

# AUSTIN H S

## Austin High School

### 2022/2023

*"Loyal Forever"*



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# AUSTIN H S

## **Mission**

### *Mission*

*We embrace an academy model, diversity of our students and faculty, and Social Emotional Learning, in order to educate the whole child and produce productive members of society. The Austin High School faculty, staff, parents, and community will work together to ensure each student the opportunity to develop academic, social, and workplace skills.*

## **Vision**

### *Vision*

*Austin High School will be a supportive, inclusive, diverse, environment that inspires students to be lifelong learners and confident graduates.*

### *Campus Values*

#### *Relationships matter*

*Connecting academic content with experiences outside of the classroom fosters curiosity and lifelong learning.*

*Deeper learning experiences should be offered to students in all academics to ensure equity.*

*Extracurriculars play a significant role in the academic success of students.*

*Students who feel a part of something do better in school: Academies, Athletics, CTE, Fine Arts, World Languages, Clubs/Organizations*

## **Vision Continued**

*Planning for the future is part of the high school experience: college visits, college readiness testing, college applications, internships, and college presentations.*

*Teacher collaboration in PLCs, with a focus on aligning and improving curriculum, instruction, and assessments, results in greater student achievement.*

### *Texas Public Education Mission Statement*

*The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and in the future in the social, economic, and educational opportunities of our state and nation.*

*That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that*

#### Nondiscrimination Notice

AUSTIN H S does not discriminate on the basis of race, color, national origin, sex, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and section 504 of the rehabilitation Act of 1973; as amended.

# Comprehensive Needs Assessment

## Demographics

### Demographics Strengths

List your campus strengths here: We are a diverse campus located in a urban metropolitan city. We have a mix of students from heterogeneous socioeconomic backgrounds.

### Demographics Weaknesses

List areas you would like to grow here: We have challenges engaging our working families in the decision making process. Our campus tend to based its decisions on the norms of one portion of our community.

### Demographics Summary

Access your Discipline dashboard in Forecast5, under Guided Analysis, you will click on "Discipline Analysis" to see your campus discipline data from the 2021-22 school year.

- 1.) In 2021-22, 13 % of the students within the African American/ Black population had one or more discipline events.
- 2.) In 2021-22, 17 % of the students receiving Special Education services had one or more discipline events.

Student Discipline Reflection Question:

- 1.) How do you plan to address the overall % of disciplinary actions among your African American/Black student population?

Student discipline will be tracked across demographic sub categories. Identified students will be added to our bi weekly monitoring list. During our monitoring meetings we will discuss discipline, instruction, and create an individual plan for each student. Administrators and counselors will be responsible for this task. We had a total of 9 disciplinary events out of 68 students.

- 2.) What systems will you have in place to decrease the discipline disparities among your students receiving Special Education services?

"Moving at the Speed of Trust" PD All Teachers

Leads: Jack McGavick & Teddy Jones (SEL/CP&I) Providing teachers with the tools to teach AA/Hispanic/Economically Disadvantaged Students 2/21/2022 AA/Hispanic/Eco.

# Comprehensive Needs Assessment

## Demographics Summary (Continued)

Dis/Sped

Aligning with Agency & Joy PD All Teachers

Leads: Lacey Blackley & Julie Acuna Providing teachers with the tools to teach AA/Hispanic/Eco. Dis/Sped. students 2/21/2022 AA/Hispanic/Eco. Dis/Sped

Maps Course Sped/Sel Course teaching coping/study/ organization skills Maps Teachers Ongoing AA/Hispanic/Eco. Dis/Sped/Sel students

Circles w Students to build relationships PD All Teachers

Leads: Emma Gryger & Octavio Angel Providing teachers with the tools to teach AA/Hispanic/Eco. Dis/Sped. students 2/21/2022 AA/Hispanic/Eco. Dis/Sped

Student Monitoring Administrators/Counselors Bi-weekly meeting monitoring struggling learners Ongoing Sel/instructional/discipline (Struggling AA, Sped, 504 students included

Administrator Monitoring Spreadsheet A-Team Monitoring list focused on AA, Sped, Hispanic, Eco. Dis MTSS Data Ongoing Monitoring list focused on AA, Sped, Hispanic, Eco.

Dis

SEL/CP&I rich curriculum in advisory focused on relationship building, self-awareness, and social awareness All Teachers & Students

Leads: Amy Tolouse & Jack McGavick Providing teachers and students with tools for PBIS Ongoing All Students

Problem solving meeting with MTSS, SEL, CP&I, LMHP, Wellness Counselor, AP, and Instructional Coordinator to support challenging students Leadership team and Teacher leaders

Leads: Charlsie Johnson Creating better supports and systems to support struggling students 2/10/2022 AA/Hispanic/Eco. Dis/Sped

Restorative Practices PD All Teachers

Lead: Jack McGavick Equipping teachers with better tools to support struggling students 1/4/2022 AA/Hispanic/Eco. Dis/Sped

Creating Community through Collaborative Art PD All Teachers

Lead: Jack McGavick Equipping teachers with tools to build relationships and community 10/11/22 All Students

Cultivating a group of mentor teachers and students to support our minority students Teacher leaders & Student leaders

Lead: Teddy Jones Making sure we have mentors, advocates, and connectors for our struggling students Ongoing AA/Hispanic/Eco. Dis/Sped

## Student Achievement

### Student Achievement Strengths

**List your campus strengths here: Our overall accountability score for 2021-2022 was a 90. Our student achievement score was 94. Our overall graduation rate was a 99 with a scale score of 95.**

### Student Achievement Weaknesses

**List areas you would like to grow here: Our closing the gaps component score is a 67 with a scale score of 79.**

# Comprehensive Needs Assessment

## Student Achievement Needs

We need to develop a monitoring system that specifically monitors our short cycle assessment score based on sub categories.

## Student Achievement Summary

Systems need to be implemented to monitor STAAR performance of our Hispanic, Special Education, and EB student populations. These systems need to identify areas of need to serve each individual student. Individual instruction plans for specific sub populations need to be created and monitored.

## School Culture and Climate

### School Culture and Climate Strengths

**List your campus strengths here: Austin high school currently has a school culture that emphasizes students achievement through diverse academy learning opportunities. These learning expeditions reinforce our school culture and commitment to experimental learning.**

### School Culture and Climate Weaknesses

**List areas you would like to grow here: Based on student and community input through our campus advisory council. There is a need to restore student celebrations that existed prior to the COVID epidemic.**

### School Culture and Climate Needs

Activities such as homecoming dances, Black History month activities, Lack American history month, and Dedication Day need to be reestablished

### School Culture and Climate Summary

# Comprehensive Needs Assessment

Traditional campus programming needs to be reestablished. These programs support our campus climate and culture.

