## Evaluation of Campus Performance in Community and Student Engagement

### JJ Pickle Early College Prep

1101 Wheatley Ave, Austin, TX, 78752

<table>
<thead>
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<th>FACTORS</th>
<th>RATINGS</th>
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| Overall Performance                          | Exemplary|

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: Reagan         |
| Trustee District: 1           |
| Enrollment: 638               |

### 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 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.
- Fine arts instruction and/or creative learning strategies will be included in the 2017-18 Campus Improvement Plan.
- Fine Arts productions or exhibitions: Display of art at St. John's Public Library, Art Display in school hallways
- Fine Arts community experiences: Students attended Zachary Scott Theater, Students attended Bob Bullock Museum, Jazz Group gave concert at school & presented lessons
- Fine Arts career exploration: Jazz Group came to campus and discussed careers in fine arts

**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.
- At least 95% of students have completed their required immunizations.
- At least one performance objective to increase health and wellness will be included in the 2017-18 Campus Improvement Plan.
- Community education programs: CATCH Night, Marathon Kids, Health & Cooking Parent Classes through PSS
- Extra physical activities for students: Open gym after school, Primetime Dance, Soccer, Judo, and Health classes

**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, Designated Parent Room - Portable 17, Maestro en Casa classes & volunteering opportunities.
- Regular forms of communication: Weekly Flyers, Phone Messengers, Letters
- Parent informational events: Principal Coffees - twice a month, Open House, Back to School Night
- Adult learning opportunities: Maestro en Casa, Love and Logic Classes & Adult ESL classes, Fitness Classes - Zumba (mornings from 7:45 to 8:15)
- Family Fun events: Fall Festival, Winter Holiday Program, Thanksgiving Dinners

**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.
- Students have mentors from middle or high schools.
- Students at the school have access to Project Based Learning.
- At least one (1) performance objective to increase 21st Century Workforce Development will be included in the 2017-18 Campus Improvement Plan.
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 one (1) performance objective to increase second language acquisition will be included in the 2017-18 Campus Improvement Plan.
- TEA approved language program: Dual Language - One Way
- Cultural awareness programs/special events: African American History Month, Women’s History Month

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.
- At least one (1) performance objective to improve the digital learning environment will be included in the 2017-18 Campus Improvement Plan.
- Web-based learning opportunities: iStation, Think Through Math, STEM Scopes

Dropout Prevention Strategies: **EXEMPLARY**

- All students identified as struggling in reading or writing are provided specialized instruction or intervention.
- The school has implemented a Positive Behavior Support system.
- 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: PALS Programs, SEEDLING
- Intervention support: Tutoring was offered for identified struggling students.
- Activities to promote an emotionally healthy environment: Social Emotional Learning Two-Step Lessons, No Place for Hate Activities, Positive Behavior Support Strategies - School Wide Behavior

Educational Programs for Gifted & Talented Students: **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.
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.
- The school has an active Campus Advisory Council that meets state and district requirements.
- Students identified by the §504 committee as being dyslexic are provided appropriate services.
- 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

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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.