

MILLER GROVE ISD

District Improvement Plan

2021/2022



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Date Approved:

MILLER GROVE ISD

Mission

Molding students for success by fostering creativity, strong work ethic, academic excellence, and respect for self and others.

Vision

Growing impactful "Team Players" through Academics, Agriculture, Arts, and Athletics.

Nondiscrimination Notice

MILLER GROVE ISD does not discriminate on the basis of race, color, national origin, sex, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and section 504 of the rehabilitation Act of 1973; as amended.

MILLER GROVE ISD Site Base

Name	Position
McCreight, Ginger	Teacher
Moseley, Davy	Technology Director
Rankin, Linda	High School Principal
Bessonett, Cherrie	Special Education Teacher
Fox, Jaime	Elementary Principal
Qualls, Jana	Parent
Zimmerman, Casey	Parent
Harris, Vicki	Para
Lester, Maria	Special Education Teacher
Qualls, Jagger	Student
Watson, Samantha	Teacher
Hayden, Marcella	Teacher
McDonald, Stacy	Teacher

MILLER GROVE ISD

Goal 1. All students will make individual progress towards the highest standards of academic proficiency

Objective 1. Targets: Increase all grades ELA/Reading performance at "meets grade level or above" from 49% to 54%. Increase all grades mathematics at "meets grade level or above" from 42% to 47%. Increase all grades writing at "meets grade level or above" from 33% to 38%. Increase all grades science at "meets grade level or above" from 60% to 63%. Increase all grades social studies at "meets grade level or above" from 57% to 60%.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide K-12 structured Multi-Tiered System of Support (MTSS) (Title I SW Elements: 1.1,2.4,2.6) (Target Group: All) (Strategic Priorities: 2)	Principal(s) - Jaime Fox; Linda Rankin	August 2021-June 2022	(L)Local	07/13/21 - Pending 07/13/21 - Some Progress 07/24/20 - Pending 07/24/20 - On Track
2. Provide accelerated instruction to promote positive work ethic and academic success for all students not meeting standards on STAAR or EOC. (Title I SW Elements: 2.4,2.5,2.6) (Target Group: All) (Strategic Priorities: 4)	Principal(s) - Jaime Fox; Linda Rankin	August 2021-June 2022	(L)DMAC, (S)Previous state released tests	Formative - Increased student performance in core content area assessments. 07/13/21 - Pending
3. Provide opportunities for advanced instruction for students performing at "meets grade level" and "masters grade level" (Title I SW: 9) (Title I SW Elements: 2.1,2.2,2.4,2.5,2.6) (Target Group: All)	Principal(s) - Jaime Fox; Linda Rankin	Aug. 2021-June 2022	(F)Title 1 A Improving Basic Programs	07/13/21 - Pending 07/24/20 - Pending 07/24/20 - On Track

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Goal 1. All students will make individual progress towards the highest standards of academic proficiency

Objective 2. MGISD will improve post-secondary preparedness of all students by ensuring that each graduate has developed a plan for success after high school.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Improved student performance on ACT/SAT (Title I SW: 10) (Title I SW Elements: 2.5) (Target Group: All,AtRisk)	Principal(s) - Jaime Fox; Linda Rankin	Aug. 2021-June 2022	(L)APEX, (L)Mentoring Minds, (L)Spelling City, (L)STAR Early, (L)Starfall, (L)Storyline Online, (S)iStation, (S)Think Thru Math	07/13/21 - Pending
2. MGISD will offer one job shadow day to high school students to encourage job exploration (Title I SW Elements: 2.5) (Target Group: All) (Strategic Priorities: 3)	Principal(s) - Jaime Fox; Linda Rankin	Aug. 2021 -June 2022	(L)APEX, (L)DMAC, (L)Studies Weekly, (S)Online Learning Exchange-Science, (S)Region 8 Service Center, (S)STEMscopes Online Science	07/13/21 - Some Progress

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Goal 2. To improve the learning environment, MGISD will provide qualified instructors producing creative lesson designs emphasizing critical thinking and application, while meeting the social and emotional needs of all students

