

Austin Independent School District

Criteria for House Bill 5: Evaluation of Performance in Community and Student Engagement (CASE)



Factor #1 – Fine Arts

Exemplary: 5 or more indicators achieved

Recognized: 3-4 indicators achieved

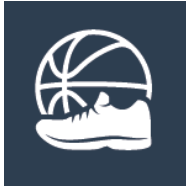
Acceptable: 2 indicators achieved

Unacceptable: 0-1 indicators achieved

	Lvl	Indicator	Description and Target Value	Documentation/ Data Collection
<input type="checkbox"/>	All	Certified Teachers [F1_Q1]	The school provides full time art and music teachers (ES) or appropriately certified fine arts teachers for the various fine arts course offerings (MS/HS).	Data will be collected from Human Resources and the Fine Arts Department.
<input type="checkbox"/>	All	Parent Satisfaction Survey [F1_Q2]	Parent Survey Question 10A: <i>My child's school provides my child with adequate opportunities to study the arts/experience creative learning.</i> At least 75% of respondents selected "Strongly Agree" or "Agree" OR the average score of responses to this item improved by at least 1 percentage point over the prior year.	Data will be collected from the current and prior year Parent Satisfaction Surveys.
<input type="checkbox"/>	All	Fine Arts Active Participation [F1_Q3]	The school provides students who are enrolled in fine arts classes (or receive fine arts instruction) at least two (2) opportunities to perform in, actively participate in, or display their work in a fine arts related production or exhibition.	Campus documentation. List 2 opportunities:
<input type="checkbox"/>	All	Fine Arts Experience [F1_Q4]	The school provides at least three (3) opportunities for students to experience the fine arts in cooperation with other schools and/or our community.	Campus documentation. List 3 opportunities:
<input type="checkbox"/>	All	Creative Writing [F1_Q5]	The school has at least two (2) literary publications, such as yearbook, school newsletters, collections of student poetry/short stories, etc.	Campus documentation. List 2 publications:
<input type="checkbox"/>	All	Sequential Arts Instruction [F1_Q6]	The school offers fine arts curriculum in grades K-5 (ES), or sequential instruction in three (3) or more fine arts disciplines (MS/HS).	Data will be collected from the Fine Arts Department.
<input type="checkbox"/>	All	Interscholastic Competitions [F1_Q7]	The school participates in at least two (2) interscholastic (UIL or non-UIL) competitions in music, theater, film, journalism, or other fine arts areas.	Campus documentation. List 2 competitions:
<input type="checkbox"/>	HS	After School Activities [F1_Q8]	The school has at least three (3) fine arts after-school activities or student clubs, such as drama club, photography club, band, etc.	Campus documentation: List 3 clubs:
<input type="checkbox"/>	ES, MS	Arts Inventory [F1_Q9]	The Any Given Child Arts Inventory is completed and data is used to inform practice.	Campus documentation.
<input type="checkbox"/>	All	Fine Arts Career Exploration [F1_Q10]	Students have an opportunity to learn about creative careers through interaction with fine arts professionals or job fairs.	Campus documentation. List 1 example:
<input type="checkbox"/>	All	Leadership and Sustainability (CIP) [F1_Q11]	Fine arts instruction and/or creative learning strategies will be included in next year's Campus Improvement Plan.	Campus documentation.

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Factor #2 – Wellness and Physical Education

