



Our Mission: *In partnership with parents and our community, AISD exists to provide a comprehensive educational experience that is high quality, challenging, and inspires all students to make a positive contribution to society.*



Evaluation of Campus Performance in Community and Student Engagement

Fanny Andrews Early College Prep Elementary School

Expanding State Accountability Beyond Testing

Starting in 2013-14, every school district must evaluate each campus and the district as a whole on nine factors, as well as overall performance, and assign ratings of Exemplary, Recognized, Acceptable, or Unacceptable. The new rating system is required by House Bill 5 (see TEC § 39.0545 for details about the law).

This allows each campus to showcase the opportunities they provide to students, families, and the community in areas *other than standardized testing*.

2013-14 Campus Community & Student Engagement Ratings

Factors		Ratings
 Fine Arts		Exemplary
 Wellness and Physical Education		Exemplary
 Community and Parental Involvement		Exemplary
 21st Century Workforce Development Program		Exemplary
 Second Language Acquisition Program		Exemplary
 Digital Learning Environment		Exemplary
 Dropout Prevention Strategies		Exemplary
 Educational Programs for Gifted and Talented Students		Exemplary
Compliance		Yes
Overall Performance		Exemplary



Details about the law and new rating system can be found at www.austinisd.org/cda/hb5-community-student-engagement.

Fanny Andrews Early College Prep Elementary School

Fine Arts: Exemplary

Full time art and music teachers on campus, and Fine Arts curriculum in grades K-5

Any Given Child Arts Inventory completed

Creative Career exploration:

- Career Day with Representatives from Radio, Television, Film

Fine Arts productions or exhibitions:

- Art work on display in hallway throughout year
- Evening music, dance, and recitation performances

Fine Arts community experiences:

- Recorder Festival
- District Art Show
- Austin Symphony Performance

Creative writing/literary publications:

- Gator Gazette--GT Newspaper
- An Orchard for the Principal--Letter Writing Project



Wellness and Physical Education: Exemplary

Recognized or Exemplary rating on the Coordinated School Health Survey

No Place for Hate designation

At least 95% of students are immunized

Community education programs:

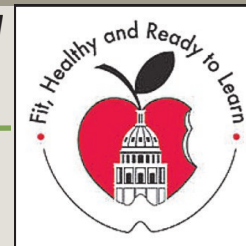
- Marathon Kids
- HEB Community Challenge
- CATCH Night

Staff fitness and wellness activities:

- Health Risk Assessment
- Boot Camp after school through YMCA
- Running/ Walking Club

Extra physical activities for students:

- WOW
- Brain Breaks



Community & Parental Involvement: Exemplary

Active Parent Teacher Association

Parent Satisfaction Survey administered

Parent Support Specialist on staff at least part time

Opportunities to get involved:

- Operation School Bell
- Participation in Field Trips
- School Messenger Announcements

Regular forms of communication:

- ParentConnect
- Newsletters and Flyers
- School Messenger Announcements

Parent informational events:

- Back to School Night
- Academic Nights--Reading, Math, Science
- Monthly Principal Coffees

Adult learning opportunities:

- Nutrition Classes
- Attendance/ Truancy Classes
- Family Literacy Classes

Family Fun events:

- Fall Carnival
- Turkey Bingo
- Cultural Heritage--Puestecitos

21st Century Workforce Development Program: Exemplary

Students have mentors from Middle Schools.

Campus STaR Charts and student Technology Literacy Assessment results are used to develop campus technology plan and to determine staff development needs.

The school displays college pennants, displays diplomas/degrees of staff members, or participates in regular staff college dress days.

College/Career Events:

- College Visit to University of Texas
- Career Fair



Overall Community & Student Engagement Rating: Exemplary

Second Language Acquisition Program: Exemplary

Active Language Proficiency Assessment Committee

TEA-approved language program/s offered: Dual Language

ELL and non-ELL students participate together in music, art, and physical education classes.

At least 80% of campus bilingual/ESL teachers receive professional development in sheltered instruction.

Cultural awareness programs or special events:

- African American History Month Activities
- Hispanic Heritage Celebration--Puestecitos
- Winter Holiday Celebrations Around the World



Digital Learning Environment: Exemplary



Students have access to computers for at least one hour per week.

