

Community & Student Engagement Performance Evaluation 2016-17

Campus	Kopperl School
District	Kopperl ISD

Summary of Ratings by Program

	2016-17 Score	2016-17 Rating	Letter Grade that WOULD BE ASSIGNED IF this were 2017-18
Fine Arts	3.5	Recognized	B
Wellness and Physical Education	3.0	Recognized	B
Community and Parental Involvement	4.0	Exemplary	A
21st Century Workforce Development	4.0	Exemplary	A
Second Language Acquisition	4.0	Exemplary	A
Digital Learning Environment	4.0	Exemplary	A
Dropout Prevention Strategies	3.6	Exemplary	A
Gifted and Talented	2.8	Recognized	B

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Fine Arts

Indicators		0	1	2	3	4	Score	
1	Did the campus provide fine arts courses, after school clubs, field trips, guest performers, and campus performances for student participation? <i>Examples: open houses, plays, talent shows, art shows or other fine arts events or activities. This is a campus-wide determined total.</i>	No opportunities for students	2-3 opportunities for students	4-5 opportunities offered for students	6-7 opportunities offered for students	8 or more opportunities offered for students	4	
2	Did the campus offer and encourage student involvement in co-curricular fine arts activities? <i>Examples: UIL, One Act Play, special assemblies, student art exhibits, field trips, guest speakers</i>	No opportunities for students	1 to 2 opportunities for students	3 opportunities offered for students	4 opportunities offered for students	5 or more opportunities offered for students	4	
3	What percentage of students participate in UIL and/or non-UIL fine arts competitions and performances? <i>Examples: UIL, One Act Play, special assemblies, student art exhibits, field trips, guest speakers</i>	No participating FA students involved in FA competitions	1% to 10% of participating FA students involved in FA competitions	11% to 20% of participating FA students involved in FA competitions	21% to 40% of participating FA students involved in FA competitions	More than 41% participating FA students involved in FA competitions	4	
4	Did the campus host Fine Arts events to which the community or parents were invited to attend? <i>Examples: UIL, One Act Play, special assemblies, Talent Show</i>	No FA events	2-3 FA events	4-5 FA events	6-7 FA events	8 or more FA events	2	
Overall Program Score							3.5	
A: ≥ 3.5 B: ≥ 2.5 and < 3.5 C: ≥ 1.5 and < 2.5 D: ≥ 0.5 and < 1.5 F: < 0.5							Overall Program Letter Grade (for use in 2017-18)	A
Exemplary = A Recognized = B Acceptable = C Unacceptable = D or F							Overall Program Rating (for use in 2016-17)	Exemplary

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Wellness and Physical Education

Indicators		0	1	2	3	4	Score
1	<p>3. Did the campus participate in safety related activities?</p> <p><i>Examples: DARE/Red Ribbon Week, fire safety, bus safety, CPR/AED, UDCA trainings, Blood borne pathogens, etc.</i></p>	No activities	1 activity	2 activities	3 activities	4 or more activities	4
2	<p>Did the campus provide opportunities for students and parents to attend events that focused on wellness, emotional health, or overall wellbeing for students?</p> <p><i>Examples: field day, fun runs, Lift-a-thons, dental teaching, character education, speakers on bullying or self-esteem, etc.</i></p>	No opportunities for students	1 opportunity for students	2 opportunities for students	3 opportunities for students	4 or more opportunities for students	4
3	<p>Did the campus provide opportunities for active employee wellness?</p> <p><i>Examples: flu shots, Camp Gladiator, after hour gym/track access, etc.</i></p>	No opportunities for employees	1 opportunity for employees	2 opportunities for employees	3 opportunities for employees	4 or more opportunities for employees	3
4	<p>Are the majority of SHAC members persons who are parents of students enrolled in the district and who are not employed by the district?</p>	<10% of SHAC members are parents of students enrolled in JISD and who are not JISD staff	>10% of SHAC members are parents of students enrolled in JISD and who are not JISD staff	>30% of SHAC members are parents of students enrolled in JISD and who are not JISD staff	>50% of SHAC members are parents of students enrolled in JISD and who are not JISD staff	>75% of SHAC members are parents of students enrolled in JISD and who are not JISD staff	1
		Overall Program Score					3.0
A: ≥ 3.5 B: ≥ 2.5 and < 3.5 C: ≥ 1.5 and < 2.5 D: ≥ 0.5 and < 1.5 F: < 0.5		Overall Program Letter Grade (for use in 2017-18)					B
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Community and Parental Involvement