Exemplary: 5 or more indicators achieved

Recognized: 3-4 indicators achieved

Acceptable: 2 indicators achieved

Unacceptable: 0-1 indicators achieved

	Lvl	Indicator	Description and Target Value	Documentation/ Data Collection
<input type="checkbox"/>	All	Coordinated School Health [F2_Q1]	The campus earned a Recognized or Exemplary rating on the Coordinated School Health Survey and the Coordinated Approach to Child Health (CATCH) program is implemented in compliance with state regulations.	Data will be collected from Physical Ed./Health Ed. Department.
<input type="checkbox"/>	All	Student Health Risk [F2_Q2]	The FITNESSGRAM assessment is administered to at least 90% of all students in grades 3-12, unless excluded based on physical needs or documentation provided by a licensed physician. Parents are notified prior to administration and given an explanation of their students' scores.	Campus documentation.
<input type="checkbox"/>	ES, MS	Coordinated School Health team [F2_Q3]	The campus has an active Coordinated School Health team that meets at least four (4) times each year. Team members include representatives from each grade level, the Physical Education teacher, an administrator, the school nurse, and the cafeteria manager.	Campus documentation.
<input type="checkbox"/>	All	Parent Satisfaction Survey [F2_Q4]	Parent survey question 10B: <i>My child's school provides my child with adequate opportunities to learn about how to make healthy lifestyle choices (i.e., exercise, eating habits, avoiding drugs/alcohol).</i> At least 75% of respondents select "Strongly Agree" or "Agree" OR the average score of responses to this item improved by at least 1 percentage point over the prior year.	Data will be collected from the current and prior year Parent Satisfaction Surveys.
<input type="checkbox"/>	All	Immunizations [F2_Q5]	At least 95% of students have completed their required immunizations.	Data will be collected from Student Health Information Systems.
<input type="checkbox"/>	All	Community Education Programs [F2_Q6]	The school provides at least three (3) community education programs related to wellness and physical education, such as Obesity Awareness Week, Healthy at H.E.B. Community Challenge, Healthy Texas Week, Marathon Kids, Volleyball Playday, Family Fun Fitness Nights/CATCH nights, Health Fairs, etc.	Campus documentation. List 3 programs:
<input type="checkbox"/>	All	Staff Health and Fitness [F2_Q7]	The school provides at least three (3) opportunities for the staff to engage in or learn about fitness and wellness activities, such as yoga, Pilates, Zumba, health risk assessment, etc.	Campus documentation. List 3 opportunities:
<input type="checkbox"/>	All	Physical Activity [F2_Q8]	The school provides at least two (2) extra opportunities for physical activity during the school day, such as Brain Breaks, WOW, extra recess, open gyms, intramurals, etc.	Campus documentation. List 2 opportunities:
<input type="checkbox"/>	HS	Athletics [F2_Q9]	The school provides at least five (5) opportunities for both male and female students to participate in an extracurricular athletic activities, such as a sports teams, dance, JROTC drill team, marching band, martial arts clubs, etc.	Campus documentation. List 5 opportunities for each gender.
<input type="checkbox"/>	All	No Place for Hate® [F2_Q10]	The campus has met the requirements for No Place for Hate® designation.	Campus documentation.
<input type="checkbox"/>	All	Leadership & Sustainability (CIP) [F2_Q11]	At least one performance objective to increase health and wellness will be included in next year's Campus Improvement Plan.	Campus documentation.

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Factor #3 – Community and Parental Involvement