## Staff Quality, Recruitment and Retention

### Staff Quality, Recruitment and Retention Strengths

List your campus strengths here: Our staff turnover was reduced by 42% when compared to last summer.

### Staff Quality, Recruitment and Retention Weaknesses

List areas you would like to grow here: New staff need opportunities to be trained on our academy model. We will implement a teacher induction program that trains teacher on Austin High initiative and culture.

### Staff Quality, Recruitment and Retention Needs

### Staff Quality, Recruitment and Retention Summary

We will plan a 2 day training and subsequent training opportunities over the academy model. This training will begin during new teacher orientation and proceed through PD Tuesday.

## Curriculum, Instruction and Assessment

### Curriculum, Instruction and Assessment Strengths

List your campus strengths here: Our campus student achievement scale score is 94. Our STAAR performance, college, career, and military readiness, and graduation rate scale score are 90, 97, and 94. Our school progress scale score is 85.

# Comprehensive Needs Assessment

## Curriculum, Instruction and Assessment Weaknesses

List areas you would like to grow here: Our areas of growth include our closing the gaps scale score of 79.

## Curriculum, Instruction and Assessment Summary

We will continue to monitor our PLC systems and utilize leveraged leadership strategies to align coaching opportunities. We will implement campus monitoring systems that track short cycle assessment scores. Specifically in the areas of AA, Hispanic, Special Education, and EB data.

## Family and Community Involvement

### Family and Community Involvement Data Sources

- % of beginning teachers (TAPR)
- % teacher turnover
- % unfilled sub vacancies
- CAC
- customer service trends
- District Family Survey results
- SEL Implementation Survey results
- Staff (TELL) Survey results

### Family and Community Involvement Strengths

List your campus strengths here: We have implemented a multi layered system of communication to reach parents, staff, and students. This include a full campus advisory council that meets bi-weekly, monthly coffee with the principal meetings, academy advisory council meetings, PTSA meeting and presidents council meetings.

### Family and Community Involvement Weaknesses



# Comprehensive Needs Assessment

## Family and Community Involvement Weaknesses (Continued)

List areas you would like to grow here: Based on climate survey data, opportunities to get teacher input needs to be re evaluated.

## Family and Community Involvement Summary

Evaluate our system of communication with teachers and make improvements to areas that allow for teacher input.

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- Goal 1.** (Coordinated School Health) Coordinated School Health (CSH) is a cooperative approach to improve the physical, mental, and emotional health of all students, staff, and members of the educational community. A Whole Child approach is an effort to transition from a focus on narrowly defined academic achievement to one that promotes the long-term development and success of all children. A whole child is healthy, safe, engaged, supported, and challenged every day in every environment.
- Objective 1.** (CSH Implementation) By the end of SY 22-23, the campus will achieve at least a 70% (Acceptable) rating on each of the 11 areas of the Coordinated School Health Survey.
  - Objective 2.** (Community Engagement) Maintain minimum required Campus Advisory Council membership.
  - Objective 3.** (Social and Emotional School Climate) Incorporate social/emotional and CP&I strategies on campus.
- Goal 2.** (ESF Lever 1: Strong, Culturally Proficient Leadership) Effective, culturally-proficient campus instructional leaders with clear roles and responsibilities develop, implement, and monitor focused improvement plans that address the causes of low performance.
- Objective 1.** (ESF Essential Action 1.1) Developing campus instructional leaders (principal, assistant principal, counselors, teacher leaders) with clear roles and responsibilities.
  - Objective 2.** (ESF Essential Action 1.2) Focused plan of development and regular monitoring of SEL and CP&I outcomes.
  - Objective 3.** (Objective 3-ESF Essential Action 1.3) Ensure campus administration and staff have access to cultural proficiency professional learning opportunities in order to examine personal bias and learn language and actions to interrupt microaggressions towards students, staff, and families.
- Goal 3.** (ESF Lever 2: Effective, Culturally-Proficient Teachers (STRATEGIC STAFFING)) Campus leadership retains effective, well-supported teachers by strategically recruiting, selecting, assigning and inducting teachers so that all students have access to high-quality educators. Teachers and principals are provided ongoing coaching to foster reflection, analyze disaggregated student data, and continuously improve culturally-responsive, rigorous, and relationship-centered instruction.
- Objective 1.** (ESF Essential Action 2.1) Recruit, select, assign, induct, and retain a full staff of highly qualified, culturally proficient educators that match the demographics of the school community
  - Objective 2.** (ESF Essential Action 2.2) Building teacher capacity through observation and feedback cycles.
  - Objective 3.** (Objective 3 - ESF Essential Action 2.3) Clear selection criteria, protocols, hiring and induction processes are in place and align with the school's vision, mission, values, and goals.
- Goal 4.** (ESF Lever 3: Positive School Culture) Positive school culture requires a compelling and aligned vision, mission, goals and values, explicit behavioral expectations and management system, proactive and responsive student support services, and involved families and community.
- Objective 1.** (ESF Essential Action 3.1) Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations
  - Objective 2.** (ESF Essential Action 3.2) Explicit behavioral expectations and management systems for students and staff
  - Objective 3.** (ESF Essential Action 3.4) Involving families and community

