# Evaluation of Campus Performance in Community and Student Engagement

## James Bowie High School

4103 W Slaughter Lane, Austin, TX, 78749

<table>
<thead>
<tr>
<th>FACTORS</th>
<th>RATINGS</th>
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<tbody>
<tr>
<td>Fine Arts</td>
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<td>Wellness and Physical Education</td>
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<td>Educational Programs for Gifted and Talented Students</td>
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</tr>
<tr>
<td>Compliance</td>
<td>Yes</td>
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| 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

<table>
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<th>Grade Levels: 9,10,11,12</th>
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<td>Vertical Team: Bowie</td>
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<td>Trustee District: 7</td>
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<td>Enrollment: 2901</td>
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</table>

## 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: Art Share Show-Off, Tommy - high school musical involving all Fine Arts groups
- Fine Arts community experiences: AISD Art Share, Community summer musical, Children's plays performed at elementary schools
- Creative writing/literary publications: Literary magazine Odyssey, JBHS 2017 Yearbook
- Interscholastic activities: UIL One-Act Play, Journalism UIL contests
- Fine Arts career exploration: Actors & dancers as guest speakers
- After school activities: Art Club, Bowie Starlight Theater, Prose & Poetry Interpretation Club

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: volleyball, basketball, soccer, softball, track
- Extracurricular athletic opportunities for boys: football, basketball, soccer, baseball, track
- Community education programs: Healthy Heart Week, Blue Out Bowie for Child Abuse Awareness, Eating Disorder Awareness Day
- Staff fitness and wellness activities: YMCA Yoga, Health Risk Assessment, Staff Development for all staff led by PE teachers
- Extra physical activities for students: Brain Breaks, Open Gyms

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: Open House, Bulldogs & Hotdogs, Dinner & a Movie Night, Trustee Awards
- Regular forms of communication: ParentConnect, Naviance, School Messenger
- Parent informational events: 8th Grade Orientation, Back-to-School Night, Counselor-Parent Grade Level nights
- Adult learning opportunities: Brainstorm book study, FAFSA workshops, Mental Health Awareness sessions with parents
- Family Fun events: Bulldogs & Hotdogs, Dinner & a Movie Night, Trustee Awards
- Parent educational events: Mental Health Awareness/Anxiety, Parent Support Specialist Info nights

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.
- 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: ACC dual credit classes on campus, UT OnRamps classes on campus
- College/Career events: Career Fair, 9th Grade Career Interest Inventory
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.
- Opportunity for developing international relationships: World Geography International Pen Pals
- Cultural awareness programs/special events: Black History Month Celebrations, PRIDE Week, World Geography International Pen Pals

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: Animation, Engineering, Vet Med

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: Twilight
- Mentorship program: Peer-to-Peer Mentoring
- Alternative scheduling is offered to help at risk students balance classes with work, child-care, and extracurricular activities.

Educational Programs for Gifted & Talented Students: EXEMPLARY

- GT Program Student Assessment: Exemplary
- GT Program Service Design: Exemplary
- GT Program Curriculum and Instruction: Exemplary
- GT Program Professional Development: Recognized
- GT Program Family-Community Involvement: Exemplary
- 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: AMC Math Contest, Chess Club
- Academic competitions: Regional Science Fair, UIL Academic competitions for all areas
- Parent and community outreach: 8th Grade Orientation Night, 8th Grade Orientation 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.