# Evaluation of Campus Performance in Community and Student Engagement

**2016-17**

## William B. Travis Early College High School

1211 E Oltorf Street, Austin, TX, 78704

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<table>
<thead>
<tr>
<th>FACTORS</th>
<th>RATINGS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fine Arts</td>
<td>Exemplary</td>
</tr>
<tr>
<td>Wellness and Physical Education</td>
<td>Exemplary</td>
</tr>
<tr>
<td>Community and Parental Involvement</td>
<td>Exemplary</td>
</tr>
<tr>
<td>21st Century Workforce Development Program</td>
<td>Exemplary</td>
</tr>
<tr>
<td>Second Language Acquisition Program</td>
<td>Exemplary</td>
</tr>
<tr>
<td>Digital Learning Environment</td>
<td>Exemplary</td>
</tr>
<tr>
<td>Dropout Prevention Strategies</td>
<td>Exemplary</td>
</tr>
<tr>
<td>Educational Programs for Gifted and Talented Students</td>
<td>Recognized</td>
</tr>
</tbody>
</table>

### Compliance

- Yes

### Overall Performance

- Exemplary

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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.

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**Campus Demographics**

- **Grade Levels:** 9, 10, 11, 12
- **Vertical Team:** Travis
- **Trustee District:** 6
- **Enrollment:** 1341

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**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.
- Fine arts instruction and/or creative learning strategies will be included in the 2017-18 Campus Improvement Plan.
- Fine Arts productions or exhibitions: UIL, VASE
- Fine Arts community experiences: UIL, VASE, Creative Learning Initiative
- Creative writing/literary publications: Yearbook, Collection of Short Essays
- Interscholastic activities: Theater, Music
- Fine Arts career exploration: Career Day
- After school activities: Band, Photography, Art

Wellness & Physical Education: EXEMPLARY

- The campus implements a Coordinated Approach to Child Health program and earned a Recognized or Exemplary rating on the Coordinated School Health Survey.
- 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 2017-18 Campus Improvement Plan.
- Extracurricular athletic opportunities for girls: ROTC, Dance, Volleyball, Basketball and Soccer
- Extracurricular athletic opportunities for boys: ROTC, Football, Baseball, Basketball and Track
- Community education programs: Food Bank, Healthy Choices Week, AISD Food Truck
- Staff fitness and wellness activities: Yoga, Food and Nutrition class, Healthy Choices PD
- Extra physical activities for students: Mindfulness, Brain Breaks

Community & Parental Involvement: EXEMPLARY

- 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 2017-18 Campus Improvement Plan.
- Opportunities to get involved: Operation School Bell, Family Resource Center, Mentoring
- Regular forms of communication: Parent Connect, Newsletter, Surveys
- Parent informational events: Dual Language, Back to School, TREX
- Parent educational events: Dyslexia, SEAC
- Adult learning opportunities: English Class, Computer class, Healthy eating
- Family Fun events: TREX, Trustee Awards, Principal Coffee
- Parent events: Dyslexia, SEAC

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: English, Psychology
- College/Career events: College Send Off, College Signing Day
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 2017-18 Campus Improvement Plan.
- TEA approved language program: bilingual
- Opportunity for developing international relationships: Exchange
- Cultural awareness programs/special events: Latino Awards, African American Heritage Celebration, Exchange

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: Engineering, Video Game Design, Media

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 2017-18 Campus Improvement Plan.
- Credit recovery program: Twilight
- Mentorship program: My Brother’s Keeper
- 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: RECOGNIZED

- GT Program Curriculum and Instruction: Exemplary
- At least one (1) performance objective implementing advanced academic strategies and resources will be included in the 2017-18 Campus Improvement Plan.
- Parent and community outreach: Principal Coffee, Principal Coffee
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.