

LOS FRESNOS CONSOLIDATED INDEPENDENT SCHOOL DISTRICT



2017-2018
Community and Student Engagement (CASE)
Ratings Criteria

Tcpej q'Xgtf g Elementary

“What We Do Here Shapes The World”

SCHOOL DISTRICT EVALUATION OF PERFORMANCE IN COMMUNITY AND STUDENT ENGAGEMENT; COMPLIANCE

House Bill 5 Section 46

| Indicator | District and Campus Rating | | | | | | |
|--|--|---|--|---|---|---|-------------|
| Digital Learning Environments | Digital Learning Environments Current Rating -----> | | | | | | Exemplary |
| | Unacceptable | Acceptable | Recognized | | Exemplary | | Data Source |
| | | | | x | | | Rating |
| Teachers have been sufficiently trained to use digital and social media sources for their continued professional development. | Less than 75% of the teachers have been trained how to use digital and social media sources for their continued professional | 76%-89% of the teachers have been trained how to use digital and social media sources for their continued professional development. | 90%-99% of the teachers have been trained how to use digital and social media sources for their continued professional development. | x | All teachers have been trained how to use digital and social media sources for their continued professional development. | BOY of year review of implementation of BYOD at campus level; technology professional | Recognized |
| The District/Campus effectively communicates with parents & community using digital media. | Less than 75% of the teachers and campuses effectively use digital tools/media to communicate with parents and community. | 76%-89% of the teachers and campuses effectively use digital tools/media to communicate with parents and community. | 90%-99% of the teachers and campuses effectively use digital tools/media to communicate with parents and community. | | All teachers and campuses use digital tools/media effectively to communicate with parents and community. | Remind; Webpage--district and campus; Facebook; Twitter; Flickr; HAC | Exemplary |
| The district/campus is effective in utilizing online classroom connection software/sites to communicate curriculum information/learning between teachers, students, and parents. | The district/campus is ineffective in utilizing online classroom connection software/sites to communicate curriculum information/learning between teachers, students, and parents. | The district/campus is somewhat effective in utilizing online classroom connection software/sites to communicate curriculum information/learning between teachers, students, and parents. | The district/campus is effective in utilizing online classroom connection software/sites to communicate curriculum information/learning between teachers, students, and parents. | | The district/campus is highly effective in utilizing online classroom connection software/sites to communicate curriculum information/learning between teachers, students, and parents. | Remind; HAC; Class Dojo, TTM; Reflex; Readingplus; AR | Exemplary |

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| Digital Learning Environments | Digital Learning Environments Current Rating -----> | | | | | Exemplary | |
| | Unacceptable | Acceptable | Recognized | Recognized | Exemplary | Exemplary | Exemplary |
| | | | | | | Data Source | Rating |
| The district/campuses are using digital software to analyze student information/data to better target curriculum areas that need enhancement and improvement. | Less than 75% of the teachers and campus administrators are effectively using digital software to analyze student information/data to better target curriculum areas that need enhancement and improvement. | 76%-89% of the teachers and campus administrators are effectively using digital software to analyze student information/data to better target curriculum areas that need enhancement and improvement. | 90%-99% of the teachers and campus administrators are effectively using digital software to analyze student information/data to better target curriculum areas that need enhancement and improvement. | 90%-99% of the teachers and campus administrators are effectively using digital software to analyze student information/data to better target curriculum areas that need enhancement and improvement. | All teachers and campus administrators are effectively using digital software to analyze student information/data to better target curriculum areas that need enhancement and improvement. | x Tango--student & teacher reports; TTM; Reflex; ReadingPlus; Eduphoria--- lesson plans/pacing guides | Exemplary |
| Technology equipment is available to students and teachers to meet the 21st Century Technology needs for educational success in our district and campuses. | Less than 50 % of the campus classrooms have technology equipment available to students and teachers to meet the 21st Century Technology needs for educational success in our district and campuses. | 50 - 69 % of the campus classrooms have technology equipment available to students and teachers to meet the 21st Century Technology needs for educational success in our district and campuses. | 70 - 89 % of the campus classrooms have technology equipment available to students and teachers to meet the 21st Century Technology needs for educational success in our district and campuses. | 70 - 89 % of the campus classrooms have technology equipment available to students and teachers to meet the 21st Century Technology needs for educational success in our district and campuses. | 90-100 % of the campus classrooms have technology equipment available to students and teachers to meet the 21st Century Technology needs for educational success in our district and campuses. | x Robotics; Laptops; IPADS and Tablets; Lead4ward | Exemplary |
| The district/campuses provide access to supplemental digital curriculum and data bases to help improve/enhance student learning. | The district/campus provides access to 2 or more supplemental digital curriculum and data bases to help improve/enhance student learning. | The district/campus provides access to 3 or more supplemental digital curriculum and data bases to help improve/enhance student learning. | The district/campus provides access to 4 or more supplemental digital curriculum and data bases to help improve/enhance student learning. | The district/campus provides access to 4 or more supplemental digital curriculum and data bases to help improve/enhance student learning. | The district/campus provides access to 5 or more supplemental digital curriculum and data bases to help improve/enhance student learning. | x Reading Plus; Textbook software; Think Through Math; Accelerated Reader; Reflex; Mackinvia; Istation; Compass | Exemplary |

