### Evaluation of Campus Performance in Community and Student Engagement

**2016-17**

**J. Frank Dobie College Prep Academy**

1200 E Rundberg Lane, Austin, TX, 78753

<table>
<thead>
<tr>
<th>FACTORS</th>
<th>RATINGS</th>
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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](http://www.austinisd.org/cda/hb5-community-student-engagement).

**Campus Demographics**

- **Grade Levels:** 6, 7, 8
- **Vertical Team:** Reagan
- **Trustee District:** 1
- **Enrollment:** 600

**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.
- The Creative Learning Initiative Arts Inventory is completed and data is used to inform practice.
- Fine arts instruction and/or creative learning strategies will be included in the 2017-18 Campus Improvement Plan.
- Fine Arts productions or exhibitions: The Winter Spectacular, The Spring Show Dance
- Fine Arts community experiences: Orchestra played for Dobie Pre K, Choir performed for Hart elementary, All City band, choir and guitar
- Creative writing/literary publications: We created a yearbook for this school year, We have a newsletter that goes out on our school website
- Interscholastic activities: UIL Choir, UIL Band
- Fine Arts career exploration: Austin Symphony outreach program talking to students

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: Family Fun Fitness night, Tobacco awareness week, Healthy Heart week
- Staff fitness and wellness activities: Health risk assessment, Maintain no gain, Million mile month
- Extra physical activities for students: Brain Breaks, Field days

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: Operation School Bell, Parent classroom, FRC food bank
- Regular forms of communication: Email, Flyers, Phone calls
- Parent informational events: Principals Coffee, Open House, Catch Night
- Adult learning opportunities: ESL classes, Parent Training, Attendance orientation
- Family Fun events: Fall Festival, Building Beautification, Winter spectacular
- Parent educational events: Health/Hygiene, Mental Health

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: Spanish 1, Spanish 2
- College/Career events: CEO for a day was a job shadowing event, Students attended sessions to learn about college readiness
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.
- Cultural awareness programs/special events: Easter Egg hunt, 16 de Septiembre celebration

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.
- Career & Technical Education course offerings: Web design, Graphics design, Robotics

Dropout Prevention Strategies: EXEMPLARY

- The school has an overall attendance rate of greater than or equal to 95.7% or made improvement over the prior year.
- 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: CEO for a day
- Intervention support: Extended Day data driven interventions
- Activities to promote an emotionally healthy environment: No Place for Hate, Social and Emotional Learning, PBIS

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: After School Chess, After School Mine craft, and computers
- Parent and community outreach: Breakthrough summer college readiness program, Breakthrough summer college readiness program
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.