

LOS FRESNOS CONSOLIDATED INDEPENDENT SCHOOL DISTRICT



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

Los Fresnos High School

“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						Data Source	Rating
	Unacceptable	Acceptable	Recognized	Exemplary	Exemplary			
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.	x Master Schedule	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 Master Schedule and choir programs	Exemplary
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 Master Schedule and dance programs.	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.		The district/campus provides opportunities for 100% of students to develop their theater arts abilities and skills.	x Master Schedule and one act play/Theatre programs	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.		The district/campus provides opportunities for 100% of students to develop their visual arts abilities and skills.	x Master Schedule through CTE courses and A/V program	Exemplary

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

House Bill 5 Section 46

Indicator	District and Campus Rating						
Second Language Acquisition	Second Language Acquisition Current Rating ----->						Exemplary
	Unacceptable	Acceptable	Recognized	Exemplary	Data Source	Rating	
Second Language Acquisition Programs							
Parents of English Language Learners (ELLs) are provided opportunities to engage in activities that promote second language acquisition.	Parents of ELLs are not offered opportunities to engage in activities which promote second language acquisition.	Parents of ELLs are offered an opportunity to engage in an activity which promotes second language acquisition.	Parents of ELLs are offered 2 to 3 opportunities to engage in activities which promote second language activities.	Parents of ELLs are offered 4 or more opportunities to engage in activities which promote second language acquisition.	x	ELEVA Parent Nights, GED Classes, English classes, Technology classes	Exemplary
English Language Learners (ELLs) receiving Bilingual/ESL services are supported by certified Bilingual/ESL teachers.	ELLs are served by certified Bilingual/ESL teachers.	Some ELLs are served by highly qualified and certified Bilingual/ESL teachers.	Most ELLs are served by highly qualified and certified Bilingual/ESL teachers.	All ELLs are served by experienced, highly qualified, and certified Bilingual/ESL teachers.	x	Highly Qualified Report, Master Schedule, Staffing Rosters	Exemplary
English Language Learners (ELLs) are afforded opportunities to participate in extracurricular activities which promote affective development and second language acquisition.	ELLs are rarely provided opportunities to participate in extracurricular activities which promote affective development and second language acquisition.	ELLs are consistently provided opportunities to participate in 2 extracurricular activities which promote affective development and second language acquisition.	ELLs are consistently provided opportunities to participate in 3 activities which promote affective development and second language acquisition.	ELLs are consistently provided opportunities to participate in 4 or more activities which promote affective development and second language acquisition.	x	Folklorico, Con Junto, Mariachi, ELEVA,	Exemplary
English Language Learners are congruently identified, instructed with approved curriculum, and progress monitored.	ELLs are rarely identified, instructed with approved curriculum, and monitored by the LPAC.	ELLs are occasionally identified, instructed with approved curriculum, and monitored by the LPAC.	ELLs are generally identified, instructed with approved curriculum, and monitored by the LPAC.	ELLs are uniformly identified, instructed with approved curriculum, and monitored by the LPAC.	x	LPAC Documentation	Exemplary

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Second Language Acquisition	Second Language Acquisition Current Rating ----->					Exemplary
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English Language Learners met linguistic expectations as evidenced by Texas English Language Proficiency Assessment System (TELPAS) composite scores.	Less than 20% of ELLs progressed at least one proficiency level on TELPAS.	34% - 20% of ELLs progressed at least one proficiency level on TELPAS.	49% - 35% of ELLs progressed at least one proficiency level on TELPAS.	50% or more of ELLs progressed at least one proficiency level on TELPAS.	x	Telpas scores, LPAC Documentation Exemplary
Students are provided expanded opportunities to learn Languages Other Than English (LOTE), by offering 2 or more languages (MS/HS), AP LOTE exams, credit by exam, events, etc.	Students have no opportunity to participate in language course, exam, or event.	Students have the opportunity to participate in at least one language course, exam, or event.	Students have the opportunity to participate in at least two language courses, exams, or events.	Students have the opportunity to participate in at least three language courses, exams, or events.	x	AP Spanish, Credit by Exam, Dual Spanish Exemplary

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

House Bill 5 Section 46

Indicator		District and Campus Rating					
21st Century Workforce Development		21st Century Workforce Development Current Rating ----->				Exemplary	
		Unacceptable	Acceptable	Recognized	Exemplary	Data Source	Rating
Grades K - 8 Grades 9 - 12	The district/campus participates in a community career fair which helps to guide career decisions and future graduation plans and/or has a Career Day to expose students to different professions.	The Career Fair/Career Day includes only high school programs.	The Career Fair/Career Day includes only business representatives.	The Career Fair/Career Day includes some variety business industry and skilled certificate holders.	The Career Fair/Career Day includes a variety of participants that are industry representatives, skilled certificate holders, armed forces, and 2 and 4 years degree careers. The Career Fair/Career Day also includes high school technical programs that are connected to the careers presented.	College and Career Fairs, Pictures and Fliers	Exemplary
	The district/campus stays in contact with business and industry partners via advisory board meetings to assure employer needs are met with regards to their future workforce and/or builds community partnerships with local business.	The Advisory Board meetings are not held throughout the year.	The Advisory Board meetings are held once a year. With Business and Industry partners, parents, students and school staff being invited.	The Advisory Board meetings are held twice yearly, face to face, with some participation by industry and most participation coming from school staff.	The Advisory Board meetings are held twice yearly, face to face, with active participation by industry, community members, parents and students.	CTE Advisory Board Minutes/Agenda	Exemplary
	The district/campus provides focused academies for students to prepare and learn employability skills that will help them to become a part of high demand career areas.	The district/campus does not provide any opportunities for students to participate in focused academies.	The district/campus offers students the opportunity to participate in focused academies with no industry certifications at this time.	The district/campus offers students the opportunity to participate in focused academies with training towards industry certifications, but no electronic device provided.	The district/campus offers a Technology Academy and a Medical Academy that students can apply to and participate in specific and rigorous course work that lead them to valuable industry certifications as well as leadership development.	Application, Students Schedules, Coursework, Master schedule and specialized courses.	Exemplary
	The district/campus provides and supports a variety of leadership training opportunities for students to learn valuable workforce skills through various career and technical student organizations.	The district/campus does not provide students the opportunity to participate in Career and Technical Student Organizations (CTSOs).	The district/campus rarely provides the students the opportunity to participate in Career and Technical Student Organizations (CTSOs).	The district/campus provides only seniors with the opportunity to participate in Career and Technical Student Organizations (CTSOs).	The district/campus provides students in grades 7-12 the opportunity to participate in Career and Technical Student Organizations (CTSOs).	CTSO's are available at grades 9-12 DECA, BPA, HOSA, FCCLA, FFA	Exemplary

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Indicator		District and Campus Rating					Exemplary	
21st Century Workforce Development		21st Century Workforce Development Current Rating ----->					Data Source	Rating
		Unacceptable	Acceptable	Recognized	Exemplary			
Grades 9 - 12	The district/campus provides industry standard certification opportunities for students in grades 9-12 that will help them secure higher levels of employment at no cost to the student.	The students are not given the opportunity to earn industry standard certifications.	The students rarely have the opportunity to earn industry standard certifications.	The students are only given one opportunity to earn an industry standard certification	The students have many opportunities to earn valuable industry standard certifications in grades 9-12 through a variety of CTE classes.	x	Master Schedule, Certification Tests in Microsoft, VITA, Welding, Medical Billing and Coding, Adobe.	Exemplary
Grades 9 - 12	The district/campus encourages its career and technical education teachers to participate and complete online training for Advanced Technical Credit (ATC) certification. ATC courses allow students to earn college credits while still in high school.	The district/campus does not encourage its CTE teachers to become ATC certified.	The district/campus rarely encourages the CTE teachers to participate in ATC certification.	The district/campus reminds the CTE teachers to participate in ATC only at the beginning of the school year.	The district/campus is constantly encouraging and providing the most current information to CTE teachers to become ATC certified which benefits the CTE students in their classes.	x	Master Schedule	Exemplary

Exemplary