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- Goal 5.** (ESF Lever 4: High Quality, Inclusive Instructional Materials and Assessments) All students engage daily with TEKS-aligned, high-quality instructional materials, and assessments that support learning at appropriate levels of rigor. All students are provided a rigorous, relevant and inclusive curriculum centering their language, racial and cultural identities.
- Goal 6.** (ESF Lever 5: Effective, Culturally Relevant and Sustaining Instruction) Campus leaders provide teachers with job-embedded professional development and access to time and data needed to reflect, adjust, and deliver instruction that meets the needs of all students. Teachers implement consistent and culturally relevant instruction that is rigorous and rooted in relationships and the community for every child, every day.
- Goal 7.** (Support for Special Populations) The Special Education team exists to support the Austin ISD mission of ensuring children who receive special education services are provided with access to Free and Appropriate Public Education in the Least Restrictive Environment to ensure they receive a quality education that enables them to achieve their potential and participate fully in future social, economic and educational opportunities.
- Goal 8.** (PreK - 12+ College, Career, and Life Readiness) We are focused on ensuring that our students are prepared for a changing and increasingly complex future; to cultivate the knowledge, skills, mindset of a lifelong learner in order to be successful beyond high school.
- Goal 9.** (Increased Enrollment) Insert SMART enrollment goal here
- Objective 1.** (Increased Enrollment) Campus enrollment will increase from 2328 to 2340 by 1% on December 15, 2021. SMART Goal Semester 2: 85% of current students will be registered for SY 22-23 by June 1, 2022.
  - Objective 2.** (Objective 2 - Increased Enrollment) Create a tracking system that monitors when students withdraw, why they withdrew, and which school they're going to attend.
  - Objective 3.** (Objective 3 - Increased Enrollment) Create a marketing plan to rebrand and introduce our academy model.
- Goal 10.** (Exemplary Customer Service) Insert description of CARES here
- Objective 1.** By the end of SY 22-23, the campus will increase its customer service calls by 5% per semester.
  - Objective 2.** By the end of SY 2022-2023, our campus communication system will increase communication opportunities.
  - Objective 3.** The administration will provide clear feedback to students and parents.
- Goal 11.** (Title 1 Compliance Packet) Complete and upload all documentation within to confirm and ensure all following Title I Compliance Requirements have been met.

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## Goals

1. (Coordinated School Health) Coordinated School Health (CSH) is a cooperative approach to improve the physical, mental, and emotional health of all students, staff, and members of the educational community. A Whole Child approach is an effort to transition from a focus on narrowly defined academic achievement to one that promotes the long-term development and success of all children. A whole child is healthy, safe, engaged, supported, and challenged every day in every environment.
2. (ESF Lever 1: Strong, Culturally Proficient Leadership) Effective, culturally-proficient campus instructional leaders with clear roles and responsibilities develop, implement, and monitor focused improvement plans that address the causes of low performance.
3. (ESF Lever 2: Effective, Culturally-Proficient Teachers (STRATEGIC STAFFING)) Campus leadership retains effective, well-supported teachers by strategically recruiting, selecting, assigning and inducting teachers so that all students have access to high-quality educators. Teachers and principals are provided ongoing coaching to foster reflection, analyze disaggregated student data, and continuously improve culturally-responsive, rigorous, and relationship-centered instruction.
4. (ESF Lever 3: Positive School Culture) Positive school culture requires a compelling and aligned vision, mission, goals and values, explicit behavioral expectations and management system, proactive and responsive student support services, and involved families and community.
5. (ESF Lever 4: High Quality, Inclusive Instructional Materials and Assessments) All students engage daily with TEKS-aligned, high-quality instructional materials, and assessments that support learning at appropriate levels of rigor. All students are provided a rigorous, relevant and inclusive curriculum centering their language, racial and cultural identities.
6. (ESF Lever 5: Effective, Culturally Relevant and Sustaining Instruction) Campus leaders provide teachers with job-embedded professional development and access to time and data needed to reflect, adjust, and deliver instruction that meets the needs of all students. Teachers implement consistent and culturally relevant instruction that is rigorous and rooted in relationships and the community for every child, every day.
7. (Support for Special Populations) The Special Education team exists to support the Austin ISD mission of ensuring children who receive special education services are provided with access to Free and Appropriate Public Education in the Least Restrictive Environment to ensure they receive a quality education that enables them to achieve their potential and participate fully in future social, economic and educational opportunities.
8. (PreK - 12+ College, Career, and Life Readiness) We are focused on ensuring that our students are prepared for a changing and increasingly complex future; to cultivate the knowledge, skills, mindset of a lifelong learner in order to be successful beyond high school.
9. (Increased Enrollment) Insert SMART enrollment goal here
10. (Exemplary Customer Service) Insert description of CARES here
11. (Title 1 Compliance Packet) Complete and upload all documentation within to confirm and ensure all following Title I Compliance Requirements have been met.

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## Objectives

- 1.1. (CSH Implementation) By the end of SY 22-23, the campus will achieve at least a 70% (Acceptable) rating on each of the 11 areas of the Coordinated School Health Survey.
- 1.2. (Community Engagement) Maintain minimum required Campus Advisory Council membership.
- 1.3. (Social and Emotional School Climate) Incorporate social/emotional and CP&I strategies on campus.
- 2.1. (ESF Essential Action 1.1) Developing campus instructional leaders (principal, assistant principal, counselors, teacher leaders) with clear roles and responsibilities.
- 2.2. (ESF Essential Action 1.2) Focused plan of development and regular monitoring of SEL and CP&I outcomes.
- 2.3. (Objective 3-ESF Essential Action 1.3) Ensure campus administration and staff have access to cultural proficiency professional learning opportunities in order to examine personal bias and learn language and actions to interrupt microaggressions towards students, staff, and families.
- 3.1. (ESF Essential Action 2.1) Recruit, select, assign, induct, and retain a full staff of highly qualified, culturally proficient educators that match the demographics of the school community
- 3.2. (ESF Essential Action 2.2) Building teacher capacity through observation and feedback cycles.
- 3.3. (Objective 3 - ESF Essential Action 2.3) Clear selection criteria, protocols, hiring and induction processes are in place and align with the school's vision, mission, values, and goals.
- 4.1. (ESF Essential Action 3.1) Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations
- 4.2. (ESF Essential Action 3.2) Explicit behavioral expectations and management systems for students and staff
- 4.3. (ESF Essential Action 3.4) Involving families and community
- 9.1. (Increased Enrollment) Campus enrollment will increase from 2328 to 2340 by 1% on December 15, 2021. SMART Goal Semester 2: 85% of current students will be registered for SY 22-23 by June 1, 2022.
- 9.2. (Objective 2 - Increased Enrollment) Create a tracking system that monitors when students withdraw, why they withdrew, and which school they're going to attend.
- 9.3. (Objective 3 - Increased Enrollment) Create a marketing plan to rebrand and introduce our academy model.
- 10.1. By the end of SY 22-23, the campus will increase its customer service calls by 5% per semester.
- 10.2. By the end of SY 2022-2023, our campus communication system will increase communication opportunities.
- 10.3. The administration will provide clear feedback to students and parents.

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**Goal 1.** (Coordinated School Health) Coordinated School Health (CSH) is a cooperative approach to improve the physical, mental, and emotional health of all students, staff, and members of the educational community. A Whole Child approach is an effort to transition from a focus on narrowly defined academic achievement to one that promotes the long-term development and success of all children. A whole child is healthy, safe, engaged, supported, and challenged every day in every environment.

