# Evaluation of Campus Performance in Community and Student Engagement

## Garza Independence High School

1600 Chicon Street, Austin, TX, 78702

<table>
<thead>
<tr>
<th>FACTORS</th>
<th>RATINGS</th>
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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

- **Grade Levels:** 11,12
- **Vertical Team:** Special
- **Trustee District:** 1
- **Enrollment:** 205

## 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: Guitar Performance at Salute, Art work at VASE
- Fine Arts community experiences: VASE, Guitar competition, Performances at Back to School Night
- Fine Arts career exploration: Fine Arts colleges presenting to seniors.
- After school activities: Art club, Ukulele club, Music 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.
- Staff fitness and wellness activities: Yoga, Meditation, Taking care of yourself presentation
- Extra physical activities for students: Basketball, Open gym

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: Fill the pantry drive, Tutoring, Clerical work volunteering
- Regular forms of communication: Naviance, Direct Mail, Surveys
- Family Fun events: Mix It Up Spring, Mix It Up Fall, Back to school night

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, AP courses
- College/Career events: Interest Inventory, College presentations

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.
- Opportunity for developing international relationships: Spanish class is pen pals with students in other countries.
- Cultural awareness programs/special events: Mix It Up Day Fall, Mix It Up Day Spring, Spanish class is pen pals with students in other countries.

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: Robotics, Computer Science, IT

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 lab
- 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: 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.
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.
- The school has an overall attendance rate of greater than or equal to 96.9% or made improvement over the prior year.
- 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.

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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.