Stephen F. Austin High School
1715 W Cesar Chavez Street, Austin, TX, 78703

FACTORS | RATINGS
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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.

Campus Demographics
Grade Levels: 9,10,11,12
Vertical Team: Austin
Trustee District: 5
Enrollment: 2153

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
Fine Arts: **EXEMPLARY**

- The school provides full time art and music teachers.
- The school offers fine arts curriculum in grades K-5.
- Fine arts instruction and/or creative learning strategies will be included in the 2017-18 Campus Improvement Plan.
- Fine Arts productions or exhibitions: Red Jacket Spring Show, Choir, Theatre, Band, Orchestra, Ballet Folklorico concerts
- Fine Arts community experiences: Orchestra Concerts with feeder school students, Orchestra Concerts with feeder school students, Marching Band performance with feeder middle school student
- Creative writing/literary publications: The Maroon?, The Comet - Yearbook
- Interscholastic activities: UIL One Act Play, UIL District Journalism Competition
- Fine Arts career exploration: English Speaking Union Shakespeare presenters? theater
- After school activities: Photography Club, Marching Band, Art Club

Wellness & Physical Education: **EXEMPLARY**

- 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 2017-18 Campus Improvement Plan.
- Extracurricular athletic opportunities for girls: volleyball, softball, wrestling, basketball, marching band
- Extracurricular athletic opportunities for boys: football, soccer, basketball, baseball, wrestling
- Staff fitness and wellness activities: Rowing, Hike & Bike Trail Running, Yoga
- Extra physical activities for students: Open Gym, FIT Sessions

Community & Parental Involvement: **EXEMPLARY**

- The school has an active Parent Teacher Association.
- At least one (1) performance objective to increase community and parental involvement will be included in the 2017-18 Campus Improvement Plan.
- Opportunities to get involved: PTSA Parent Education Series, Field Trip Chaperones, Volunteering opportunities and partnerships
- Regular forms of communication: The Maroon Update - parent E-newsletter, Naviance/School Messenger, Online surveys
- Parent informational events: Back to School Night, Parent Seminars, Incoming 9th grade information night
- Family Fun events: Orchestra Monster Concert & Carnival, Trustee Awards Ceremony, Vertical Team Family Night before Football Game
- Parent educational events: Understanding the Adolescent Brain, Teen Relationships

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 2017-18 Campus Improvement Plan.
- Advanced coursework opportunities: Dual Credit for high school students, Articulated credit in career and technology courses
- College/Career events: AVID College Visits, FAFSA Info Night

http://www.austinisd.org/cda/hb5-community-student-engagement
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 one (1) performance objective to increase second language acquisition will be included in the 2017-18 Campus Improvement Plan.
- TEA approved language program: ESOL 1 and 2 classes
- Opportunity for developing international relationships: Global Studies trips to Costa Rica and Ecuador
- Cultural awareness programs/special events: African American Heritage Program, Ballet Folklorico Cinco de Mayo performance, Global Studies trips to Costa Rica and Ecuador

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 2017-18 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: PLTW Engineering, PLTW Biomedical, Media Arts

Dropout Prevention Strategies: EXEMPLARY

- The school has an overall attendance rate of greater than or equal to 93.8% or made improvement over the prior year.
- The school provides training for staff and activities or programs for students on how to recognize and prevent bullying.
- At least one (1) performance objective to either increase dropout prevention strategies or improve attendance will be included in the 2017-18 Campus Improvement Plan.
- Credit recovery program: Delta
- Mentorship program: Link Crew and PALS
- 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 & Talented Students: EXEMPLAR

- GT Program Student Assessment: Exemplary
- GT Program Service Design: Exemplary
- GT Program Curriculum and Instruction: Exemplary
- GT Program Professional Development: Exemplary
- GT Program Family-Community Involvement: Recognized
- At least one (1) performance objective implementing advanced academic strategies and resources will be included in the 2017-18 Campus Improvement Plan.
- Extracurricular enrichment activities: iLab, Service Projects
- Academic competitions: UIL Debate, Model UN
- Parent and community outreach: College Night, College Night
AISD 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.