

2016-17

Bertha Sadler Means Young Women's Leadership Academy

6401 N Hampton Drive, Austin, TX, 78723

FACTORS	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 Performance	Exemplary



Campus Demographics

Grade Levels: 6,7,8

Vertical Team: LBJ

Trustee District: 1

Enrollment: 399

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 instruction and/or creative learning strategies will be included in the 2017-18 Campus Improvement Plan.
- Fine Arts productions or exhibitions: Choir Performances within our community, Anthology Book Signing
- Fine Arts community experiences: Night at the Opera (Fall and Spring), Choir Fall and Spring Concerts in Church Community, Graffiti Park in Castle Hill
- Creative writing/literary publications: School Yearbook, School Anthology Publication
- Interscholastic activities: Band, Choir
- Fine Arts career exploration: YWLA Career Expo in January

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.
- Community education programs: Boneshakers Project, Color Run, Salsa Nights for Families
- Staff fitness and wellness activities: Boneshakers, Salsa Nights, Color Run
- Extra physical activities for students: Brain Breaks, Intramurals

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: Parent Resource Center, Beautification Project, Parent Nights
- Regular forms of communication: Monthly Flyers, Messenger, Emails
- Parent informational events: Back to School Night, Principal Coffee, Parent Nights
- Adult learning opportunities: ESL classes, Computer Technology Classes, Parent Nights
- Family Fun events: Family Fun Nights, Dragon Fest, Culture Night

21st Century Workforce Development Program: **EXEMPLARY**



- 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 I and II, Algebra I
- College/Career events: Career Expo, Naviance/Career Survey



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
- Opportunity for developing international relationships: Career Expo Speaker
- Cultural awareness programs/special events: African American Heritage Month Celebration, Cinco de Mayo Assembly, Career Expo Speaker

Digital Learning Environment: **EXEMPLARY**



- 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: STEM, Business, Media

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: Links, Inc. Mentor Program
- Intervention support: IGNITE program
- Activities to promote an emotionally healthy environment: No Place for Hate Activities, Beauty Week, SEL/Mindfulness Lessons in Advisory

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: Tech Girls, Animal Shelter Service Project
- Parent and community outreach: Math and Science Family Nights, Math and Science Family Nights

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 meets or exceeds Highly Qualified professional development standards.
- The school provides special education programs that meet the individual needs of its special education students.

Overall Community & Student Engagement Rating

EXEMPLARY

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

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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**.



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