Indicators		0	1	2	3	4	Score	
1	Did the campus offer opportunities for parents and community volunteers to work in the school in roles or activities that support the needs of the district? <i>Volunteer readers, PTO/Parents</i>	No opportunities	1 to 2 opportunities	3 opportunities	4 opportunities	5 or more opportunities	4	
2	Campus provides opportunities for students to be involved in community development and outreach. <i>Examples: food drives, Angel Tree, coats for kids</i>	No opportunities	1 to 2 opportunities	3 opportunities	4 opportunities	5 or more opportunities	4	
3	Did the campus use a variety of communication tools to inform parents of school news and information? <i>Examples: Facebook, email, Web Announcements, notes/flyers, teacher communication, School Calendar</i>	No communication tools	1 communication tool	2 communication tools	3 communication tools	4 or more communication tools	4	
4	Did the campus provide parents and community members with opportunities to be involved in classrooms or school events? <i>Examples: Back-to-School night, parent volunteer opportunities, parent meetings, Volunteer read alouds, community volunteer programs</i>	No opportunities	1 to 2 opportunities	3 opportunities	4 opportunities	5 or more opportunities	4	
Overall Program Score							4.0	
A: ≥ 3.5 B: ≥ 2.5 and < 3.5 C: ≥ 1.5 and < 2.5 D: ≥ 0.5 and < 1.5 F: < 0.5							Overall Program Letter Grade (for use in 2017-18)	A
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21st Century Workforce Development

Indicators		0	1	2	3	4	Score	
1	Did the campus host or participate in college/career activities or opportunities during the current academic year? <i>Gear UP, Career Day, Yes Expo</i>	No activities or opportunities	1 activity or opportunity	2 activities or opportunities	3 activities or opportunities	4 activities or opportunities	4	
2	Were students offered the opportunities to participate in career explorations/CTE certifications?(Secondary expectations on top line, elementary expectations on bottom line) <i>Examples: Certifications</i>	No activities or opportunities	1-3 opportunities	4-6 opportunities	7-9 opportunities	10 or more opportunities	4	
		No activities or opportunities	1 activity or opportunity	2 activities or opportunities	3 activities or opportunities	4 activities or opportunities		
3	Did the campus give students the opportunity to participate/have access to 21st century learning tools to enhance student engagement/learning? <i>Examples: I-Pads, Chrome Books, Laptops, Computer Lab</i>	Students do not have access to technology for learning	Up to 25% of students have access to technology for learning	26% to 50% of students have access to technology for learning	51% to 75% of students have access to technology for learning	> 75% of students have access to technology for learning	4	
4	Were students offered the opportunities to participate in Career and Technology Education courses, project-based learning opportunities, or other instructional activities reflecting the needs of 21st century learners? <i>Examples: labs, Dual Credit,</i>	Students were not offered opportunities	Up to 25% of students participated in opportunities	26% to 50% of students participated in opportunities	51% to 75% of students participated in opportunities	> 75% of students participated in opportunities	4	
Overall Program Score							4.0	
A: ≥ 3.5 B: ≥ 2.5 and < 3.5 C: ≥ 1.5 and < 2.5 D: ≥ 0.5 and < 1.5 F: < 0.5							Overall Program Letter Grade (for use in 2017-18)	A
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Second Language Acquisition

Indicators		0	1	2	3	4	Score	
1	What percent of students complete 2 or more credits of foreign language studies? <i>Classroom spanish I, II, III, IV</i>	0% met or exceeded progress	1% to 20% met or exceeded progress	21% to 40% met or exceeded progress	41% to 60% met or exceeded progress	> 60% met or exceeded progress	4	
2	Are language tools available for students? <i>Workbooks, google translator, Audio learning, Library</i>	0% met or exceeded available tools	1% to 20% met or exceeded available tools	21% to 40% met or exceeded available tools	41% to 60% met or exceeded available tools	> 60% met or exceeded available tools	4	
3	Did ELL students on campus demonstrate development in progress as it relates to TELPAS?	Below state standard	At state standard to 2 points above state standard	3 points above state standard	4 points above state standard	5 or more points above state standard	4	
4	Do students on the campus have opportunities to acquire a second language? i.e., language courses, dual language immersion, etc. <i>Spanish classes</i>	0% are provided opportunities	1% to 20% are provided opportunities	21% to 40% are provided opportunities	41% to 60% are provided opportunities	> 60% are provided opportunities	4	
Overall Program Score							4.0	
A: ≥ 3.5 B: ≥ 2.5 and < 3.5 C: ≥ 1.5 and < 2.5 D: ≥ 0.5 and < 1.5 F: < 0.5							Overall Program Letter Grade (for use in 2017-18)	A
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Digital Learning Environment

