitness Night, Marathon Kids, Fun Run
- Staff fitness and wellness activities: Wellness Wednesday, Work Out Wednesday, Flu Shots
- Extra physical activities for students: WOW Time, Go Noodle

Community & Parental Involvement: EXEMPLARY

- The school has an active Parent Teacher Association.
- Opportunities to get involved: Field Trips, Room Parents, School Volunteers
- Regular forms of communication: Facebook, Bloomz, Yahoo Group
- Parent informational events: Meet the Teacher, Kindergarten Round Up, Back To School Night
- Adult learning opportunities: Family Fitness Nights, Coffee Talks, PTA Informational Nights
- Family Fun events: Annual Fun Run, Movie Night, GT Showcase
- Parent educational events: ADHD Informational Speaker, Dyslexia Informational Meeting

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.
- 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, Principal for the Day
Second Language Acquisition Program: EXEMPLARY

- All students receiving bilingual/ESL services are supported by a certified bilingual/ESL teacher.
- 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
- Opportunity for developing international relationships: Flat Stanley
- Cultural awareness programs/special events: Museum Night, Stories of the Season, Flat Stanley

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: Raz Kids, Code.org, Tumblebooks

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.
- 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: Dads on Duty
- Intervention support: Take Flight
- Activities to promote an emotionally healthy environment: Conscious Discipline, SEL, Red Ribbon Week

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: GT Showcase, Spelling Bee
- Academic competitions: Math Pentathlon, Regional Science Fair
- Parent and community outreach: GT Identification Meetings, GT Identification Meetings
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.