



Reinventing the urban school experience together

## Evaluation of Campus Performance in Community and Student Engagement

### Eastside Memorial High School

1012 Arthur Stiles Road, Austin, TX, 78721

#### Campus Demographics

Grade Levels	9,10,11,12
Vertical Team	Eastside
Title 1	Yes
Trustee District	District 2
Enrollment	551

#### Austin ISD 2015-2020 Strategic Plan

##### Core Beliefs:

1. All students will graduate college-, career-, and life-ready.
2. We will create an effective, agile, and responsive organization.
3. We will create vibrant relationships critical for successful students and schools.

##### Values:

- ◆ Whole Child Every Child
- ◆ Physical, social, and emotional health and safety
- ◆ Equity, diversity, and inclusion
- ◆ High expectations for all students, employees, parents/guardians, and community members
- ◆ Creativity, collaboration, and innovation
- ◆ Community schools
- ◆ Life-long learning

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

This rating system is required by House Bill 5 (see TEC § 39.0545 for details about the law). It allows each campus to showcase the opportunities they provide to students, families, and the community in areas other than standardized testing.

Details about the law and rating system can be found at [www.austinisd.org/cda/hb5-community-student-engagement](http://www.austinisd.org/cda/hb5-community-student-engagement).

# Eastside Memorial High School

## Fine Arts: Exemplary

The school provides appropriately certified fine arts teachers for the various fine arts course offerings.



The school offers sequential instruction in three (3) or more fine arts disciplines. Fine arts instruction and/or creative learning strategies will be included in the 2015-16 Campus Improvement Plan.

Fine Arts productions or exhibitions: Pantherettes Spring Show, Band and Choir Winter tour playing for the EMVT

Fine Arts community experiences: Fall Harvest Festival, Spring STEAM Festival, Community Dinner performances

Creative writing/literary publications: Yearbook, School Newspaper

Interscholastic activities: UIL One Act Play, UIL Band, Choir, VASE

Fine Arts career exploration: UT Theater production

After school activities: band/choir, drum club, blues band

## Wellness and Physical Education: Exemplary

The FITNESSGRAM assessment is administered to at least 90% of all students in grades 3-12.

At least 95% of students have completed their required immunizations.

The campus is designated as No Place for Hate®.

At least one performance objective to increase health and wellness will be included in the 2015-16 Campus Improvement Plan.

Extracurricular athletic opportunities for girls: Volleyball, basketball, cross country, track, softball

Extracurricular athletic opportunities for boys: Football, basketball, baseball, track, wrestling

Community education programs: Field Day, Student/Faculty volleyball and basketball tournament, Harvest Fest-community health fair

Staff fitness and wellness activities: Weekly Mindfulness Meditation sessions offered by teachers, Yoga, Field Day

Extra physical activities for students: Power Hour Clubs, Brain Breaks



## Community & Parental Involvement: Exemplary

The annual Parent Satisfaction Survey is administered.



The school has an active Parent Teacher Association.

The school employs a Parent Support Specialist, at least half time.

At least one (1) performance objective to increase community and parental involvement will be included in the 2015-16 Campus Improvement Plan.

Opportunities to get involved: Harvest Fest, Steam Fest, Community Alliance Luncheons

Regular forms of communication: Parent Information Letters, Parent meetings translated, School Messenger

Parent informational events: Open House, Panther Preview, EMHS Showcase

Adult learning opportunities: Connecting the Dots, ESL classes, Parent Ambassadors

Family Fun events: STEAM Fest, Harvest Fest, Field Day

## 21st Century Workforce Development Program: Exemplary

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

The school provides students and parents, especially first-generation college students, information about postsecondary opportunities.

Students have mentors from middle or high schools.

At least one (1) performance objective to increase 21st Century Workforce Development will be included in the 2015-16 Campus Improvement Plan.

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

Advanced coursework opportunities: Dual Credit, Advanced Placement

College/Career events: Career Interest Inventory, College Signing Day



# Overall Community & Student Engagement Rating: Exemplary

## Second Language Acquisition Program: Exemplary

All students receiving bilingual/ESL services are supported by a certified bilingual/ESL teacher.



The school provides expanded opportunities for students to learn Languages Other Than English.

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

The school has an active Language Proficiency Assessment Committee that meets TEA expectations.

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

At least one (1) performance objective to increase second language acquisition will be included in the 2015-16 Campus Improvement Plan.

TEA approved language program: Sheltered Instruction

Cultural awareness programs/special events: Cultural Awareness Parent Events, World Cup, Peace Rally

## Digital Learning Environment: Exemplary

The school provides training for staff and activities or programs for students on how to recognize and prevent cyberbullying.



At least one (1) performance objective to improve the digital learning environment will be included in the 2015-16 Campus Improvement Plan.

Students and teachers are provided training in digital safety and security.

Students have access to online or computer-based coursework.

Career & Technical Education course offerings: Graphic Design, Auto Tech, Health Science

## Dropout Prevention Strategies: Exemplary

The school provides training for staff and activities or programs for students on how to recognize and prevent bullying.



Daytime or evening child care is offered at the school so that students can attend classes.

At least one (1) performance objective to either increase dropout prevention strategies or improve attendance will be included in the 2015-16 Campus Improvement Plan.

Credit recovery program: Twilight School

Mentorship program: Adopt-A-Child

Alternative scheduling is offered to help at risk students balance classes with work, child-care, and extracurricular activities.

The school provides a full-time Dropout Prevention Specialist or Parent Support Specialist.

## Educational Programs for Gifted and Talented Students: Exemplary

GT Program Service Design: Recognized



GT Program Curriculum and Instruction: Exemplary

At least one (1) performance objective implementing advanced academic strategies and resources will be included in the 2015-16 Campus Improvement Plan.

Extracurricular enrichment activities: UIL Academics, Green Teens

Academic competitions: A&M Math competition, UIL Academic meet

Parent and community outreach: Summer Leadership Camp, Advanced math summer school

# Eastside Memorial High School

## Compliance: Yes

The school's current year Campus Improvement Plan is complete and has been approved by the district.

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

Parents are provided opportunities for their children to receive free immunizations, vision screening, and hearing screening.

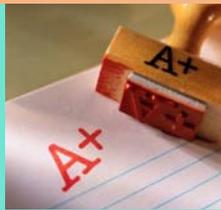
At least 80% of teachers are rated Proficient/Effective or better on the Professional Development and Appraisal System or Professional Pathways for Teachers evaluation system.

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

Students identified by the §504 committee as being dyslexic are provided appropriate services.

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.



## 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 served as a baseline year for this process. In 2014-15, the DAC re-evaluated the list of indicators and decided to maintain them for an additional two years.

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