MISD
2015-2016
ANNUAL
REPORT

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MONTGOMERY I.S.D.
2015-2016
TEXAS ACADEMIC PERFORMANCE REPORT
(DISTRICT REPORT)

2015-16 Texas Academic Performance Report

District Name: **MONTGOMERY ISD**

District Number: **170903**

2016 Accountability Rating: **Met Standard**

2016 Special Education Determination Status:

Meets Requirements

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District Name: MONTGOMERY ISD
County Name: MONTGOMERY
District Number: 170903

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2015-16 District Performance

		State	Region 06	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent at Level II Satisfactory Standard or Above Grade 3														
Reading	2016	73%	75%	**86%**	64%	77%	89%	*	*	*	71%	70%	76%	64%
Mathematics	2016	75%	77%	**87%**	73%	86%	88%	*	*	*	79%	75%	80%	79%
STAAR Percent at Level II Satisfactory Standard or Above Grade 4														
Reading	2016	75%	77%	**87%**	53%	84%	89%	*	*	-	88%	54%	72%	64%
Mathematics	2016	73%	76%	**89%**	59%	91%	90%	*	*	-	94%	61%	79%	93%
Writing	2016	69%	70%	**82%**	59%	75%	84%	*	*	-	78%	45%	71%	57%
STAAR Percent at Level II Satisfactory Standard or Above Grade 5 **														
Reading	2016	81%	82%	**91%**	89%	88%	92%	*	100%	-	80%	58%	82%	82%
Mathematics	2016	86%	86%	**96%**	94%	91%	97%	*	100%	-	80%	69%	88%	82%
Science	2016	74%	76%	**84%**	67%	77%	86%	*	86%	-	90%	61%	74%	38%
STAAR Percent at Level II Satisfactory Standard or Above Grade 6														
Reading	2016	69%	71%	**81%**	48%	76%	84%	*	100%	*	64%	45%	65%	*
Mathematics	2016	72%	74%	**83%**	52%	64%	87%	100%	100%	*	86%	53%	67%	*
STAAR Percent at Level II Satisfactory Standard or Above Grade 7														
Reading	2016	71%	73%	**81%**	45%	74%	84%	*	86%	*	64%	38%	67%	*
Mathematics	2016	69%	69%	**81%**	59%	76%	84%	*	83%	-	*	41%	68%	*
Writing	2016	69%	71%	**81%**	45%	74%	84%	*	100%	*	64%	38%	72%	*
STAAR Percent at Level II Satisfactory Standard or Above Grade 8 **														
Reading	2016	87%	88%	**94%**	92%	89%	95%	100%	*	*	100%	44%	86%	*

District Name: MONTGOMERY ISD
County Name: MONTGOMERY
District Number: 170903

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2015-16 District Performance

		State	Region 06	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent at Level II Satisfactory Standard or Above Grade 8 **														
Mathematics	2016	82%	83%	**94%**	91%	89%	94%	100%	100%	*	100%	38%	85%	*
Science	2016	75%	76%	**84%**	67%	73%	86%	*	*	*	91%	37%	68%	*
Social Studies	2016	63%	64%	**80%**	58%	70%	82%	100%	*	*	91%	37%	60%	*
STAAR Percent at Level II Satisfactory Standard or Above End of Course														
English I	2016	65%	65%	**80%**	47%	75%	83%	*	100%	*	64%	21%	58%	*
English II	2016	67%	69%	**82%**	48%	70%	85%	*	100%	*	64%	29%	64%	*
Algebra I	2016	78%	77%	**90%**	63%	85%	92%	*	100%	*	100%	42%	78%	75%
Biology	2016	87%	88%	**90%**	67%	87%	92%	86%	100%	*	88%	38%	77%	83%
U.S. History	2016	91%	90%	**93%**	60%	86%	96%	*	*	*	*	52%	83%	*
STAAR Percent at Level II Satisfactory Standard or Above All Grades														
All Subjects	2016	75%	76%	**86%**	61%	80%	88%	84%	95%	60%	81%	47%	73%	57%
Reading	2016	73%	74%	**85%**	57%	79%	88%	79%	94%	71%	75%	42%	71%	52%
Mathematics	2016	76%	77%	**89%**	67%	84%	91%	92%	95%	*	88%	54%	77%	71%
Writing	2016	69%	70%	**81%**	51%	74%	84%	75%	100%	*	72%	42%	71%	52%
Science	2016	79%	80%	**86%**	67%	79%	88%	79%	94%	*	90%	45%	73%	44%
Social Studies	2016	77%	77%	**86%**	59%	78%	88%	100%	89%	*	87%	47%	70%	*
STAAR Percent at Postsecondary Readiness Standard All Grades														
Two or More Subjects	2016	45%	47%	**60%**	27%	51%	62%	47%	72%	*	47%	15%	39%	18%
Reading	2016	46%	48%	**61%**	28%	52%	64%	35%	81%	*	52%	16%	41%	22%

