Evaluation of Campus Performance in Community and Student Engagement

2016-17

Consuelo Mendez Middle School
5106 Village Square Drive, Austin, TX, 78744

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Campus Demographics
- Grade Levels: 6,7,8
- Vertical Team: Travis
- Trustee District: 2
- Enrollment: 713

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.
Favorite 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: Sonorous Orchestra Concert at City Hall Spring 2017,"Look Me In the Eye" - A Play Performed by Mendez Drama
- Fine Arts community experiences: Spaghetti & Strings @ Travis HS,Orchestra Performance for AISD Board Trustees,Mendez & Covington Optimist Club Concert
- Creative writing/literary publications: Celebrating Our Year - Yearbook,The Ofrenda Writing Project
- Interscholastic activities: UIL Sight Reading ,UIL One Act Play
- Fine Arts career exploration: Austin Chamber Music Center Weekly Mentoring

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: CATCH Family Fun Night,Community Connections Fair with Austin Energy,Ventana de Salud with Mexican Consulate
- Staff fitness and wellness activities: Camp Gladiator,Running Club,Mindfulness Training
- Extra physical activities for students: Brain Breaks,Mindfulness during Maverick PRIDE Advisory

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,Dove Springs Community Garden Work Days,The Ofrenda Writing Project
- Regular forms of communication: School Messenger in English and Spanish,Flyers for events in English and Spanish,Letters in English and Spanish
- Parent informational events: Choice Sheet Night and Elective Showcase,Future Mavericks Parent Camp Transition Activity,Family Literacy Nights
- Adult learning opportunities: Maestra en Casa ESL Course,Computer Classes with Skillpoint Alliance in the FRC,Training for Parent Cloud
- Family Fun events: Consuelo Mendez Heritage Festival -30th Anniversary,CATCH Family Fun Night,Pokemon Go and other themed Literacy Nights
- Parent educational events: FRC Health and Wellness Events,GAVA - Go Austin Vamos Austin Events

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: Algebra 1,Principles of Information Technology
- College/Career events: Career Interest Inventory,MGSA Career Explorations
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.
- TEA approved language program: ESL Pullout and Sheltered Instruction
- Opportunity for developing international relationships: Globaloria
- Cultural awareness programs/special events: Consuelo Mendez Heritage Festival, Ballet Folklorico Performance, Globaloria

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: Maverick Green STEM Academy, Project Lead the Way - VEX IQ Robotics, Business & Entrepreneurship

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
- Intervention support: Saturday STAAR Camps
- Activities to promote an emotionally healthy environment: No Place for Hate, Social Emotional Learning, Kickstart Kids Character Through Karate

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 Family-Community Involvement: Recognized
- 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: Maverick Green STEM Advanced Learner Service Projects, Drone and Robotics Club
- Academic competitions: Business Professionals of America State Competition, EcoRise Showcase at City Hall
- Parent and community outreach: AVID Potlucks College Readiness, AVID Potlucks College Readiness
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
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