Exemplary: 5 or more indicators achieved

Recognized: 3-4 indicators achieved

Acceptable: 2 indicators achieved

Unacceptable: 0-1 indicators achieved

	Lvl	Indicator	Description and Target Value	Documentation/ Data Collection
<input type="checkbox"/>	All	Parent Satisfaction Survey [F3_Q1]	Parent survey questions 6A, 12A, 12B, & 12C: <i>I am treated with courtesy and respect by Principal. I feel comfortable contacting my child's school. I feel our local community supports our school. I feel our school works hard to engage our local community.</i> The percent of respondents who select "Strongly Agree" or "Agree" for each survey question are averaged. The average is at least 75% OR the average improved by at least 1 percentage point over the prior year.	Data will be collected from the current and prior year Parent Satisfaction Surveys.
<input type="checkbox"/>	All	Parent Teacher Association (PTA) [F3_Q2]	The school has an active Parent Teacher Association (PTA) that meets state and district requirements pertaining to membership.	Data will be collected from the ACPTA.
<input type="checkbox"/>	All	Opportunities to Get Involved [F3_Q3]	The school provides at least three (3) opportunities for community and parent involvement either off or on campus, such as Operation School Bell, field trips, performances, mentoring, volunteering, tutoring, lunch visits, classroom visits, designated parent room, etc.	Campus documentation. List 3 examples:
<input type="checkbox"/>	All	Communication [F3_Q4]	The school regularly uses at least three (3) forms of communication such as ParentConnect, Naviance, emails, newsletters, letters, and surveys. The communication is in the languages spoken by the campus community.	Campus documentation. List 3 examples:
<input type="checkbox"/>	All	Informational Events [F3_Q5]	The school provides at least three (3) parent informational events, such as dual language, social emotional learning, principal coffees, Middle School Choice Night, Transition Night, Parent Night, Open House, Back to School Night, mentoring/tutoring, etc.	Campus documentation. List 3 examples:
<input type="checkbox"/>	All	Adult Learning Opportunities [F3_Q6]	The school provides at least three (3) opportunities for adult learning, such as parenting skills, General Educational Development (GED), ESL, computer skills, nutrition, fitness, student attendance/truancy, etc.	Campus documentation. List 3 opportunities:
<input type="checkbox"/>	All	Family Fun Events [F3_Q7]	The school provides at least three (3) family fun events, such as festivals, celebrations, recognitions, movie nights, community building, etc.	Campus documentation. List 3 examples:
<input type="checkbox"/>	All	Staff Support [F3_Q8]	The school employs a parent support specialist, at least half time, who serves as a liaison between school and home, assists the principal and school staff to develop and implement effective parent involvement strategies and techniques, and assists parents and family members to find and access educational opportunities for their children.	Data will be collected from Human Resources.
<input type="checkbox"/>	All	Parent Education and Support [F3_Q9]	The school provides at least two (2) opportunities to educate parents about common Learning Disabilities and Behavioral Disorders such as dyslexia, dyscalculia, dysgraphia, dyspraxia, ADHD, autism spectrum disorders, eating disorders, depression, anxiety disorders, etc.	Campus documentation. List 2 opportunities:
<input type="checkbox"/>	All	Leadership and Sustainability (CIP) [F3_Q10]	At least one (1) performance objective to increase community and parental involvement will be included next year's Campus Improvement Plan.	Campus documentation.

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Factor #4 – 21st Century Workforce Development Program

Exemplary: 5 or more indicators achieved

Recognized: 3-4 indicators achieved

Acceptable: 2 indicators achieved

Unacceptable: 0-1 indicators achieved

	Lvl	Indicator	Description and Target Value	Documentation/ Data Collection
<input type="checkbox"/>	All	Parent Satisfaction Survey [F4_Q3]	Parent survey questions 8B & 9: <i>My child's school provides me with adequate information about future career opportunities for my child. I am familiar with career and technical education (CTE) programs at the high school my child attends or will attend.</i> The percent of respondents who select "Strongly Agree" or "Agree" for each survey question are averaged. The average is at least 75% OR the average improved by at least 1 percentage point over the prior year.	Data will be collected from the current and prior year Parent Satisfaction Surveys.
<input type="checkbox"/>	HS	High School Exit Survey [F4_Q4]	<i>How well did your high school help you actively develop knowledge and skills in the following areas: teamwork, creative thinking, problem solving, conflict resolution, and technology? [5 items]</i> The percent of respondents who select "Very well" or "Somewhat well" for each survey question are averaged. The average is at least 75% OR the average improved by at least 1 percentage point over the prior year.	Data will be collected from the current and prior year High School Exit Surveys.
<input type="checkbox"/>	MS, HS	Advanced Coursework [F4_Q5]	The school provides students at least two (2) opportunities for middle school students to take courses for high school credit, or high school students to take courses for college credit.	Campus documentation. List 2 courses:
<input type="checkbox"/>	All	College/Career Fair, Career Explorations [F4_Q6]	The school offers at least two (2) college/career events, such as Career Day, job shadowing events, Take Your Child to Work Day, Career Interest Inventory, etc.	Campus documentation. List 2 examples:
<input type="checkbox"/>	All	College Awareness [F4_Q8]	The school displays college pennants, displays diplomas/degrees of staff members, or participates in regular staff college dress days.	Campus documentation.
<input type="checkbox"/>	All	Postsecondary Opportunities [F4_Q9]	The school provides students and parents, especially first-generation college students, information about postsecondary opportunities, through newsletters, conferences, presentations, etc.	Campus documentation.
<input type="checkbox"/>	All	Mentorship [F4_Q10]	Students have mentors from middle schools (for ES students), high schools (for ES/MS students), postsecondary institutions, or local businesses.	Campus documentation.
<input type="checkbox"/>	ES	Project Based Learning [F4_Q11]	Students at the school have access to Project Based Learning (PBL).	Campus documentation.
<input type="checkbox"/>	All	Leadership and Sustainability (CIP) [F4_Q12]	At least one (1) performance objective to increase 21st Century Workforce Development will be included in next year's Campus Improvement Plan.	Campus documentation.