Objective 1. To aid students in research and real-world problem solving, each teacher will facilitate student use of digital technologies in instruction at least once per nine-week period.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. MGISD will upgrade and maintain infrastructure, hardware, and software to improve the use of technology, and ensure cybersecurity, for staff and students both on-campus and off-campus. (Title I SW Elements: 2.2,2.5,2.6) (Target Group: All)	Principal(s) - Jaime Fox; Linda Rankin	August 2021- June 2022	(L)FTE - 2, (S)State Compensatory - \$8,000	07/13/21 - Some Progress 07/24/20 - Pending 07/24/20 - Completed
2. Classroom teachers will engage in professional development to improve their use of instructional technology including Google Classroom and cybersecurity (Target Group: All)	Principal(s) - Jaime Fox; Linda Rankin	Aug. 2021 & January 2022	(L)Local	07/13/21 - Pending

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Goal 2. To improve the learning environment, MGISD will provide qualified instructors producing creative lesson designs emphasizing critical thinking and application, while meeting the social and emotional needs of all students

Objective 2. Parent training opportunities focusing on social and emotional needs of children will be offered one time per semester.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Parent training programs for supporting the social and emotional well-being of children will be reviewed and selected for training sessions. (Title I SW Elements: 2.3,2.5,2.6,3.1) (Target Group: All)	Principal(s) - Jaime Fox; Linda Rankin	August 2021 - June 2022	(L)Local, (S)Hopkins County Law Enforcement	07/13/21 - Pending
2. Parent training opportunities will be scheduled at a convenient time for parents and school staff. (Title I SW Elements: 2.5,3.2) (Target Group: All)	Principal(s) - Jaime Fox; Linda Rankin	August 2021 - June 2022	(L)Local, (S)Hopkins County Law Enforcement	07/13/21 - Pending

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Goal 3. MGISD will partner with all stakeholders to create a value-added education system that creates an atmosphere of learning and an environment in which all students can flourish

Objective 1. Showcase students' success in innovative ways and encourage students to take pride and ownership in their education at least once monthly.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. District-wide opportunities for students to present projects, programs, and accomplishments to all stakeholders through various meaningful events (Title I SW Elements: 2.5) (Target Group: All)	Principal(s) - Jaime Fox; Linda Rankin	August 2021- June 2022	(L)Local, (S)Region 8 Service Center	07/13/21 - Pending

MILLER GROVE ISD

Goal 3. MGISD will partner with all stakeholders to create a value-added education system that creates an atmosphere of learning and an environment in which all students can flourish

Objective 2. In accordance with Senate Bill 11, MGISD will establish and train a Behavioral Threat Assessment and Management Team to provide a proactive approach for identifying individuals who may pose a threat and for providing interventions before violent incidents occur.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. MGISD will select members for the Behavioral Threat Assessment and Management Team. (Title I SW Elements: 2.5) (Target Group: All)	Principal(s) - Jaime Fox; Linda Rankin	August 2021 - June 2022	(L)Local	07/13/21 - Pending
2. MGISD will provide training to the members of the Behavioral Threat Assessment and Management Team (Title I SW Elements: 2.5) (Target Group: All)	Principal(s) - Jaime Fox; Linda Rankin	August 2021 - June 2022	(L)Local	07/13/21 - Pending

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Goal 4. All students will be taught by certified professional staff

Objective 1. District personnel will participate in recruitment activities and promote the district employment opportunities each semester.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. District personnel will attend job fairs, advertise on websites, and make contact with area colleges and alternative certification program (Target Group: All) (Strategic Priorities: 1)	Principal(s) - Jaime Fox; Linda Rankin	August 2021- June 2022	(L)Local	07/13/21 - Some Progress
2. Provide training to instructional leaders focusing on effective walk-throughs with ongoing instructional coaching for all teachers (Target Group: All)	Principal(s) - Jaime Fox; Linda Rankin	August 2021- June 2022	(L)Local	07/13/21 - Pending

Resources

Resource	Source
No rows defined.	

Comprehensive Needs Assessment

Demographics

Demographics Data Sources

Community Demographics

Demographics Strengths

The makeup of the student population is relatively stable with regard to race, ethnicity, primary language, and gender.

Active family participation in community events.

Demographics Needs

Problem Statement 1 (Prioritized): The district has a very limited number of students identified as GT. Root Cause: Need for updated identification procedures

Problem Statement 2 (Prioritized): The district faces many challenges providing programs of study for CTE. Root Cause: Rural location of the school.

Problem Statement 3: Reduction in overall ADA (down approximately 50 students from prior year). Root Cause: Rural location of the school.

