# Evaluation of Campus Performance in Community and Student Engagement

## The Rosedale School

2117 W 49th Street, Austin, TX, 78756

### FACTORS | RATINGS
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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 | n/a
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
- **Grade Levels:** PK, K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12
- **Vertical Team:** Special
- **Trustee District:** 4
- **Enrollment:** 209

### 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

- Fine arts instruction and/or creative learning strategies will be included in the 2017-18 Campus Improvement Plan.
- Fine Arts productions or exhibitions: Fall Concert, Holiday Concert
- Fine Arts community experiences: Lamar MS Choir, McCallum HS Steel Drum Band, Bryker Woods Hand Bell Choir
- The Creative Learning Initiative Arts Inventory is completed and data is used to inform practice.

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.
- 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: Obesity Awareness, Healthy Texas Week, Heart Health
- Staff fitness and wellness activities: Health Risk Assessment, Staff Fitness Activities, Biking Competition
- Extra physical activities for students: Brain breaks, Open Gym

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: Field Trips, Volunteering, Building Vision Team
- Regular forms of communication: Newsletters, Emails, ParentConnect
- Parent informational events: Meet the Teacher, Mindfulness Training, Transition Information
- Family Fun events: Fall Festival, Rosedale Prom, Silent Auction

21st Century Workforce Development Program: EXEMPLARY

- 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: Transition Surveys, Job Internship Visits
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.
- 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: Bilingual Life Skills
- Cultural awareness programs/special events: International Day, Black History Program

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.
- Students and teachers are provided training in digital safety and security.
- Web-based learning opportunities: Reading A to Z, Tumble Books, Mathnasium

Dropout Prevention Strategies: EXEMPLARY

- The school provides training for staff and activities or programs for students on how to recognize and prevent bullying.
- All students identified as struggling in reading or writing are provided specialized instruction or intervention.
- 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.
- Intervention support: ESY
- The school has implemented a Positive Behavior Support system.
- Mentorship program: Austin High PALS
- Activities to promote an emotionally healthy environment: BRAID Program with AISD and APD, Mindfulness Activities, TBRI Activities

Educational Programs for Gifted & Talented Students: N/A
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.**