Evaluation of Campus Performance in Community and Student Engagement

2016-17

Liberal Arts and Science Academy High School
7309 Lazy Creek Drive, Austin, TX, 78724

FACTORS

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Overall Performance | Exemplary

Campus Demographics
Grade Levels: 9,10,11,12
Vertical Team: Special
Trustee District: 1
Enrollment: 1111

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

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.
Fine Arts: EXEMPLARY

- The school provides full time art and music teachers.
- Fine Arts productions or exhibitions: Marching Band, Multiple Theater Productions
- Fine Arts community experiences: Student Talent Show at American Legion, Jazz Band performance at Central Market, Cap City Band Contest
- Creative writing/literary publications: The Stetson Yearbook, The Composer Literary Magazine
- Interscholastic activities: UIL Journalism, UIL One Act Play
- After school activities: Glee Club, K-Pop Dance Club, National Art Honor Society

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, First Ladies, Basketball, Softball, Soccer
- Extracurricular athletic opportunities for boys: Football, Basketball, Cross-Country, Baseball, Soccer
- Community education programs: Health Through Science Initiative, Field Day, Wellness Trail
- Staff fitness and wellness activities: Sleep Week, Million Mile Month, Capital 10K Team
- Extra physical activities for students: “Open Gym”, Intramurals

Community & Parental Involvement: EXEMPLARY

- The school has an active Parent Teacher Association.
- Opportunities to get involved: Latino Outreach Committee, Parents and Friends of LASA (PFLASA), Mentoring applicants
- Regular forms of communication: Lots of LASA newsletter, Weekly Principal’s Message, Naviance Blasts
- Parent informational events: New Parent Orientation, How to succeed at LASA, Back to School Night
- Adult learning opportunities: Bring Your Parent to School Days, Senior Parent Night, FAFSA Parent Night (English and Spanish events)
- Family Fun events: Coffeehouse, Advanced Academic Awards Ceremony, Alamo Draft House Student Movie Night
- Parent educational events: Anxiety in Adolescents, Culture of Respect

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.
- Advanced coursework opportunities: Dual Credit Biotechnology, AP Calculus
- College/Career events: Explore England Information Session, National College Fair
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.
- Opportunity for developing international relationships: CIEE exchange program
- Cultural awareness programs/special events: Culture Day, Chinese New Year, CIEE exchange program

**Digital Learning Environment: EXEMPLARY**

- The school provides training for staff and activities or programs for students on how to recognize and prevent cyberbullying.
- 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: Computer Science, Robotics, Audio Visual Production

**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: Ambassadors mentoring program

**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: Exemplary
- 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: Model UN, Science Olympiad
- Academic competitions: Austin Energy Science Fair, Quiz Bowl
AISD District Ratings

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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.