STaR Chart Area 3: Advanced

STaR Chart Area 4: Advanced

Web-based learning opportunities:

- iStation
- Achieve 3000
- Think Through Math

Dropout Prevention Strategies: Exemplary

A Positive Behavior Support system is in place at the campus.

The school provides training for staff and activities for students on recognizing and preventing bullying.

All students identified as struggling in reading or writing are provided specialized instruction or intervention.

Mentorship program:

- Seedling Foundation Mentors

STAAR intervention program:

- After School Tutoring for STAAR

Activities to promote an emotionally healthy environment:

- No Place for Hate
- Social and Emotional Learning
- Positive Behavior Supports



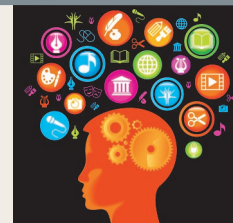
Educational Programs for Gifted and Talented Students: Exemplary

Gifted and Talented Program Self-Assessment:

- Service Design: Recommended
- Curriculum & Instruction: Exemplary
- Professional Development: Recommended
- Community Engagement: Recommended

Parent and community outreach:

- GT Identification Meetings
- GT Principal's Coffee



Fanny Andrews Early College Prep Elementary School

Compliance: Yes

The school's 2013-14 Campus Improvement Plan is complete and has been approved by the district. (TEC §11.253)

The school complies with mandatory dissemination of annual TEA School Report Cards.

At least 80% of teachers are rated Proficient or better on the Professional Development and Appraisal System ratings of accountability. *Pilot campuses: At least 80% of teachers are rated Effective or better on the Pilot Appraisal System ratings of accountability.*

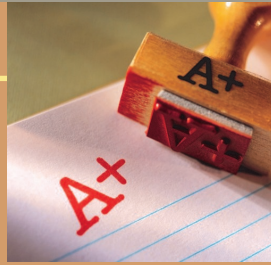
The school has an active Campus Advisory Council (CAC) that meets state and district requirements.

Budget deadlines are met and the yearly audit is passed.

All students experiencing reading difficulties who do not respond to reading intervention are assessed for dyslexia by a teacher trained in dyslexia and related disorders. Students identified by the §504 committee as being dyslexic are provided appropriate services. (TEC §38.003 (a) and 19 TAC §74.28)

The school meets or exceeds Highly Qualified professional development standards.

The school provides special education programs that meet the individual needs of its special education students. (19 TAC §89.1001 (a))



Austin ISD District Ratings



Fine Arts: *Exemplary*

Wellness and Physical Education: *Exemplary*

Community and Parental Involvement: *Exemplary*

21st Century Workforce Development Program: *Exemplary*

Second Language Acquisition Program: *Exemplary*

Digital Learning Environment: *Exemplary*

Dropout Prevention Strategies: *Exemplary*

Educational Programs for Gifted and Talented Students: *Exemplary*

Compliance: *Yes*

Overall: *Exemplary*

How were the criteria for these ratings developed?

The legislation did not permit TEA to determine the criteria for these evaluations; criteria were to be developed by a local committee. The AISD District Advisory Council (DAC) was identified as the local committee.

October 2013: A DAC subcommittee made up of parents, teachers, staff, and community members met to discuss the new law and come up with a proposed framework.

December 2013: All district principals participated in workshops to help develop a list of ten indicators for each of the nine factors.

January 2014: Content experts were consulted to provide feedback and suggest improvements on the list of indicators. The DAC subcommittee reviewed the feedback and made modifications.

February 2014: The full DAC voted to accept the recommendation of the subcommittee. The proposed list of indicators was presented to Senior Cabinet, Principals, and Campus Advisory Councils.

March 2014: Community input was gathered through the district's website. Feedback from these groups was integrated.

April 2014: The proposed plan was taken to the Board of Trustees for discussion and feedback.

The 2013-14 school year will serve as a baseline year for this process. The DAC will have the opportunity to re-evaluate the process for future years, and make modifications if necessary.

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<http://www.austinisd.org/cda/hb5-community-student-engagement>