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Factor #5 – Second Language Acquisition Program

Exemplary: 5 or more indicators achieved

Recognized: 3-4 indicators achieved

Acceptable: 2 indicators achieved

Unacceptable: 0-1 indicators achieved

	Lvl	Indicator	Description and Target Value	Documentation/ Data Collection
<input type="checkbox"/>	All	Certified Teachers [F5_Q1]	All students receiving bilingual/ESL services are supported by a certified bilingual/ESL teacher.	Campus documentation.
<input type="checkbox"/>	All	Access to Core Language Programs [F5_Q2]	The school offers at least one (1) TEA approved language program, such as bilingual, dual language, late-exit ESL, etc.	Campus documentation. List program:
<input type="checkbox"/>	All	Parent Satisfaction Survey [F5_Q3]	Parent survey question 10C: <i>My child's school provides my child with adequate opportunities to learn about other languages and cultures.</i> At least 75% of respondents select "Strongly Agree" or "Agree" OR the average score of responses to this item improved by at least 1 percentage point over the prior year.	Data will be collected from the current and prior year Parent Satisfaction Surveys.
<input type="checkbox"/>	All	Access to Languages Other Than English [F5_Q4]	The school provides expanded opportunities for students to learn Languages Other Than English (LOTE), by offering 1 or more languages (ES), 2 or more languages (MS/HS), AP LOTE exams, etc.	Campus documentation.
<input type="checkbox"/>	All	Cultural awareness programs/ special events [F5_Q5]	The school offers at least three (3) cultural awareness programs/special events for students, parents, staff and community during the school year.	Campus documentation. List 3 events:
<input type="checkbox"/>	All	International Relationships [F5_Q6]	The school offers at least one (1) opportunity for developing international relationships, such as study abroad programs, international pen pals, student exchange programs, sister city schools, etc.	Campus documentation. List 1 program:
<input type="checkbox"/>	All	Inclusiveness [F5_Q7]	ELL and non-ELL students participate together in music, art, and PE classes.	Campus documentation.
<input type="checkbox"/>	All	Language Proficiency Assessment Committee (LPAC) [F5_Q8]	The school has an active Language Proficiency Assessment Committee (LPAC) that meets TEA expectations and the campus complies with TEC Subchapter B (bilingual education and special language programs).	Campus documentation.
<input type="checkbox"/>	All	Professional Development [F5_Q9]	At least 80% of campus bilingual/ESL teachers receive professional development in sheltered instruction.	Campus documentation.
<input type="checkbox"/>	All	Leadership and Sustainability (CIP) [F5_Q10]	At least one (1) performance objective to increase second language acquisition will be included in next year's Campus Improvement Plan.	Campus documentation.

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Factor #6 – Digital Learning Environment

