

**Great Hearts Texas**

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

Factor # 1 – Fine Arts

Exemplary: 8 indicators achieved

Recognized: 6-7 indicators achieved

Acceptable: 3-5 indicators achieved

Unacceptable: 0-2 indicators achieved

	<b>Indicator</b>	<b>Description and Target Value</b>	<b>Documentation/Data Collection</b>
<input type="checkbox"/>	Satisfaction Survey	At least 75% of respondents selected "Strongly Agree" or "Agree" to questions related to this indicator.	Data will be collected from the current year Student and Parent Satisfaction Surveys.
<input type="checkbox"/>	Fine Arts Active Participation	The school provides learners who are enrolled in fine arts classes (or receive fine arts instruction) opportunities to perform in, actively participate in, or display their work in a fine arts related production or exhibition.	Campus documentation. List opportunities:
<input type="checkbox"/>	Fine Arts Experience	The school provides opportunities for learners to explore fine arts through field trips to museums, community theaters, opera, symphony, art, etc.	Campus documentation. List opportunities:
<input type="checkbox"/>	Creative Writing	The school opportunities for students to participate in Creative Writing clubs	Campus documentation.
<input type="checkbox"/>	Integrated Fine Arts Curriculum	The school has included art, music, and/or theatre TEKS in core content courses.	Campus documentation. List courses with integrated TEKS:
<input type="checkbox"/>	Fine Arts Partnerships	The school has established partnerships with at least (1) community arts partner.	Campus documentation. List community arts partners:
<input type="checkbox"/>	Fine Arts Activities	The school has fine arts after-school activities or learner clubs, such as drama club, photography club, yearbook, band, etc.	Campus documentation. List activity(ies):
<input type="checkbox"/>	Leadership and Sustainability (CIP)	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 # 3 – Community and Parental Involvement

Exemplary: 9 or more indicators achieved

Recognized: 7-8 indicators achieved

Acceptable: 3-6 indicators achieved

Unacceptable: 0-2 indicators achieved

	<b>Indicator</b>	<b>Description and Target Value</b>	<b>Documentation/Data Collection</b>
<input type="checkbox"/>	Satisfaction Survey]	At least 75% of respondents selected "Strongly Agree" or "Agree" to questions related to this indicator.	Data will be collected from the current year Parent Satisfaction Surveys.
<input type="checkbox"/>	Opportunities to Get Involved	The school provides at least three (3) opportunities for community and parent involvement either off or on campus such as field trips, performances, mentoring, volunteering, tutoring, food drives, etc.	Campus documentation: List (3)examples:
<input type="checkbox"/>	Informational Events	The school provides at least three (3) parent informational events such as Open House, Meet the Teacher Night, Coffee with the Headmaster etc.	Campus documentation: List (3) examples:
<input type="checkbox"/>	Learner Awards and Recognitions	The school provides end-of-the-year programs, including parents, which highlight the successes of learners.	Campus documentation: List (1) example:
<input type="checkbox"/>	Community Awards and Recognitions	The school participates in a minimum of (2) social awareness assemblies with guest community speakers such as 9/11, Veteran's Day,etc.	Campus documentation: List (2) examples:
<input type="checkbox"/>	Parental Communication	The school regularly uses forms of communication such as SchoolMessenger, emails, newsletters, letters, and surveys. The communication is in the languages spoken by the campus community.	Campus documentation: List (3) examples:
<input type="checkbox"/>	Community Communication	The school regularly uses social media such as Facebook and Twitter to communicate with the community-at-large.	Campus documentation: List examples:
<input type="checkbox"/>	Community Service]	The campus engaged in at least (1) Community Service project during the school year.	Campus documentation: List (1) example:
<input type="checkbox"/>	Leadership and Sustainability (CIP)	At least one performance objective to increase community and parental involvement will be included in next year's Campus Improvement Plan.	Campus documentation:

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Factor # 5 – Second Language Acquisition Program:

Exemplary: 9 or more indicators achieved

Recognized: 7-8 indicators achieved

Acceptable: 3-6 indicators achieved

Unacceptable: 0-2 indicators achieved

	<b>Indicator</b>	<b>Description and Target Value</b>	<b>Documentation/Data Collection</b>
<input type="checkbox"/>	Satisfaction Survey	At least 75% of respondents selected "Strongly Agree" or "Agree" to questions related to this indicator.	Data will be collected from the current year Parent Satisfaction Surveys.
<input type="checkbox"/>	Certified Teachers	All learners receiving ESL services are supported by a certified ESL educator.	Campus documentation:
<input type="checkbox"/>	Access to Languages Other Than English	The school provides expanded opportunities for learners to learn Languages Other Than English (LOTE), by offering 2 or more languages, etc.	Campus documentation: Languages offered:
<input type="checkbox"/>	Native Language Communications	Translations of letters and notices are provided to parents and learners in languages spoken by the family.	Campus documentation:
<input type="checkbox"/>	Language Proficiency Assessment Committee (LPAC)	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"/>	Opportunities to Get Involved	The school provides Open House opportunities specifically for ELL parents.	Campus documentation.
<input type="checkbox"/>	Language Acquisition support	Mentoring/tutoring is provided to assist ELL learners.	Campus documentation.
<input type="checkbox"/>	Inclusiveness	ELL and non-ELL learners participate together in music, art, and PE classes	Campus documentation:
<input type="checkbox"/>	Dropout Target	Dropout rates for ELL learners are below 10%.	Campus documentation:
<input type="checkbox"/>	Leadership and Sustainability (CIP)	At least one performance objective to increase second language acquisition will be included in next year's Campus Improvement Plan.	Campus documentation: