Evaluation of Campus Performance in Community and Student Engagement

Sam L. Martin Middle School
1601 Haskell Street, Austin, TX, 78702

<table>
<thead>
<tr>
<th>FACTORS</th>
<th>RATINGS</th>
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<tbody>
<tr>
<td>Fine Arts</td>
<td>Exemplary</td>
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<tr>
<td>Wellness and Physical Education</td>
<td>Exemplary</td>
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<td>Community and Parental Involvement</td>
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<tr>
<td>Educational Programs for Gifted and Talented Students</td>
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<tr>
<td>Compliance</td>
<td>Yes</td>
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<tr>
<td><strong>Overall Performance</strong></td>
<td><strong>Exemplary</strong></td>
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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.

Campus Demographics

<table>
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<th>Grade Levels: 6,7,8</th>
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<td>Vertical Team: Eastside</td>
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<td>Trustee District: 2</td>
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<td>Enrollment: 435</td>
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</tbody>
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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: Jr. VASE, STEAM Fest
- Fine Arts community experiences: Eastside Memorial Winter Showcase, Harvest Fest, Syllican Labs Guitar Collaboration
- Creative writing/literary publications: Yearbook, Pop-Up Book Collection
- Interscholastic activities: Band UIL, Choir UIL
- Fine Arts career exploration: Tutoring by professional musicians

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.
- The campus has an active Coordinated School Health team.
- 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.
- Community education programs: Camp Gladiator, Adult Healthy Cooking Classes (FRC), Student Healthy Cooking Classes (ACE)
- Staff fitness and wellness activities: Camp Gladiator, Running Club, Chiropractor Staff Visit
- Extra physical activities for students: Morning Intermurals, Lunch Intermurals

Community & Parental Involvement: **EXEMPLARY**

- The school has an active Parent Teacher Association.
- 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: Lunch Visits, Operation School Bell, FRC Volunteering
- Regular forms of communication: School Messenger: Voice Messages and Emails, Informational Flyers, Surveys
- Parent informational events: Monthly Principal Coffees, Back to School Night, Recruitment Meetings: LULAC, Break Through, ESM College Prep
- Adult learning opportunities: Adult Healthy Cooking Classes, ESL, Strengthening Families
- Family Fun events: STEAM Fest, Student assemblies every six weeks, Parent awards and recognitions
- Parent educational events: Coffee with the Principal: SEL Strategies to use at home, Coffee with the Principal: How to identify drug use in teens

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: AP Spanish, Algebra I

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.
- 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: ESL Reading: Learning Strategies Class

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.
- Career & Technical Education course offerings: Media Animation, GTT, BIM

Dropout Prevention Strategies: EXEMPLARY

- All students identified as struggling in reading or writing are provided specialized instruction or intervention.
- The school provides training for staff and activities or programs for students on how to recognize and prevent bullying.
- The school provides a full-time Dropout Prevention Specialist or Parent Support Specialist.
- 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.
- Mentorship program: My Brother's Keeper mentoring
- Intervention support: Ignite: Fall, Spring Part I, Spring Part II
- Activities to promote an emotionally healthy environment: SEL assemblies every six weeks, No Place for Hate activities, Restorative Circles

Educational Programs for Gifted & Talented Students: EXEMPLARY

- GT Program Student Assessment: Exemplary
- GT Program Service Design: Exemplary
- 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.
- Extracurricular enrichment activities: Robotics, Innovation Academy
- Parent and community outreach: DL informational parent meeting, DL informational parent meeting
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.

Austin Independent School District
Campus & District Accountability
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Accountability@austinisd.org • 512-414-9953
http://www.austinisd.org/cda/hb5-community-student-engagement