**Andrew J. Zilker Elementary School**

1900 Bluebonnet Lane, Austin, TX, 78704

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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**

Grade Levels: PK,K,1,2,3,4,5  
Vertical Team: Austin  
Trustee District: 5  
Enrollment: 562

**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

PEIMS146
Fine Arts: EXEMPLARY

- The school provides appropriately certified fine arts teachers for the various fine arts course offerings.
- The school offers sequential instruction in three (3) or more fine arts disciplines.
- The Creative Learning Initiative Arts Inventory is completed and data is used to inform practice.
- Fine Arts productions or exhibitions: Annual School-wide Art Show, Zilker’s Got Talent! (School-wide Talent Show)
- Fine Arts community experiences: Children’s Plays/Musicals at Zach Theatre, “The Nutcracker” at The Long Center, Austin Symphony Orchestra’s Young Peoples’ Concert
- Creative writing/literary publications: Yearbook, School Website with Portfolio of Student Work
- Interscholastic activities: Music Memory, School Spelling Bee
- Fine Arts career exploration: “Cartooning” Workshops

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®.
- Community education programs: Marathon Kids, Volleyball Play Day @ UT (5th Grade), “Mindful Mondays” Prior to the Beginning of Classes Weekly
- Staff fitness and wellness activities: Staff Health Risk Survey, Z-Healthy Family Night, Campus Weekly Work-outs Available to Faculty/Staff
- Extra physical activities for students: Working Out for Wellness (WOW), Brain Breaks

Community & Parental Involvement: EXEMPLARY

- The school has an active Parent Teacher Association.
- Opportunities to get involved: Operation School Bell, Numerous Field Trips at All Grade Levels, Mentoring & Volunteering on Campus
- Regular forms of communication: Zilker Elementary News (ZEN) – Weekly Electronic Newsletter, Class Emails, Blogs, Websites, etc., zilkerelem.org (School Website Maintained by PTA)
- Parent informational events: Meet Your Teacher prior to the beginning of school, Back-to-School / Curriculum Nights in September, Middle School Choice Sheet Meeting for Students/Parents
- Adult learning opportunities: Special Education Parent Meetings Throughout the Year, Parent/Family Book Study Led by Counselor & SEL Staff, Attendance & Truancy Online Course
- Family Fun events: Zilker Zamboree (School Carnival), Zlympics (Track & Field Day), 4th Grade Musical / Choir Performances (3rd - 5th Grades)
- Parent educational events: “CPR” Parent Education Meetings Throughout the Year, Various Meetings/Discussions about Dyslexia, Autism, & ADHD

21st Century Workforce Development Program: RECOGNIZED

- The school displays college pennants, displays diplomas/degrees of staff members, or participates in regular staff college dress days.
- Students have mentors from middle or high schools.
- Students at the school have access to Project Based Learning.
- College/Career events: Career Day (3rd Grade), Virtual Tours Provided by Google Staff
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.
- TEA approved language program: One Bilingual Class at Each Grade Level--Late Exit Model
- Cultural awareness programs/special events: Black History Month--Performance by 1st & 5th Grades, Diez y Seis de Septiembre--Picnic/Celebration

Digital Learning Environment: EXEMPLARY

- The school provides training for staff and activities or programs for students on how to recognize and prevent cyberbullying.
- Elementary students have access to computers for at least one (1) hour per week.
- Web-based learning opportunities: Istation--Reading & Mathematics, Think Through Math, Weekly Computer Lab Sessions

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.
- 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: Austin High School PALS on Campus
- Intervention support: After-school Interventions for Struggling Students
- Activities to promote an emotionally healthy environment: No Place for Hate--Peach March, Weekly SEL Lessons at All Grade Levels, Individualized Responsive Programs for Identified Students

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: Recognized
- Extracurricular enrichment activities: Chess Club (After School), Robotics & Other Miscellaneous Classes (After School)
- Academic competitions: Regional Science Fair, School Spelling Bee
- Parent and community outreach: GT Advocate Meetings with Individual Parents (as needed), GT Advocate Meetings with Individual Parents (as needed)
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.