**Objective 1.** (CSH Implementation) By the end of SY 22-23, the campus will achieve at least a 70% (Acceptable) rating on each of the 11 areas of the Coordinated School Health Survey.

| Activity/Strategy  | Person(s) Responsible           | Timeline      | Resources | Evaluation  |
|--|---------------------------------|---------------|-----------|---|
| 1. Add coordinate school health communication to PTA meeting agendas, newsletters, websites, Maroon showcase, and family nights. (Target Group: All) (Strategic Priorities: 1)                       | Academic Leadership Team, Nurse | November 2022 |           | Criteria: PTA meeting agendas, newsletter documentation, website information, Maroon showcase, and volunteer list.<br><br>10/02/22 - On Track |
| 2. By the end of SY 22-23, the campus will achieve at least a 70% (Acceptable) rating on each of the 11 areas of the Coordinated School Health Survey. (Target Group: All) (Strategic Priorities: 1) | Administrators, Nurse           | Ongoing       |           | Criteria: Austin High School Coordinated School Health Survey data.<br><br>10/02/22 - On Track  |
| 3. Create a safety committee that meets monthly to monitor campus goals and state safety regulations. (Target Group: All) (Strategic Priorities: 1)  | Principal                       | October 2022  |           | Criteria: Safety committee sign in sheets, meeting summary, and meeting agenda.<br><br>10/02/22 - On Track                                    |

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**Objective 2.** (Community Engagement) Maintain minimum required Campus Advisory Council membership.

| Activity/Strategy   | Person(s) Responsible                | Timeline     | Resources | Evaluation   |
|---|--------------------------------------|--------------|-----------|--|
| 1. Hold at least 8 regular Campus Advisory Council meetings each year. (Target Group: All) (Strategic Priorities: 1) (ESF: 3,3.1)   | Administrators, Crisis Response Team | Fall 2022    |           | Criteria: CAC meeting minutes.<br>10/01/22 - On Track  |
| 2. Keep Campus Advisory Council meeting minutes available and accessible upon request. (Target Group: All) (Strategic Priorities: 1)  | CAC Members                          | October 2022 |           | Criteria: CAC meeting minutes.<br>10/03/22 - On Track  |
| 3. Have a standing Campus Advisory Council agenda item for reports from District Advisory Council members or members from other district-wide committees. (Strategic Priorities: 1) | CAC Members                          | Ongoing      |           | Criteria: CAC meeting minutes.<br>10/01/22 - Completed |

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**Objective 3.** (Social and Emotional School Climate) Incorporate social/emotional and CP&I strategies on campus.

| Activity/Strategy   | Person(s) Responsible       | Timeline      | Resources | Evaluation   |
|---|-----------------------------|---------------|-----------|--|
| 1. Create a PBIS reward system for staff and students that will increase campus involvement and reward staff and students for positive behavior. (Target Group: All) (Strategic Priorities: 1)        | Administrators              | November 2022 |           | Criteria: Student Climate Survey results will increase by 5% from last year's result.<br><br>10/02/22 - On Track                         |
| 2. Engage your campus community in No Place for Hate activities annually. (Target Group: All) (Strategic Priorities: 1)   | Academy Director, Principal | Fall 2022     |           | Criteria: No place for Hate Banner awarded 2022-2023.<br><br>10/01/22 - On Track   |
| 3. Promote SEL and CP&I via all methods of communication: newsletters, bulletin boards, announcements, phone calls, calendars, emails, and the marquee. (Target Group: All) (Strategic Priorities: 1) | Committee, Principal        | Ongoing       |           | Criteria: Campus newsletter, bulletin boards, announcements, phone calls, calendar, emails, and marquee data.<br><br>10/01/22 - On Track |



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**Goal 2.** (ESF Lever 1: Strong, Culturally Proficient Leadership) Effective, culturally-proficient campus instructional leaders with clear roles and responsibilities develop, implement, and monitor focused improvement plans that address the causes of low performance.

**Objective 1.** (ESF Essential Action 1.1) Developing campus instructional leaders (principal, assistant principal, counselors, teacher leaders) with clear roles and responsibilities.

| Activity/Strategy   | Person(s) Responsible    | Timeline       | Resources | Evaluation   |
|---|--------------------------|----------------|-----------|--|
| 1. Use the Equity-Focused Decision-Making tool to guide important decisions at the campus level. (Strategic Priorities: 1,2,3)  | Academic Leadership Team | Ongoing        |           | Criteria: Equity-based decision making tool training and student climate survey data.<br><br>10/02/22 - On Track<br>10/01/22 - Some Progress |
| 2. Campus instructional leaders have clear, written, and transparent roles and responsibilities, and core leadership tasks are scheduled on weekly calendars (observations, debriefs, team meetings). (Strategic Priorities: 1) | Principal                | September 2022 |           | Criteria: A-Team meeting agenda and published administrator duty information.<br><br>10/01/22 - Completed                                    |
| 3. Campus instructional leaders use consistent, written protocols and processes to lead their department, grade-level teams, or other areas of responsibility. (Strategic Priorities: 1,2)                                      | Academic Leadership Team | Ongoing        |           | Criteria: PLC agenda items.<br><br>10/01/22 - On Track   |
| 4. Performance expectations are clear, written, measurable, and match the job responsibilities. (Strategic Priorities: 1)   | Principal                | October 2022   |           | Criteria: Job description documentation.<br><br>10/03/22 - On Track  |

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**Goal 2.** (ESF Lever 1: Strong, Culturally Proficient Leadership) Effective, culturally-proficient campus instructional leaders with clear roles and responsibilities develop, implement, and monitor focused improvement plans that address the causes of low performance.