Indicators		0	1	2	3	4	Score	
1	Did the campus provide digital learning professional development opportunities for teachers?	No teachers participated in at least 3 hours of instructional technology PD	1% to 20% of teachers participated in at least 3 hours of instructional technology PD	21% to 40% of teachers participated in at least 3 hours of instructional technology PD	41% to 60% of teachers participated in at least 3 hours of instructional technology PD	> 60% of teachers participated in at least 3 hours of instructional technology PD	4	
2	Did the campus use online resources for communicating with students, parents, and community? <i>E-Note, Campus Web Page, District Calendar, Events Calendar, E-mail</i>	<3 resources actively used and maintained	3-4 resources actively used and maintained	5-6 resources actively used and maintained	7-9 resources actively used and maintained	10 or more resources actively used and maintained	4	
3	Do teachers regularly integrate use of technology and digital learning resources during classroom instruction? <i>Smart Boards, Laptops, mobile labs</i>	No teachers were observed integrating technology and digital learning resources	1% to 20% of teachers were observed integrating technology and digital learning resources	21% to 40% of teachers were observed integrating technology and digital learning resources	41% to 60% of teachers were observed integrating technology and digital learning resources	> 60% of teachers were observed integrating technology and digital learning resources	4	
4	Do all students have access to technology for learning in the classroom? <i>Mobile Labs, Computer labs</i>	No students have access to technology for learning in the classroom	1% to 20% of students have access to technology for learning in the classroom	21% to 40% of students have access to technology for learning in the classroom	41% to 60% of students have access to technology for learning in the classroom	> 60% of students have access to technology for learning in the classroom	4	
Overall Program Score							4.0	
A: ≥ 3.5 B: ≥ 2.5 and < 3.5 C: ≥ 1.5 and < 2.5 D: ≥ 0.5 and < 1.5 F: < 0.5							Overall Program Letter Grade (for use in 2017-18)	A
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Dropout Prevention Strategies

Indicators		0	1	2	3	4	Score	
1	Does the campus offer clubs/organizations for students? <i>FCA, Class Officers, NHS</i>	No clubs/organizations offered	1 to 2 clubs/organizations offered	3 to 4 clubs/organizations offered	5 to 6 clubs/organizations offered	7 or more clubs/organizations offered	2	
2	Does the campus offer multiple opportunities for students to participate in college/career readiness activities? <i>Gear UP, Career Day, YES Expo</i>	No students participated in a CCR activity	1% to 20% of students participated in at least 1 CCR activity	21% to 40% of students participated in at least 1 CCR activity	41% to 60% of students participated in at least 1 CCR activity	> 60% of students participated in at least 1 CCR activity	4	
3	Does the campus actively review campus attendance data? <i>PEIMS reporting, Excessive Absence Reports, Daily Attendance</i>	No regular reviews	At the end of the semester	At the end of each grading period	Monthly	Weekly	4	
4	Does the campus offer credit recovery opportunities? <i>Credit Recovery</i>	None available on campus	Occasionally offered	Offered before and after school	Offered during the school day to eligible students	Offered during the school day to eligible students and before/after school	4	
5	Does the school offer attendance rewards? <i>Eagle Club, Perfect attendance drawings</i>	None available on campus	Occasionally offered	Offered before and after school	Offered during the school day to eligible students	Offered during the school day to eligible students and before/after school	4	
Overall Program Score							3.6	
A: ≥ 3.5 B: ≥ 2.5 and < 3.5 C: ≥ 1.5 and < 2.5 D: ≥ 0.5 and < 1.5 F: < 0.5							Overall Program Letter Grade (for use in 2017-18)	A
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Gifted and Talented

Indicators		0	1	2	3	4	Score	
1	Do teachers on campus meet minimum state GT training requirements?	GT teachers did not meet minimum state GT training requirements	< 100% GT teachers met state requirements of 12 hours of training	100% of GT teachers met state requirements of 12 hours of training	100% of GT teachers met state requirements plus 6 or more additional hours of training	100% of GT teachers met state requirements plus 12 or more additional hours of training	3	
2	Do parents of GT students have opportunities to learn about the GT program during the school year?	The campus did not provide information about the GT program to parents	1 or 2 identified opportunities were provided to parents	3 or 4 identified opportunities were provided to parents	5 or 6 identified opportunities were provided to parents	7 or more identified opportunities were provided to parents	2	
3	Does the campus provide resources for teachers to support the social and emotional needs of GT students? <i>Examples: staff development, meeting, books, PLC</i>	No resources provided	1 resource provided	2 resources provided	3 resources provided	4 resources provided	4	
4	Are the learning needs of GT students supported in GT curriculum that includes independent projects, Project Based Learning, collaboration, learning perseverance, time management, organizational and goal setting opportunities?	No identified types of opportunities were provided to students	1 or 2 identified opportunities were provided to students	3 or 4 identified opportunities were provided to students	4 or 5 identified types of opportunities were provided to students	7 or more identified opportunities were provided to students.	2	
Overall Program Score							2.8	
A: ≥ 3.5 B: ≥ 2.5 and < 3.5 C: ≥ 1.5 and < 2.5 D: ≥ 0.5 and < 1.5 F: < 0.5							Overall Program Letter Grade (for use in 2017-18)	B
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Campus Name: KOPPERL

Compliance

	Performance Measure		No		Yes
1	Compliance with state and federal nutrition requirements				X
2	Notice of required notices/postings to web site in timely manner (ratings, etc.)				X
3	TEA-prepared "school report cards" sent to parents				X
4	Grant/federal funds expended as required				X
5	Staff evaluations completed by district or campus deadline				X
6	Compliance with state required safety plans				X
7	Reporting compliance related to ESSA, FIRST Rating, PBMAS, PEIMS, transportation				X
8	Campus Plan/ District Plan				X
	Total				8