Exemplary: 5 or more indicators achieved

Recognized: 3-4 indicators achieved

Acceptable: 2 indicators achieved

Unacceptable: 0-1 indicators achieved

	Lvl	Indicator	Description and Target Value	Documentation/ Data Collection
<input type="checkbox"/>	All	Cyberbullying [F6_Q1]	The school provides training for staff and activities or programs for students on how to recognize and prevent cyberbullying.	Campus documentation.
<input type="checkbox"/>	ES	Access to Technology [F6_Q2]	Elementary students have access to computers for at least one (1) hour per week.	Campus documentation.
<input type="checkbox"/>	All	Parent Satisfaction Survey [F6_Q4]	Parent survey question 10D: <i>My child's school provides my child with adequate opportunities to use technology.</i> At least 75% of respondents select "Strongly Agree" or "Agree" OR the average score of responses to this item improved by at least 1 percentage point over the prior year.	Data will be collected from the current and prior year Parent Satisfaction Surveys.
<input type="checkbox"/>	All	Technology Integration Matrix [F6_Q7]	Campus Innovation Coach and Campus Innovators (Cohort teachers) uses staff self-assessment of progression on the Technology Integration Matrix to develop campus technology plan and to determine professional learning needs	Campus documentation.
<input type="checkbox"/>	All	Infrastructure for Technology [F6_Q8]	Infrastructure indicators are aligned to the Texas Long-Range Plan for Technology, 2006-2020.	Data will be reported by the Technology department.
<input type="checkbox"/>	ES	Web-based learning [F6_Q9]	Elementary students are provided at least three (3) opportunities to participate in campus web-based programs in reading, math, science, and social studies such as iStation, Study Island, TTM, etc.	Campus documentation. List 3 opportunities:
<input type="checkbox"/>	MS, HS	CTE Course Offerings [F6_Q10]	The school offers Career & Technical Education courses in at least three (3) technology-related Career Clusters such as Robotics, Media Tech/Animation, IT, STEM, etc.	Campus documentation. List 3 Career Clusters:
<input type="checkbox"/>	MS, HS	Digital Safety/Security [F6_Q11]	Students and teachers are provided training in digital safety and security.	Campus documentation.
<input type="checkbox"/>	HS	Online Coursework [F6_Q12]	High School students have access to online or computer-based coursework, such as the Texas Virtual School Network (TxVSN), credit recovery programs, credit acceleration programs, etc.	Campus documentation.
<input type="checkbox"/>	All	Leadership and Sustainability (CIP) [F6_Q13]	At least one (1) performance objective to improve the digital learning environment will be included in next year's Campus Improvement Plan.	Campus documentation.

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Factor #7 – Dropout Prevention Strategies

Exemplary: 5 or more indicators achieved

Recognized: 3-4 indicators achieved

Acceptable: 2 indicators achieved

Unacceptable: 0-1 indicators achieved

	Lvl	Indicator	Description and Target Value	Documentation/ Data Collection
<input type="checkbox"/>	All	Attendance [F7_Q1]	The school has an overall attendance rate of >= 93.2% (HS), >= 95.4% (MS), or >= 96.9% (ES) OR made improvement over the prior year.	Data will be collected from PEIMS.
<input type="checkbox"/>	All	AISD Student Climate Survey [F7_Q2]	On average, at least 75% of students surveyed responded "A lot of the time" or "All of the time" to the questions related to student engagement OR the school's average score on student engagement improved by at least 1 percentage point over the prior year.	Data will be collected from the current and prior year AISD Student Climate Surveys.
<input type="checkbox"/>	All	Parent Satisfaction Survey [F7_Q3]	Parent survey questions 11A, 11B, & 11C: <i>My child attends school in a safe learning environment. My child likes going to school. My child is treated with respect by other students.</i> The percent of respondents who selected "Strongly Agree" or "Agree" for each survey question are averaged. The average is at least 75% OR the average improved by at least 1 percentage point over the prior year.	Data will be collected from the current and prior year Parent Satisfaction Surveys.
<input type="checkbox"/>	ES, MS	Healthy Environment [F7_Q4]	The school provides at least three (3) opportunities to create an emotionally healthy, inclusive environment by offering activities such as No Place for Hate, Social and Emotional Learning (SEL), character education, etc.	Campus documentation. List 3 opportunities:
<input type="checkbox"/>	ES, MS	Early Literacy Intervention [F7_Q5]	All students identified as struggling in reading or writing are provided specialized instruction or intervention.	Campus documentation.
<input type="checkbox"/>	All	Anti-Bullying Activities [F7_Q6]	The school provides training for staff and activities or programs for students on how to recognize and prevent bullying.	Campus documentation.
<input type="checkbox"/>	HS	Child Care [F7_Q7]	Daytime or evening child care is offered at the school so that students can attend classes.	Campus documentation.
<input type="checkbox"/>	All	Mentors [F7_Q8]	The school provides at least one (1) mentorship program, such as Dad's Night, character building programs, peer-to-peer mentoring, etc.	Campus documentation. List 1 example:
<input type="checkbox"/>	HS	Credit Recovery [F7_Q9]	The school provides at least one (1) opportunity for credit recovery, such as twilight school, zero hour classes, an online credit recovery program, etc.	Campus documentation. List 1 opportunity:
<input type="checkbox"/>	ES, MS	Intervention Support [F7_Q10]	The school provides at least one (1) in school, after school, extended day, or extended year programs for STAAR intervention.	Campus documentation. List 1 program:
<input type="checkbox"/>	ES	PBS System [F7_Q11]	The school has implemented a Positive Behavior Support (PBS) system.	Campus documentation.
<input type="checkbox"/>	HS	Alternative Scheduling [F7_Q12]	Alternative scheduling is offered to help at risk students balance classes with work, child-care, and extracurricular activities.	Campus documentation.
<input type="checkbox"/>	MS, HS	Staff Support [F7_Q13]	The school provides a full-time Dropout Prevention Specialist or Parent Support Specialist.	Data will be collected from Human Resources.
<input type="checkbox"/>	All	Leadership and Sustainability (CIP) [F7_Q14]	At least one (1) performance objective to either increase dropout prevention strategies or improve attendance will be included in next year's Campus Improvement Plan.	Campus documentation.