**Objective 2.** (ESF Essential Action 1.2) Focused plan of development and regular monitoring of SEL and CP&I outcomes.

| Activity/Strategy  | Person(s) Responsible                       | Timeline | Resources | Evaluation  |
|--|---|----------|-----------|---|
| 1. Ensure campus administration and staff have access to cultural proficiency professional learning opportunities in order to examine personal bias and learn language and actions to interrupt microaggressions towards students, staff, and families. (Target Group: All) (Strategic Priorities: 1) (ESF: 1,1.1,1.2,2,2.1,3,3.1) | Academic Leadership Team, Advisory Teachers | Ongoing  |           | Criteria: Cultural Proficiency Professional Development Tuesday sign-in sheet. District professional development Cultural Proficiency sign-in sheet.<br><br>10/02/22 - On Track |
| 2. Performance expectations are clear, written, measurable, and match the job responsibilities. (Target Group: All) (Strategic Priorities: 1)  | Principal                                   | Ongoing  |           | Criteria: Staff meeting agenda and CAPR monitoring deadlines.<br><br>10/02/22 - On Track  |
| 3. Campus instructional leaders meet on a weekly basis to focus on student progress and formative data. (Strategic Priorities: 1,2,3)  | Academic Leadership Team                    | Ongoing  |           | Criteria: ILT and administrator meeting agendas.<br><br>10/01/22 - On Track   |

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**Goal 2.** (ESF Lever 1: Strong, Culturally Proficient Leadership) Effective, culturally-proficient campus instructional leaders with clear roles and responsibilities develop, implement, and monitor focused improvement plans that address the causes of low performance.

**Objective 3.** (Objective 3-ESF Essential Action 1.3) Ensure campus administration and staff have access to cultural proficiency professional learning opportunities in order to examine personal bias and learn language and actions to interrupt microaggressions towards students, staff, and families.

| Activity/Strategy  | Person(s) Responsible           | Timeline       | Resources | Evaluation   |
|--|---------------------------------|----------------|-----------|--|
| 1. Ensure campus administration and staff have access to cultural proficiency professional learning opportunities in order to examine personal bias and learn language and actions to interrupt microaggressions towards students, staff, and families. (Target Group: All) (Strategic Priorities: 1) (ESF: 1,1.2,3,3.1,3.3,3.4) | Administrators, Leadership Team | December 2022  |           | Criteria: AISD cultural proficiency learning opportunity registration data and campus cultural proficiency learning opportunity sign-in sheets.<br><br>10/02/22 - On Track |
| 2. Determine your campus SEL and CP&I facilitators for the year. They will help drive and encourage the implementation of our campus. (Strategic Priorities: 1)  | Principal                       | September 2022 |           | Criteria: SEL and CP&I meeting agendas.<br><br>10/01/22 - Completed  |
| 3. Develop a Campus Steering Committee and include parents, students and staff who are representative of your community. (Target Group: All) (Strategic Priorities: 3)   | Principal, PTA President        | September 2022 |           | Criteria: Campus advisory council and PTSA meeting agendas.<br><br>10/01/22 - On Track   |

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**Goal 3.** (ESF Lever 2: Effective, Culturally-Proficient Teachers (STRATEGIC STAFFING)) Campus leadership retains effective, well-supported teachers by strategically recruiting, selecting, assigning and inducting teachers so that all students have access to high-quality educators. Teachers and principals are provided ongoing coaching to foster reflection, analyze disaggregated student data, and continuously improve culturally-responsive, rigorous, and relationship-centered instruction.

**Objective 1.** (ESF Essential Action 2.1) Recruit, select, assign, induct, and retain a full staff of highly qualified, culturally proficient educators that match the demographics of the school community

| Activity/Strategy   | Person(s) Responsible  | Timeline     | Resources | Evaluation   |
|---|--|--------------|-----------|--|
| 1. Ensure staff have access to at least three hours of professional learning in SEL and CP&I. (Strategic Priorities: 1) (ESF: 3,3.1,3.2,3.3)                                  | Academic Leadership Team, SEL Campus Coordinator                     | Ongoing      |           | Criteria: Professional development Tuesday agenda.<br><br>10/01/22 - On Track                                      |
| 2. The campus implements ongoing and proactive recruitment strategies that include many sources for high-quality candidates.  | Principal  | Ongoing      |           | Criteria: Job fair attendance data and higher education communication data.<br><br>10/02/22 - On Track             |
| 3. Clear selection criteria, protocols, hiring and induction processes are in place and align with the school's vision, mission, values, and goals. (Strategic Priorities: 1) | Academic Leadership Team, Administrators, Coaches, Parents, Teachers | October 2022 |           | Criteria: New teacher orientation meeting agendas and hiring committee meeting agendas.<br><br>10/02/22 - On Track |

# AUSTIN H S

**Goal 3.** (ESF Lever 2: Effective, Culturally-Proficient Teachers (STRATEGIC STAFFING)) Campus leadership retains effective, well-supported teachers by strategically recruiting, selecting, assigning and inducting teachers so that all students have access to high-quality educators. Teachers and principals are provided ongoing coaching to foster reflection, analyze disaggregated student data, and continuously improve culturally-responsive, rigorous, and relationship-centered instruction.

**Objective 2.** (ESF Essential Action 2.2) Building teacher capacity through observation and feedback cycles.

| Activity/Strategy  | Person(s) Responsible  | Timeline     | Resources | Evaluation   |
|--|--|--------------|-----------|--|
| 1. Utilize PPfT strategies and timelines to provide immediate feedback and coach opportunities. (Target Group: All) (Strategic Priorities: 1) (ESF: 1,1.2,3,3.1,3.2,5,5.1,5.2,5.3) | Administrators   | Ongoing      |           | Criteria: Frontline walkthrough data.<br><br>10/02/22 - On Track   |
| 2. Grade-level and content-area teams have strong, supported teacher leaders trained in adult learning facilitation and team dynamics. (Strategic Priorities: 1)                   | Administrators, Principal  | October 2022 |           | Criteria: Leadership training sign-in sheets.<br><br>10/02/22 - On Track   |
| 3. Ensure staff access to at least three hours of professional learning in SEL and CP&I. (Target Group: All) (Strategic Priorities: 1)   | Administrators, Principal, SEL Committee, Teacher Assistants, Teachers | October 2022 |           | Criteria: Professional Development Tuesday sign-in sheets and district professional development sign-in sheets.<br><br>10/02/22 - On Track |

# AUSTIN H S

**Goal 3.** (ESF Lever 2: Effective, Culturally-Proficient Teachers (STRATEGIC STAFFING)) Campus leadership retains effective, well-supported teachers by strategically recruiting, selecting, assigning and inducting teachers so that all students have access to high-quality educators. Teachers and principals are provided ongoing coaching to foster reflection, analyze disaggregated student data, and continuously improve culturally-responsive, rigorous, and relationship-centered instruction.