District Name: MONTGOMERY ISD
County Name: MONTGOMERY
District Number: 170903

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2015-16 District Performance

		State	Region 06	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent at Postsecondary Readiness Standard														
All Grades														
Mathematics	2016	43%	45%	**60%**	30%	52%	62%	42%	76%	*	61%	19%	41%	25%
Writing	2016	41%	42%	**53%**	16%	46%	56%	*	50%	*	34%	*	38%	*
Science	2016	47%	50%	**58%**	29%	48%	60%	42%	72%	*	64%	13%	39%	*
Social Studies	2016	47%	50%	**56%**	39%	50%	57%	*	67%	*	79%	26%	40%	*
STAAR Percent at Advanced Standard														
All Grades														
All Subjects	2016	18%	20%	**24%**	11%	17%	26%	10%	38%	30%	24%	8%	13%	9%
Reading	2016	17%	19%	**24%**	12%	16%	26%	*	39%	*	21%	10%	13%	8%
Mathematics	2016	19%	21%	**27%**	10%	19%	30%	*	36%	*	27%	9%	14%	11%
Writing	2016	15%	15%	**18%**	*	14%	18%	*	28%	*	21%	*	9%	*
Science	2016	16%	19%	**22%**	*	15%	24%	*	50%	*	17%	9%	11%	*
Social Studies	2016	22%	25%	**25%**	19%	22%	25%	*	*	*	40%	*	14%	*
STAAR Percent Met or Exceeded Progress														
All Grades														
All Subjects	2016	62%	61%	**66%**	61%	65%	66%	*	77%	*	64%	58%	63%	63%
Reading	2016	60%	60%	**60%**	56%	60%	60%	*	76%	*	59%	56%	57%	57%
Mathematics	2016	63%	62%	**72%**	66%	71%	73%	*	78%	*	68%	61%	69%	68%
STAAR Percent Exceeded Progress														
All Grades														
All Subjects	2016	17%	16%	**17%**	15%	16%	17%	*	20%	*	10%	14%	14%	18%
Reading	2016	16%	15%	**14%**	16%	16%	14%	*	19%	*	12%	12%	13%	17%
Mathematics	2016	17%	16%	**20%**	13%	17%	21%	*	22%	*	8%	16%	15%	19%

District Name: MONTGOMERY ISD
County Name: MONTGOMERY
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TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2015-16 District Performance

		State	Region 06	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2016	35%	35%	**43%**	28%	39%	46%	*	*	-	*	17%	34%	30%

District Name: MONTGOMERY ISD
County Name: MONTGOMERY
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TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2015-16 District Performance