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Factor #8 – Educational Programs for Gifted & Talented Students

Exemplary: 5 or more indicators achieved

Recognized: 3-4 indicators achieved

Acceptable: 2 indicators achieved

Unacceptable: 0-1 indicators achieved

	Lvl	Indicator	Description and Target Value	Documentation/ Data Collection
<input type="checkbox"/>	All	Campus Accountability Monitoring Plan: Student Assessment [F8_Q1]	The campus earned a Recommended or Exemplary Rating on the current year's Campus Accountability Monitoring Plan in the area of Student Assessment.	Data will be collected from the Campus Accountability Monitoring Plan.
<input type="checkbox"/>	All	Campus Accountability Monitoring Plan: Service Design [F8_Q2]	The campus earned a Recommended or Exemplary Rating on the current year's Campus Accountability Monitoring Plan in the area of Service Design.	Data will be collected from the Campus Accountability Monitoring Plan.
<input type="checkbox"/>	All	Campus Accountability Monitoring Plan: Curriculum and Instruction [F8_Q3]	The campus earned a Recommended or Exemplary Rating on the current year's Campus Accountability Monitoring Plan in the area of Curriculum and Instruction.	Data will be collected from the Campus Accountability Monitoring Plan.
<input type="checkbox"/>	All	Campus Accountability Monitoring Plan: Professional Development [F8_Q4]	The campus earned a Recommended or Exemplary Rating on the current year's Campus Accountability Monitoring Plan in the area of Professional Development.	Data will be collected from the Campus Accountability Monitoring Plan.
<input type="checkbox"/>	All	Campus Accountability Monitoring Plan: Family-Community Involvement [F8_Q5]	The campus earned a Recommended or Exemplary Rating on the current year's Campus Accountability Monitoring Plan in the area of Family-Community Involvement.	Data will be collected from the Campus Accountability Monitoring Plan.
<input type="checkbox"/>	All	Parent Satisfaction Survey [F8_Q6]	Survey question 8A: <i>My child's school provides me with adequate information about academic programs and services (e.g., special education, gifted and talented, bilingual education, career and technical education (CTE)).</i> At least 75% of respondents select "Strongly Agree" or "Agree" OR the average score of the responses to this item improved by at least 1 percentage point over the prior year.	Data will be collected from the current and prior year Parent Satisfaction Surveys.
<input type="checkbox"/>	All	Extracurricular Enrichment Activities [F8_Q7]	Gifted and Talented students are identified for participation in at least two (2) enrichment activities that extend beyond the classroom, such as robotics, chess, Math Counts, Primetime, Destination Imagination, enrichment camps, service projects, mentorships, internships, etc.	Campus documentation. List 2 activities:
<input type="checkbox"/>	All	Academic Competitions [F8_Q8]	Gifted and Talented students are identified for participation in at least two (2) interscholastic (UIL or non-UIL) academic competitions, such as Duke TIP, Science Olympiad, Texas Future Problem Solving, Regional Science Fair, Odyssey of the Mind, Math Pentathlon, etc.	Campus documentation. List 2 competitions:
<input type="checkbox"/>	All	Parent and Community Outreach [F8_Q9]	The school provides at least two (2) parent or community outreach events that target the families of Gifted and Talented students, such as GT identification meetings, college readiness meetings, advanced placement/dual credit meetings, GT showcase/talent show, GT principal's coffee, Advanced Academic brown bag luncheons, etc.	Campus documentation. List 2 events:
<input type="checkbox"/>	All	Leadership and Sustainability (CIP) [F8_Q10]	At least one (1) performance objective implementing advanced academic strategies and resources will be included in next year's Campus Improvement Plan.	Campus Documentation.