Demographics Summary

Miller Grove ISD is a small 1A Texas school district located in the Southwest corner of Hopkins County and a small portion of neighboring Rains County. The district is one campus, which includes an elementary and secondary school. Miller Grove services prekindergarten through twelfth grade. The district has a current enrollment of approximately 300 students and is located in a rural, agricultural area. The district's ethnic distribution of students is approximately 15.3% Hispanic and 81.6% white. There are no migrant students, and the average of the campus mobility rates is 14%. Miller Grove has 20 English learners in the district. Our student population also consists of 55.9% economically disadvantaged and 34.2% at-risk. Miller Grove ISD is a Title I School district wide based on the percentage of economically disadvantaged students. The district population includes 8.5% of students who qualify for special education, 0.3% gifted and talented, and 17.5% participate in high school CTE. The faculty is a mixture of novice and experienced teachers with 30% having fewer than 5 years of experience. Our professional staff is mostly white females with bachelor's degrees. The teacher to student ratio for 2019-2020 was approximately 1:12.

Comprehensive Needs Assessment

Demographics Summary (Continued)

Student Achievement

Student Achievement Data Sources

Disaggregated STAAR Data

Student Achievement Strengths

Significant increases in Approaches level in ELA/Reading, Writing, and Science

Increases in Meets level in ELA/Reading, Writing, Science, and Social Studies

Increases in Masters level in ELA/Reading, Math, and Social Studies

100% graduation rate

Increases in CCMR Graduates from 58.7% to 87%

Above State and Region averages for Graduates with an Associate's Degree

Above State and Region averages for TSIA results

Above State and Region averages for ACT scores: all subjects, ELA, Math, and Science

Above State and Region averages for Advanced Dual-Credit Course Completion: Any Subject, ELA, Science, and Social Studies

Student Achievement Needs

Problem Statement 1 (Prioritized): Under-performance, compared to the state, in STAAR Math at all levels. Root Cause: Lack of effective instructional practices and improved vertical alignment of curriculum

Problem Statement 2 (Prioritized): Under-performance, compared to the state, in STAAR ELA/Reading, Math, Writing, and Science at the Meets and Masters level. Root Cause: Lack of effective instructional practices and improved vertical alignment of curriculum.

Student Achievement Summary

Comprehensive Needs Assessment

The district site-based committee and leadership team conducted a comprehensive needs assessment. Performance in meets and master levels of core content areas across all student groups, including Hispanic and Economically disadvantaged, is an area of needed focus, with special emphasis in math, writing, and social studies. Increased emphasis on vertical alignment, differentiation, and instructional rigor, which is necessary for STAAR and EOC test success across the district is necessary.

Federal Accountability:

The district site-based committee reviewed Results Driven Accountability (RDA) for 2020 and the 2019–2020 Federal Report Card. Miller Grove ISD's RDA 2019–2020 report showed all indicators = 0 or report only including Bilingual Education/English as a Second Language & English Learner, Other Special Populations, Special Education. The district was not identified for corrective action.

State Accountability:

Miller Grove's 2018-2019 accountability was Recognized Performance with an overall score of 84 according to TEA guidelines. The site-based committee reviewed TAPR information looking for trends in all subject areas for each grade level as well as for students moving from one grade level to the next. Trends among groups of students were also reviewed. The following areas were identified as target areas based on the TAPR 19-20:

STAAR Percent at Approaches Grade Level or Above – Math: Rate below state average (MG = 81, TX = 82)

STAAR Percent at Meets Grade Level or Above – Writing: Rate below state average (MG = 33, TX = 38)

STAAR Percent at Meets Grade Level or Above – Math: Rate below state average (MG = 42, TX = 52)

STAAR Percent at Masters Grade Level – ELA/Reading: Rate below state average (MG = 17, TX = 21)

STAAR Percent at Masters Grade Level – Writing: Rate below state average (MG = 9, TX = 14)

STAAR Percent at Masters Grade Level – Math: Rate below state average (MG = 20, TX = 26)

STAAR Percent at Masters Grade Level – Science: Rate below state average and declining (MG = 10, TX = 25)

Graduating seniors from Miller Grove have received some guidance for future career, college, or military planning. Historically, the percentage of College Ready Graduates and Career/Military Ready Graduates have been well below state and region averages; however, the most recent data from 2018-2019 indicates an upward trend with rates higher than the state and regional averages.