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| Indicator | District and Campus Rating | | | | | | |
|--|---|---|---|---|-------------|--|-----------|
| Dropout Prevention Strategies | Dropout Prevention Strategies Current Rating -----> | | | | | | |
| | Unacceptable | Acceptable | Recognized | Exemplary | Data Source | Rating | |
| Each LFCISD campus hosts a program(s) to highlight the successes of students. | Programs to highlight the successes of students are not offered. | Each LFCISD campus hosts at least 1 program to highlight the successes of students. | Each LFCISD campus hosts 1-2 program(s) to highlight the successes of students. | Each LFCISD campus hosts 2-3 program(s) to highlight the successes of students. | x | Talent show, Veteran's Day; Academic Awards; ReadingPlus/TTM/ Reflex Board; Student Spotlight; Monthly Math Down; AR Monthly | Exemplary |
| Each of the LFCISD campuses has a counselor and counseling services available. | LFCISD students are served by certified school counselors. | Some LFCISD students are served by highly qualified, and certified school counselors. | Most LFCISD students are served by highly qualified, and certified school counselors. | All LFCISD students are served by experienced, highly qualified, and certified school counselors. | x | At least one counselor per campus, District Counselor to service students in need of special services, Outreach Counselors | Exemplary |
| LFCISD utilizes dropout prevention strategies. | Each LFCISD campus does not offer a program(s) to prevent students from dropping out of school. | Each LFCISD campus has at least 1 program to prevent students from dropping out of school. | Each LFCISD campus has 1-2 program(s) to prevent students from dropping out of school. | Each LFCISD campus has 2-3 program(s) to prevent students from dropping out of school. | x | Response to Intervention; Student Success Initiative Programs; 504 Plans; Attendance Monitoring-- Monthly incentives; Student Goal setting with Administration | Exemplary |
| LFCISD students are provided opportunities to participate in extracurricular activities. | LFCISD students are not provided opportunities to participate in extracurricular activities. | LFCISD students are provided opportunities to participate in at least 1 extracurricular activity. | LFCISD students are provided opportunities to participate in at least 2 extracurricular activities. | LFCISD students are provided opportunities to participate in at least 3 extracurricular activities. | x | Running Club; Recycling Club; Breakfast Reading Club; Cheer Team; Performance Group; Chess Team; Robotics! String Program | Exemplary |