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Factor #9 – Compliance

Yes: 5 or more indicators achieved

No: 0-4 indicators achieved

	Lvl	Indicator	Description and Target Value	Documentation/ Data Collection
<input type="checkbox"/>	All	Campus Improvement Plan [F9_Q1]	The school's current year Campus Improvement Plan is complete and has been approved by the district. (TEC §11.253)	Data will be collected from Campus & District Accountability.
<input type="checkbox"/>	All	Required web postings for accountability [F9_Q2]	The school complies with mandatory dissemination of annual TEA School Report Cards.	Campus documentation.
<input type="checkbox"/>	All	Immunizations [F9_Q3]	Parents are provided opportunities for their children to receive free immunizations, vision screening, and hearing screening. Parents are sent results and related information.	Campus documentation.
<input type="checkbox"/>	All	Accountability [F9_Q4]	At least 80% of teachers are rated Proficient or better on the Professional Development and Appraisal System (PDAS) ratings of accountability or at least 80% of teachers are rated Effective or better on the PPFT ratings of accountability.	Data will be collected from current year PDAS or PPFT scores.
<input type="checkbox"/>	All	Campus Advisory Council (CAC) [F9_Q5]	The school has an active Campus Advisory Council (CAC) that meets state and district requirements, including minimum number of meetings per year and requirements pertaining to membership.	Campus documentation.
<input type="checkbox"/>	All	Attendance [F9_Q6]	The school has an overall attendance rate of $\geq 93.2\%$ (HS), $\geq 95.4\%$ (MS), or $\geq 96.9\%$ (ES) OR made improvement over the prior year.	Data will be collected from PEIMS.
<input type="checkbox"/>	All	Budget [F9_Q7]	Campus budget deadlines are met.	Data will be collected from the Budget Office.
<input type="checkbox"/>	All	Dyslexia Services [F9_Q8]	All students experiencing reading difficulties who do not respond to reading intervention are assessed for dyslexia. Students identified by the §504 committee as being dyslexic are provided appropriate services. (TEC §38.003 (a) and 19 TAC §74.28).	Campus documentation.
<input type="checkbox"/>	All	HQ Professional Development [F9_Q9]	The school meets or exceeds Highly Qualified professional development standards.	Campus documentation.
<input type="checkbox"/>	All	Special Education Services [F9_Q10]	The school provides special education programs that meet the individual needs of its special education students, including Preschool Program for Children with Disabilities (PPCD), Resource, Social Communication and Resource Services (SCORES), Social Behavioral Skills (SBS), Lifeskills, Assistive Technology (AT), Occupational and Physical Therapy (OT/PT), Speech and Language Services, etc. (19 TAC §89.1001 (a))	Campus documentation.

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How are campus ratings for overall performance calculated?