School Culture and Climate

School Culture and Climate Data Sources

- Community Demographics
- Community Input
- Discipline Referrals
- District Policies
- Safe Schools Checklist

School Culture and Climate Strengths

Comprehensive Needs Assessment

Positive communication through social media
Recognition for academics and behavior successes
High expectations for academics and behavior
Emphasis on growth of all students
Professional and family atmosphere
Safety measures are in place
Anonymous reporting in place
Overall positive view of school from parents and community
Positive supports between student social groups

School Culture and Climate Needs

Problem Statement 1 (Prioritized): Some students graduate from Miller Grove with no plan for career, college, or military. Root Cause: Limited district guidance for students' futures planning.

Problem Statement 2 (Prioritized): Lack of Behavior Threat Assessment and Management Team as required by SB 11 Root Cause: Lack of information and training

School Culture and Climate Summary

The overall consensus of the community, parents, students, and staff is that our district is a safe and welcoming place to be. The district employs a full-time school resource officer and actively participates in the Guardian Program. According to the 19-20 TAPR attendance was 96.1%. Only 2.2% of students had disciplinary placements in 18-19. Our staff works closely with all of our students to meet all students' needs. Yearly training for the staff includes: cybersecurity, bullying prevention, food allergies, preparing for an active shooter, sexual harassment, child maltreatment, blood borne pathogens, FERPA/PPRA in schools, and dyslexia. The district participates in the Red Ribbon Campaign to help student awareness on drugs and bullying. Our school is the center of the community and is utilized for many activities in the community. The vision, mission, and goal statements of the district all point toward high expectations for everyone, and our students and staff are aligned to this concept.

Staff Quality, Recruitment and Retention

Staff Quality, Recruitment and Retention Data Sources

Comprehensive Needs Assessment

Highly Qualified Staff

Staff Quality, Recruitment and Retention Strengths

Many teachers have been teaching 20+ years (23%)

New teacher support from principals and mentors

All staff members are evaluated annually for effectiveness

Average class size is 17 (although some classes are much larger)

16.8% of teachers hold master's degrees or higher

Average years' experience for teachers is 11.6 (state = 11.1)

Turnover Rate for teachers is 6.9% (state = 16.8)

Staff Quality, Recruitment and Retention Needs

Problem Statement 1 (Prioritized): Limited applicants for available positions Root Cause: Rural location of the district

Problem Statement 2 (Prioritized): Timely feedback of performance for teachers Root Cause: Lack of training and consistent implementation and oversight.

Staff Quality, Recruitment and Retention Summary

MGISD teachers are appraised each year. High quality, professional development is available for staff to attend at Region 8 and other places, including conferences, to build their skills and knowledge. According to the 19-20 TAPR MG had 83.2% of the teaching staff with bachelor's degrees, with 16.8% holding master's degrees. In 2020, 93.3% of teachers were white and 6.7% were Hispanic. In contrast, the student population was 81.6% white, 15.3% Hispanic, and 2.8% Two or More Races. Our retention rate for teachers was 93.1%. When hiring new teachers to our staff, we use the online regional database of highly-qualified candidates, the school website postings, and local college teacher programs. The district also pays \$1000 above base for all teachers. New teachers are assigned mentors and are enrolled in new teacher training at the regional service center. Time and resources are provided for training. Professional development includes face-to-face mentor training, administration face-to-face training and conferences, online training, and regional staff development. Staff development is monitored through walk-throughs and observations, data analysis, and use of resources. If a teacher performance is not up to expectations, intervention plans are implemented.

According to the 2019-20 TAPR, the average class size in the High School ranged from 7.6 in foreign languages to 9.9 in science. This does vary from subject to subject but in every case the class sizes are much smaller than the state average. Similarly, class sizes in kindergarten through sixth grade are smaller than the state average. This offers our students the advantage of having greater access to their teachers and benefits teachers by generally reducing problems of classroom management and workload with smaller classes.

Comprehensive Needs Assessment

Staff Quality, Recruitment and Retention Summary (Continued)

Mentor support, staff incentives, access to instructional resources, and staff recognition should be continued areas of focus for the upcoming school year in order to continue improving retention rates and instructional practices among teachers. The district should also continue efforts to attract new, high quality teachers to our rural location.