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| Dropout Prevention Strategies | Dropout Prevention Strategies Current Rating -----> | | | | | | Exemplary |
| | Unacceptable | Acceptable | Recognized | Exemplary | | Data Source | Rating |
| LFCISD students are afforded opportunities to participate in tutoring or homework assistance programs. | Tutoring or homework assistance programs are not available for students. | Tutoring or homework assistance programs are available at least 1 time per week. | Tutoring or homework assistance programs are available 1-2 times per week. | Tutoring or homework assistance programs are available 2-3 times per week. | x | Tutoring--before school, during school & afterschool; Homework assistance--peer tutoring | Exemplary |

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| Indicator | District and Campus Rating | | | | | | |
|---|---|---|------------|---|--|---|-----------|
| | Unacceptable | Acceptable | Recognized | Exemplary | Data Source | Rating | |
| Fine Arts Program | Fine Arts Program Current Rating -----> | | | | | | |
| Elementary | | | | | | | |
| Program Diversity | | | | | | | |
| The district/campus provides ample opportunities for students to become involved in fine arts programs. | The district/campus provides 2 or less opportunities for students to become involved in fine arts programs. | The district/campus provides 3-4 opportunities for students to become involved in fine arts programs. | | The district/campus provides 5-7 opportunities for students to become involved in fine arts programs. | The district/campus provides 7 or more opportunities for students to become involved in fine arts programs. | PK-5th grade music classes; Dance during PE (PK-5th); Cello program; Violin Program; Cheer Team; X Christmas Musical Program (K-5th grade)-- use of band instruments; Talent show | Exemplary |
| The district/campus provides sufficient opportunities for students to develop their vocal abilities and skills. | The district/campus provides opportunities for less than 50% of students to develop their vocal abilities and skills. | The district/campus provides opportunities for 51%-74% of students to develop their vocal abilities and skills. | | The district/campus provides opportunities for 75%-99% of students to develop their vocal abilities and skills. | The district/campus provides opportunities for 100% of students to develop their vocal abilities and skills. | X PK-5th grade music classes; Veteran's Day performance by students; Annie Musical; EAE oral and story telling (english & spanish) | Exemplary |

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|--|--|--|--|--|---|--|-----------|
| | | Fine Arts Program Current Rating -----> | | | | Exemplary | |
| Fine Arts Program | | Unacceptable | Acceptable | Recognized | Exemplary | Data Source | Rating |
| The district/campus provides sufficient opportunities for students to develop their dance abilities and skills. | The district/campus provides opportunities for less than 50% of students to develop their dance abilities and skills. | The district/campus provides opportunities for 51%-74% of students to develop their dance abilities and skills. | The district/campus provides opportunities for 75%-99% of students to develop their dance abilities and skills. | The district/campus provides opportunities for 100% of students to develop their dance abilities and skills. | x | PE Dance; Cheer Team--LFCISD Parades; Talent show; Texas Public School Week (Square Dancing PK-5th) | Exemplary |
| The district/campus provides sufficient opportunities for students to develop their theater arts abilities and skills. | The district/campus provides opportunities for less than 50% of students to develop their theater arts abilities and skills. | The district/campus provides opportunities for 51%-74% of students to develop their theater arts abilities and skills. | The district/campus provides opportunities for 75%-99% of students to develop their theater arts abilities and skills. | x | The district/campus provides opportunities for 100% of students to develop their theater arts abilities and skills. | Readers Theatre--in all classes; Drama in Music class; EAE participation - Oral and Storytelling (Spanish and English) | Exemplary |
| The district/campus provides sufficient opportunities for students to develop their visual arts abilities and skills. | The district/campus provides opportunities for less than 50% of students to develop their visual arts abilities and skills. | The district/campus provides opportunities for 51%-74% of students to develop their visual arts abilities and skills. | The district/campus provides opportunities for 75%-99% of students to develop their visual arts abilities and skills. | x | The district/campus provides opportunities for 100% of students to develop their visual arts abilities and skills. | Recycling Club monthly projects; GT projects; PLTW (K-5th) | Exemplary |