**Objective 3.** (Objective 3 - ESF Essential Action 2.3) Clear selection criteria, protocols, hiring and induction processes are in place and align with the school's vision, mission, values, and goals.

| Activity/Strategy  | Person(s) Responsible    | Timeline     | Resources | Evaluation  |
|--|--------------------------|--------------|-----------|---|
| 1. Teacher placements are strategically based on student needs and teacher strengths. (Strategic Priorities: 1) (ESF: 2,2.1,5,5.2)   | Administrators           | Ongoing      |           | Criteria: Master schedule meeting agenda notes.<br><br>10/02/22 - On Track                      |
| 2. Campus instructional leaders use normed tools and processes to conduct observations, capture trends, and track progress over time. (Target Group: All) (Strategic Priorities: 1)                                      | Academic Leadership Team | October 2022 |           | Criteria: PPfT observations and Frontline Informal Walkthrough Data.<br><br>10/02/22 - On Track |
| 3. Observation debrief conversations occur within 48 hours of observation and include high-leverage, bite-sized, clear, actionable feedback with clear models and opportunities to practice. (Strategic Priorities: 1,2) | Academic Leadership Team | Ongoing      |           | Criteria: Frontline Walkthrough and PPfT observation data.<br><br>10/02/22 - On Track           |

# AUSTIN H S

**Goal 4.** (ESF Lever 3: Positive School Culture) Positive school culture requires a compelling and aligned vision, mission, goals and values, explicit behavioral expectations and management system, proactive and responsive student support services, and involved families and community.

**Objective 1.** (ESF Essential Action 3.1) Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations

| Activity/Strategy  | Person(s) Responsible                                  | Timeline     | Resources | Evaluation  |
|--|--|--------------|-----------|---|
| 1. We will complete a campuswide Mission and Vision restructuring. The restructuring will be focused on Safety and High achievement. (Target Group: All) (Strategic Priorities: 1,2,3) | Academic Leadership Team, Teacher Assistants, Teachers | October 2022 |           | Criteria: Professional development sign-in sheets.<br>10/02/22 - On Track |
| 2. Stakeholders are engaged in creating and continually refining the campus' mission, vision, and values. (Strategic Priorities: 1,2,3)  | Academic Leadership Team                               | Ongoing      |           | Criteria: PD agenda/ILT retreat/A-Team retreat.<br>10/02/22 - On Track    |
| 3. Establish an SEL team to align school-wide and classroom expectations to the campus vision and establish a safe and engaging learning environment. (Target Group: All)              | Principal  | October 2022 |           | Criteria: SEL committee team notes.<br>10/02/22 - On Track                |

# AUSTIN H S

**Goal 4.** (ESF Lever 3: Positive School Culture) Positive school culture requires a compelling and aligned vision, mission, goals and values, explicit behavioral expectations and management system, proactive and responsive student support services, and involved families and community.

**Objective 2.** (ESF Essential Action 3.2) Explicit behavioral expectations and management systems for students and staff

| Activity/Strategy  | Person(s) Responsible  | Timeline | Resources | Evaluation   |
|--|------------------------|----------|-----------|--|
| 1. Create social and emotional learning lessons. These lessons will be designed to support student behavior. (Target Group: All)   | SEL Committee          | Ongoing  |           | Criteria: Lesson Plan Success<br>Criteria<br>10/02/22 - On Track<br>09/08/22 - Pending |
| 2. All staff and students are taught, practice, and reinforce behavioral expectations with a common language. (Target Group: All)<br>(Strategic Priorities: 1)   | SEL Campus Coordinator | Ongoing  |           | Criteria: Reduction in student ALC removal percentages.<br>10/02/22 - On Track         |
| 3. Data systems exist to track all discipline referrals, attendance, and interventions and the data is regularly reviewed to identify trends and adapt accordingly. (Target Group: All)<br>(Strategic Priorities: 1) | Administrators         | Ongoing  |           | Criteria: Campus discipline data monitoring.<br>10/02/22 - On Track                    |



# AUSTIN H S

**Goal 4.** (ESF Lever 3: Positive School Culture) Positive school culture requires a compelling and aligned vision, mission, goals and values, explicit behavioral expectations and management system, proactive and responsive student support services, and involved families and community.

**Objective 3.** (ESF Essential Action 3.4) Involving families and community

| Activity/Strategy  | Person(s) Responsible     | Timeline       | Resources | Evaluation   |
|--|---------------------------|----------------|-----------|--|
| 1. Organize a communication system that targets all stakeholders. Include a system that target less involved parents. (Title I SW Elements: 3.1) (Target Group: All,H,AA)  | Administrators, Principal | October 2022   |           | Criteria: Coffee with the principal agenda.<br>10/02/22 - On Track |
| 2. Work with your campus facilitator(s) and SEL and CP&I specialist to identify areas of strength and growth and set goals for the school year. (Strategic Priorities: 1)  | Principal, SEL Committee  | September 2022 |           | Criteria: SEL Meeting agenda<br>10/02/22 - On Track                |
| 3. Manage school support staff through monthly individual admin huddles (e.g. Deans, Assistant Principals, etc.) to ensure that leadership of school culture is shared and executed effectively. (Strategic Priorities: 1) | Principal                 | Ongoing        |           | Criteria: CAPR meeting agenda<br>10/02/22 - On Track               |

# AUSTIN H S

**Goal 5.** (ESF Lever 4: High Quality, Inclusive Instructional Materials and Assessments) All students engage daily with TEKS-aligned, high-quality instructional materials, and assessments that support learning at appropriate levels of rigor. All students are provided a rigorous, relevant and inclusive curriculum centering their language, racial and cultural identities.

**Objective #.** No objectives defined.

| Activity/Strategy      | Person(s) Responsible | Timeline | Resources | Evaluation |
|------------------------|-----------------------|----------|-----------|------------|
| No strategies defined. |                       |          |           |            |

# AUSTIN H S

**Goal 6.** (ESF Lever 5: Effective, Culturally Relevant and Sustaining Instruction) Campus leaders provide teachers with job-embedded professional development and access to time and data needed to reflect, adjust, and deliver instruction that meets the needs of all students. Teachers implement consistent and culturally relevant instruction that is rigorous and rooted in relationships and the community for every child, every day.

**Objective #.** No objectives defined.

| Activity/Strategy      | Person(s) Responsible | Timeline | Resources | Evaluation |
|------------------------|-----------------------|----------|-----------|------------|
| No strategies defined. |                       |          |           |            |

# AUSTIN H S

**Goal 7.** (Support for Special Populations) The Special Education team exists to support the Austin ISD mission of ensuring children who receive special education services are provided with access to Free and Appropriate Public Education in the Least Restrictive Environment to ensure they receive a quality education that enables them to achieve their potential and participate fully in future social, economic and educational opportunities.