Curriculum, Instruction and Assessment

Curriculum, Instruction and Assessment Data Sources

Disaggregated STAAR Data
Special Programs Evaluations
Staff Development

Curriculum, Instruction and Assessment Strengths

Access to TEKS Resource
Access to DMAC for data disaggregation
Student specific services and interventions (SPED, 504, Dyslexia, tutorials)
Professional Development opportunities via Region 8
Use of MAPS data to drive instruction in Reading and Mathematics
Tracking of student performance data via data walls and discussions

Curriculum, Instruction and Assessment Needs

Problem Statement 1 (Prioritized): High quality professional development to support teaching and learning Root Cause: The challenge of staying current with research and best practices

Problem Statement 2 (Prioritized): Under-performance of all student groups in the area of math and writing Root Cause: Ineffective implementation of district curriculum (instructional strategies, vocabulary) during PLCs and district vertical alignment content meetings

Problem Statement 3 (Prioritized): Consistent implementation of district curriculum, including strategies and vocabulary Root Cause: Ineffective instructional planning of

Comprehensive Needs Assessment

Curriculum, Instruction and Assessment Needs (Continued)

strategies and vocabulary across all classes in each grade level and across all grades

Problem Statement 4: Access to varied high quality instructional materials Root Cause: Few high quality resources purchased in previous years has depleted the supply of materials for instruction

Curriculum, Instruction and Assessment Summary

Our district curriculum is based on the TEKS and PreK guidelines set forth by the state. The TEKS Resource System contains an Instructional Focus Document and Year at a Glance that is utilized in planning. Vertical Alignment is reviewed each year. Vertical and grade level meetings locally are used to monitor the curriculum by the teams of subject area teachers. Results of state assessments are disaggregated and analyzed to drive instruction. Three benchmark assessments are given in grades PreK-2 (beginning, middle, and end-of-year) to monitor performance. Two benchmark assessments are given in grades 3-10 to provide predictors to state testing performance. Data generated from MAPS is used to drive instruction based on identified student needs. Student performance data is reviewed each year and critical areas of weakness are determined. Accelerated instruction is designed around data-driven identified student needs. State testing results and local benchmark scores show the need for additional instructional time and more small-group intervention. At-risk and EL students are the highest need group for this type of intervention. Morning and afternoon small group tutoring is also available to help students in need.

Family and Community Involvement

Family and Community Involvement Data Sources

Community Input

Family and Community Involvement Strengths

District communication (e.g. website, Facebook, call-out system)

Philanthropy (e.g. community fundraisers)

Parent/Community events (e.g. Meet the Teacher, Veterans Day program, Open House, Fall Carnival)

Ascender's Parent Portal

Comprehensive Needs Assessment

Family and Community Involvement Strengths (Continued)

SHAC Meetings
PTO

Family and Community Involvement Needs

Problem Statement 1: Families unaware of the vast number of resources the district offers. Root Cause: Lack of internet in all homes and lack of training how to utilize the resources.

Family and Community Involvement Summary

Parent and community involvement is a focus for MGISD. The online gradebook keeps parents informed of their child's grades and attendance and promotes their involvement in their child's academics. The parent notification system, school marquee, school website, and district social media are also avenues for parents to receive needed information about school events. Parents and community members serve on district site-based decision-making committees that drive changes needed on campus. The Meet the Teacher Night in the fall is attended by a large number of parents, as is Open House in the Spring. The National Honor Society plans and hosts a Veterans Day breakfast and program that is well-attended by local veterans and family members. The tradition of a Fall Carnival and End-of-Year Stew/Field Day are annual community events that draw many community members. The PTO supports families at Thanksgiving and Christmas with food baskets. Various student organizations contributed with a canned food drive for those projects and was responsible for a community-wide clothing drive. Local businesses provide donations for district activities and student scholarships. The Student Council sponsors several activities, such as: Father/Daughter Dance, Teacher Appreciation Week, and a Veterans Day Event. CTE, Academic, and Sports banquets/programs are held each year to recognize the accomplishments of students, teachers, coaches, and sponsors.