1. Each campus earns a rating (Exemplary, Recognized, Acceptable, Unacceptable) on each of the individual factors 1 through 8.
2. Each rating has a corresponding point value (Table 1).
3. The points are added together for a total of 0-24 (Table 2).
4. The total points determine the overall performance rating for the campus.

Table 1.

Indicators Achieved	Rating	Point Value
5 or more indicators	Exemplary	3 points
3-4 indicators	Recognized	2 points
2 indicators	Acceptable	1 points
0-1 indicators	Unacceptable	0 points

Table 2. Sample Campus

	Individual Factors	Rating	Point Value
1	Fine Arts	Recognized	2
2	Wellness and Physical Education	Acceptable	1
3	Community and Parental Involvement	Exemplary	3
4	21st Century Workforce Development Program	Recognized	2
5	Second Language Acquisition Program	Recognized	2
6	Digital Learning Environment	Exemplary	3
7	Dropout Prevention Strategies	Recognized	2
8	Educational Programs for Gifted and Talented Students	Acceptable	1
9	Compliance	Yes	n/a
	Overall Performance	Recognized	16

Table 3.

Overall (Total) Point Value	Overall Rating
20-24 and Yes in Compliance	Exemplary
12-19 and Yes in Compliance	Recognized
8-11	Acceptable
0-7	Unacceptable

The ratings available for Factor 9, Compliance, are Yes or No.

A Yes in Compliance is required in order for a school to achieve an overall rating of Recognized or Exemplary.

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Criteria for House Bill 5: Evaluation of Performance in Community and Student Engagement (CASE)

Glossary

The Any Given Child Arts Inventory - is used to gather information about attitudes and services and is intended to identify strengths and gaps in our system with respect to arts-rich schools.

http://www.austinisd.org/sites/default/files/dept/default/docs/FA_A_FAQ_092012_YG_10AM_0.pdf

Coordinated School Health Survey – This self-report survey allows campuses to inventory their success in implementing Physical Education and Health Education curriculum and programming. The survey is administered to campus principals in the Spring.

FITNESSGRAM assessment – is administered to all AISD students in grades 3-12 each school year. FITNESSGRAM assesses a student’s health-related fitness and body composition.

<http://www.austinisd.org/academics/physicalhealtheducation/fitnessgram>

No Place for Hate® – is a national initiative that helps to create and sustain inclusive school environments. Austin ISD is the largest No Place for Hate® District in the nation! AISD’s participation in the program is part of the district-wide "Whole Child, Every Child" initiative. <http://www.austinisd.org/cpi/npfh>

Social and Emotional Learning (SEL) – “Social and Emotional Learning (SEL) involves the processes through which children and adults acquire and effectively apply the knowledge, attitudes and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships and make responsible decisions.” <http://www.austinisd.org/respectforall/initiatives>

Student Technology Literacy Assessment – “The TechLiteracy Assessment evaluates students’ technology skills in order to meet technology literacy accountability requirements, pinpoint technology challenges, and identify best teaching strategies.” This online assessment from Learning.com is given to 5th and 8th grade students in Austin ISD in the Spring of each year. <http://www.learning.com/docs/tla/TechLiteracy-Assessment-Overview.pdf>

Texas Virtual School Network (TxVSN) – TxVSN provides online courses to students in public school districts and open-enrollment charter schools. The Texas Education Agency approves all courses. <http://www.txvsn.org/portal/>

Positive Behavior Support (PBS) System - Positive Behavior Support (PBS) is a systems approach to the prevention of problem behavior and the improvement of students’ academic performance. Strategies range from universal interventions, implemented across all students, staff, and settings, to intensive interventions for individual students with high needs. http://www.austinisd.org/sites/default/files/dre-reports/rb/10.52_RB_Positive_Behavior_Support_Fall_2010_Implementation.pdf

Campus Accountability Monitoring Plan - The items included in the Campus Accountability Monitoring Plan are excerpted from the *Texas State Plan for the Education of Gifted and Talented Students* and from local district policies and expectations. The campus administrator and GT Advocate are required to complete this self-assessment. A completed copy must also be shared with the Campus Advisory Council (CAC). <http://www.austinisd.org/academics/advancedacademics/gifted>