**Objective #.** No objectives defined.

| Activity/Strategy      | Person(s) Responsible | Timeline | Resources | Evaluation |
|------------------------|-----------------------|----------|-----------|------------|
| No strategies defined. |                       |          |           |            |

# AUSTIN H S

**Goal 8.** (PreK - 12+ College, Career, and Life Readiness) We are focused on ensuring that our students are prepared for a changing and increasingly complex future; to cultivate the knowledge, skills, mindset of a lifelong learner in order to be successful beyond high school.

**Objective #.** No objectives defined.

| Activity/Strategy      | Person(s) Responsible | Timeline | Resources | Evaluation |
|------------------------|-----------------------|----------|-----------|------------|
| No strategies defined. |                       |          |           |            |

# AUSTIN H S

**Goal 9.** (Increased Enrollment) Insert SMART enrollment goal here

**Objective 1.** (Increased Enrollment) Campus enrollment will increase from 2328 to 2340 by 1% on December 15, 2021. SMART Goal Semester 2: 85% of current students will be registered for SY 22-23 by June 1, 2022.

| Activity/Strategy  | Person(s) Responsible  | Timeline | Resources | Evaluation  |
|--|------------------------|----------|-----------|---|
| 1. Monitor enrollment numbers by week and by student group. (Target Group: All) (ESF: 1,1.2)   | Administrators         | Ongoing  |           | Criteria: Attendance reports<br>10/02/22 - On Track                   |
| 2. Provide monthly school tours to bring in the community and highlight successes and strengths. (Target Group: All) (ESF: 1,1.2)  | Campus Leadership Team | Ongoing  |           | Criteria: Sign up sheets for campus tours.<br>10/02/22 - On Track     |
| 3. Visit a larger portion of middle schools to recruit candidates for our Academies at Austin High School. (Target Group: All,H,AA,ECD,ESL,Migrant,EB,SPED,GT,M,F, AtRisk,Dys,HS,504) (ESF: 1,1.2) | Academy Director       | Ongoing  |           | Criteria: Academy director recruitment agenda.<br>10/02/22 - On Track |

# AUSTIN H S

**Goal 9.** (Increased Enrollment) Insert SMART enrollment goal here

**Objective 2.** (Objective 2 - Increased Enrollment) Create a tracking system that monitors when students withdraw, why they withdrew, and which school they're going to attend.

| Activity/Strategy   | Person(s) Responsible                       | Timeline     | Resources | Evaluation  |
|---|---|--------------|-----------|---|
| 1. Set monthly targets in the spring to hit registration goals and create multiple registration opportunities during that time. (Strategic Priorities: 1) | Academy Director, Administrators, Principal | October 2022 |           | Criteria: Academy meeting minutes.<br>10/03/22 - On Track |
| 2. Create a tracking system that monitors when students withdraw, why they withdrew, and which school they're going to attend. (Strategic Priorities: 1)  | Registrar                                   | October 2022 |           | Criteria: Enrollment Data<br>10/03/22 - On Track          |
| 3. Update academy literature, social media, and marketing. (Strategic Priorities: 1)  | Academy Director, Principal                 | October 2022 |           | Criteria: Academy marketing plan<br>10/03/22 - On Track   |

# AUSTIN H S

**Goal 9.** (Increased Enrollment) Insert SMART enrollment goal here

**Objective 3.** (Objective 3 - Increased Enrollment) Create a marketing plan to rebrand and introduce our academy model.

| Activity/Strategy  | Person(s) Responsible | Timeline     | Resources | Evaluation  |
|--|-----------------------|--------------|-----------|---|
| 1. Update the website weekly to provide regular communication to campus communities (dynamic information like calendar, announcements, kudos, etc.). (Strategic Priorities: 1) | Website Manager       | Ongoing      |           | Criteria: Website information data<br>10/03/22 - On Track |
| 2. Post to social media at least weeckly to provide regular communication to campus communities.   | Academy Director      | Ongoing      |           | Criteria: Social media information<br>10/03/22 - On Track |
| 3. Invite assigned vertical team ACPTA board member representative to be part of CAC. (Strategic Priorities: 1)  | Principal             | October 2022 |           | Criteria: CAC meeting agenda<br>10/03/22 - On Track       |



# AUSTIN H S

**Goal 10.** (Exemplary Customer Service) Insert description of CARES here

**Objective 1.** By the end of SY 22-23, the campus will increase its customer service calls by 5% per semester.

| Activity/Strategy   | Person(s) Responsible      | Timeline | Resources | Evaluation   |
|---|----------------------------|----------|-----------|--|
| 1. Prioritize CARES Customer Service Standards and best practices to ensure exceptional customer service and equitable experiences that cultivate a culture of respect. (Strategic Priorities: 1) | Office Staff, Principal    | Ongoing  |           | Criteria: Office staff meeting agenda.<br>10/02/22 - On Track    |
| 2. Strive to read and accurately respond to campus Let's Talk dialogues within 24 hours.  | Principal                  | Ongoing  |           | Criteria: Campus response data.<br>10/02/22 - On Track           |
| 3. Ensure the campus website is systematically reviewed and actively maintained with accurate information. (Strategic Priorities: 1)  | Principal, Website Manager | Ongoing  |           | Criteria: Website review agenda and data.<br>10/02/22 - On Track |

# AUSTIN H S

**Goal 10.** (Exemplary Customer Service) Insert description of CARES here

**Objective 2.** By the end of SY 2022-2023, our campus communication system will increase communication opportunities.

| Activity/Strategy   | Person(s) Responsible    | Timeline     | Resources | Evaluation   |
|---|--------------------------|--------------|-----------|--|
| 1. We will add an arm of communication that will provide an open dialogue between staff and administration. (Strategic Priorities: 1) | Academic Leadership Team | Ongoing      |           | Criteria: Teacher principal chat agenda.<br>10/02/22 - On Track      |
| 2. We will reorganize campus social media that will send up-to-date information to all stakeholders. (Strategic Priorities: 1)        | Academy Director         | October 2022 |           | Criteria: Social media data.<br>10/02/22 - On Track                  |
| 3. Increase the number of parent mingles and include campus communication during these events. (Strategic Priorities: 1)              |                          | Ongoing      |           | Criteria: Austin High parent mingle programs.<br>10/02/22 - On Track |