School Context and Organization

School Context and Organization Data Sources

Community Input
District Policies
Federal Program Guidelines
Special Programs Evaluations

Comprehensive Needs Assessment

School Context and Organization Strengths

- "Team" atmosphere
- Positive and supportive community
- Scheduling is supportive and collaborative across campuses
- Use of data to identify students' weaknesses
- Committees are put in place to give input for school decisions
- Stakeholder input is gathered when decisions need to be made

School Context and Organization Needs

Problem Statement 1: More parental involvement needed Root Cause: Lack of activities that draw parent interest

School Context and Organization Summary

The district leadership team consists of the superintendent, campus principals, special programs coordinator, technology director, athletic director, and school resource officer. Central office staff accommodates the financial needs of the campuses as funds are available. Instructional supports, such as staffing, classroom facilities, materials, and technology are in place. The district site-based decision making committee is composed of teachers, administrators, parents, community, and business representatives. Schedules are designed around students' needs. The high number of transfers from other districts speaks to the confidence in our school. The campus exhibits a climate of high expectations for all students and fosters the idea that all students can learn. Additional instructional periods, as well as before and after school tutorials, are offered for low-performing students. The district's central office has an open-door policy concerning ideas and opinions.

Technology

Technology Strengths

- Variety of available technology (e.g. Windows laptops and desktops, Chromebooks, iPads)
- Fiber optic connection to the Internet with a bandwidth of 300 up and 300 down and wireless AC access points in every classroom
- Access to annual technology conferences
- Availability of technology support staff on and off campus virtually
- Jr. High and High School students have access to either Chromebooks or computer access in each class period
- Jr. High and High School students have access to Google Suites, which includes: Google Classroom, Email, Docs, Sheets, and Slides, etc.

Comprehensive Needs Assessment

Technology Strengths (Continued)

Jr. High and High School students have access to graphing calculators in math classes and TI-84 calculators in science classes
Secondary has a dedicated computer lab for staff and students
Elementary has approximately 150 iPads
Teachers and students have access to wireless district wide

Technology Needs

Problem Statement 1 (Prioritized): Staff needs ongoing PD training in G-Suite and Microsoft 365. Root Cause: Teachers are somewhat reluctant to change and the technology changes often.

Problem Statement 2 (Prioritized): Student access to Internet and adequate hardware for delivery and continuation of instruction from home Root Cause: Insufficient mobile hotspots and devices for students to take off campus are in short supply.

Problem Statement 3: We have a very long life cycle of devices on campus. Many classroom devices are approaching 10 years old and should be replaced. Root Cause: Lack of funding to allocate specifically to replacing devices before they fail mechanically.

Technology Summary

The district technology resources include either a cart of 20+ iPads or Chromebooks in every classroom, or a lab of Windows desktops, as well as access to printers, headsets and webcams. All classrooms have either interactive projectors or interactive flat panels, document cameras, automated parent notification system and wireless access.

Other

Other Summary

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

District goals

Quantifiable goals for measures of CCMR (HB 3)

Comprehensive Needs Assessment

Other Summary (Continued)

Current and/or prior year(s) district improvement plans

Accountability Data

Texas Academic Performance Report (TAPR) data

Student Achievement Domain

Student Progress Domain

Closing the Gaps Domain

Federal Report Card Data

RDA data

Student Data: Assessments

State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)

State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions STAAR End-of-Course current and longitudinal results, including all versions

Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness Texas Success Initiative (TSI) data for postsecondary/college-ready graduates' data

SAT and/or ACT assessment data

Local benchmark or common assessments data

Star E, MAPS, and Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Student Data: Student Groups

Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups

Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group

Economically disadvantaged / Non-economically disadvantaged performance and participation data

Special education/non-special education population including discipline, progress, and participation data

At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data

EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data

Career and Technical Education (CTE), including coherent sequence coursework aligned with the industry-based certifications, program growth and student achievement by race, ethnicity, and gender data

Dyslexia Data

Dual-credit and/or college prep course completion data

Student Data: Behavior and Other Indicators

Annual dropout rate data

Attendance data

Discipline records

Class size averages by grade and subject

Enrollment trends

Employee Data

Teacher/Student Ratio

Campus leadership data

Professional development needs assessment data

Evaluation(s) of professional development implementation and impact TTESS data

Comprehensive Needs Assessment

Other Summary (Continued)

Support Systems and Other Data

Organizational structure data

Processes and procedures for teaching and learning, including program implementation

Communications data

Capacity and resources data

Comprehensive Needs Assessment Data Sources

ACT/SAT Data
Community Demographics
Community Input
Disaggregated STAAR Data
Discipline Referrals
District Policies
Failure Lists
Federal Program Guidelines
Graduation Records
Growth Projections
Highly Qualified Staff
Parent Participation
Report Card Grades
Safe Schools Checklist
Special Programs Evaluations
Special Student Populations
Staff Development
Standardized Tests
Survey and Interviews of Students/Staff/Parents