# AUSTIN H S

**Goal 10.** (Exemplary Customer Service) Insert description of CARES here

**Objective 3.** The administration will provide clear feedback to students and parents.

| Activity/Strategy  | Person(s) Responsible   | Timeline       | Resources | Evaluation  |
|--|---|----------------|-----------|---|
| 1. Host parent/Teacher conferences in the fall semester to discuss student progress.                 | Academic Leadership Team, Teachers                              | September 2022 |           | Criteria: Parent-teacher conference sign-in sheets.<br>10/02/22 - Completed |
| 2. Monitor student progress and plan meetings based on the data collected. (Strategic Priorities: 1) | Academy Director, Administrators, Coaches, Counselor, Principal | Ongoing        |           | Criteria: Administration meeting agenda.<br>10/03/22 - On Track             |
| 3. All parent phone calls/emails will be returned in 24/48 hours.                                    | Administrators  | Ongoing        |           | Criteria: Community climate survey data.<br>10/03/22 - On Track             |

# AUSTIN H S

**Goal 11.** (Title 1 Compliance Packet) Complete and upload all documentation within to confirm and ensure all following Title I Compliance Requirements have been met.

**Objective #.** No objectives defined.

| Activity/Strategy      | Person(s) Responsible | Timeline | Resources | Evaluation |
|------------------------|-----------------------|----------|-----------|------------|
| No strategies defined. |                       |          |           |            |

# AUSTIN H S Site Base

| Name             | Position |
|------------------|----------|
| No rows defined. |          |

**Accountability Projection based on Short Cycle Assessments is an Estimate Only: 2021 CCMR and Grad Rates will be used in conjunction with SCAs in Domain Calculations**

**STUDENT ACHIEVEMENT DOMAIN**



**SCALED SCORE AND GRADE**

| 2021 STAAR | SCA 1 | SCA 2 | SCA 3 | 2022 STAAR Goal |
|------------|-------|-------|-------|-----------------|
| 95         | 87    | 90    | 93    | 95.6            |
| A          | B     | A     | A     | A               |

**SCHOOL PROGRESS DOMAIN**



**SCALED SCORE AND GRADE**

| 2021 STAAR | SCA 1 | SCA 2 | SCA 3 | 2022 STAAR Goal |
|------------|-------|-------|-------|-----------------|
| 88         | 82    | 89    | 86    | 90              |
| B          | B     | B     | B     | A               |

**CLOSING THE GAPS DOMAIN**



**SCALED SCORE AND GRADE**

| 2021 STAAR | SCA 1 | SCA 2 | SCA 3 | 2022 STAAR Goal |
|------------|-------|-------|-------|-----------------|
| 85         | 74    | 77    | 77    | 88              |
| B          | C     | C     | C     | B               |

**Student Achievement Components**

| 2021 Value                     | SCA 1 | SCA 2 | SCA 3 | 2022 STAAR Goal |     |
|--------------------------------|-------|-------|-------|-----------------|-----|
| TAAR Performance Approaches    | 87    | 70%   | 78%   | 81%             | 90% |
| STAAR Performance Meets        | 71    | 36%   | 48%   | 64%             | 81% |
| STAAR Performance Masters      | 30    | 21%   | 31%   | 25%             | 37% |
| STAAR Performance Raw Score    | 63    | 42    | 52    | 57              | 69  |
| STAAR Performance Scaled Score | 91    | 71    | 79    | 86              | 92  |
| CCMR - State Raw Score         | 94    | --    | --    | --              | 95  |
| CCMR - State Scaled Score      | 99    | --    | --    | --              | 99  |
| Grad Rate Raw Score            | 99    | --    | --    | --              | 99  |
| Grad Rate Scaled Score         | 95    | --    | --    | --              | 96  |

Leave Blank

**STAAR Progress Components**

| 2021 Value                            | SCA 1      | SCA 2      | SCA 3      | 2022 STAAR Goal |            |
|---------------------------------------|------------|------------|------------|-----------------|------------|
| Academic Growth Raw Score             | --         | 59         | 79         | 63              | 70         |
| Academic Growth Scaled Score          | --         | 65         | 89         | 70              | 80         |
| Economically Disadvantaged %          | 23.5       | 23.5       | 23.5       | 22.2            | 22.2       |
| Economically Disadvantaged % Grouping | 23.1 to 24 | 23.1 to 24 | 23.1 to 24 | 22.1 to 23      | 22.1 to 23 |
| Relative Performance Raw Score        | 79         | 68         | 73         | 76              | 82         |
| Relative Performance Scaled Score     | 88         | 82         | 85         | 86              | 90         |

**Closing the Gaps Components**

| Academic Achievement |    |           | Graduation        |    |           |
|----------------------|----|-----------|-------------------|----|-----------|
| 2021 Values:         | 13 | out of 18 | 2021 Values:      | 6  | out of 7  |
| SCA 1:               | 2  | out of 12 | Leave Blank       | -- | out of -- |
| SCA 2:               | 5  | out of 12 | Leave Blank       | -- | out of -- |
| SCA 3:               | 5  | out of 12 | Leave Blank       | -- | out of -- |
| 2022 STAAR Goals:    | 15 | out of 18 | 2022 STAAR Goals: | 7  | out of 7  |

**English Language Proficiency**

| English Language Proficiency |   |          | School Quality    |    |           |
|------------------------------|---|----------|-------------------|----|-----------|
| 2021 Values:                 | . | out of . | 2021 Values:      | 9  | out of 9  |
| SCA 1:                       | 0 | out of 1 | Leave Blank       | -- | out of -- |
| SCA 2:                       | 0 | out of 1 | Leave Blank       | -- | out of -- |
| SCA 3:                       | 0 | out of 1 | Leave Blank       | -- | out of -- |
| 2022 TELPAS Goals:           | 1 | out of 1 | 2022 STAAR Goals: | 9  | out of 9  |

**OVERALL**

**SCORE AND GRADE**

|       | 2021 STAAR | SCA 1 | SCA 2 | SCA 3 | 2022 STAAR Goal |
|-------|------------|-------|-------|-------|-----------------|
| SCORE | 92         | 83    | 86    | 88    | 93              |
| GRADE | A          | B     | B     | B     | A               |

Click on the campus name below to select your campus from the drop-down menu.

Campus Name: **Austin**

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