		State	Region 06	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
Student Success Initiative														
Grade 5 Reading														
Students Meeting Level II Standard on First STAAR Administration														
	2016	73%	**75%**	**85%**	67%	73%	88%	*	100%	-	80%	50%	70%	56%
Students Requiring Accelerated Instruction														
	2016	27%	**25%**	**15%**	33%	27%	12%	0%	*	-	*	50%	30%	44%
STAAR Cumulative Met Standard														
	2016	80%	**82%**	**91%**	89%	88%	92%	*	100%	-	80%	52%	82%	83%
STAAR Non-Proficient Students Promoted by Grade Placement Committee														
	2015	95%	**94%**	**100%**	*	*	100%	-	-	-	-	100%	100%	*
STAAR Met Standard (Non-Proficient in Previous Year)														
Promoted to Grade 6														
	2016	11%	**9%**	*	*	*	*	-	-	-	-	*	*	*
Retained in Grade 5														
	2016	45%	**44%**	*	-	*	-	-	-	-	-	-	*	*
Grade 5 Mathematics														
Students Meeting Level II Standard on First STAAR Administration														
	2016	77%	**77%**	**91%**	83%	86%	93%	*	100%	-	80%	59%	79%	72%
Students Requiring Accelerated Instruction														
	2016	23%	**23%**	**9%**	*	14%	7%	0%	*	-	*	41%	21%	28%
STAAR Cumulative Met Standard														
	2016	85%	**86%**	**96%**	94%	91%	97%	*	100%	-	80%	62%	88%	83%

District Name: MONTGOMERY ISD
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TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2015-16 District Performance

		State	Region 06	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
Student Success Initiative														
Grade 8 Reading														
Students Meeting Level II Standard on First STAAR Administration														
	2016	80%	**82%**	**92%**	83%	84%	93%	100%	*	*	100%	28%	82%	*
Students Requiring Accelerated Instruction														
	2016	20%	**18%**	**8%**	*	16%	7%	*	*	*	*	72%	18%	*
STAAR Cumulative Met Standard														
	2016	86%	**88%**	**94%**	92%	88%	95%	100%	*	*	100%	40%	86%	*
STAAR Non-Proficient Students Promoted by Grade Placement Committee														
	2015	97%	**97%**	*	-	-	*	-	-	-	-	-	*	-
Grade 8 Mathematics														
Students Meeting Level II Standard on First STAAR Administration														
	2016	71%	**73%**	**90%**	82%	82%	91%	100%	100%	*	100%	25%	77%	*
Students Requiring Accelerated Instruction														
	2016	29%	**27%**	**10%**	*	18%	9%	0%	*	*	*	75%	23%	*
STAAR Cumulative Met Standard														
	2016	81%	**83%**	**94%**	91%	89%	94%	100%	100%	*	100%	33%	85%	*

District Name: MONTGOMERY ISD
County Name: MONTGOMERY
District Number: 170903

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2015-16 District Performance

Bilingual Education/English as a Second Language

(Current Year ELL Students)

		State	Region 06	District	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
STAAR Percent at Level II Satisfactory Standard or Above															
All Grades															
All Subjects	2016	75%	76%	**86%**	68%	-	-	68%	-	53%	68%	44%	58%	57%	57%
Reading	2016	73%	74%	**85%**	59%	-	-	59%	-	47%	50%	46%	*	51%	52%
Mathematics	2016	76%	77%	**89%**	83%	-	-	83%	-	65%	94%	48%	*	71%	71%
Writing	2016	69%	70%	**81%**	50%	-	-	50%	-	67%	*	*	*	58%	52%
Science	2016	79%	80%	**86%**	-	-	-	-	-	44%	67%	*	-	44%	44%
Social Studies	2016	77%	77%	**86%**	-	-	-	-	-	*	*	*	-	*	*
STAAR Percent at Postsecondary Readiness Standard															
All Grades															
Two or More Subjects	2016	45%	47%	**60%**	*	-	-	*	-	*	*	*	*	17%	18%
Reading	2016	46%	48%	**61%**	36%	-	-	36%	-	16%	*	*	*	22%	22%
Mathematics	2016	43%	45%	**60%**	*	-	-	*	-	23%	*	*	*	25%	25%
Writing	2016	41%	42%	**53%**	*	-	-	*	-	*	*	*	*	*	*
Science	2016	47%	50%	**58%**	-	-	-	-	-	*	*	*	-	*	*
Social Studies	2016	47%	50%	**56%**	-	-	-	-	-	*	-	*	-	*	*
STAAR Percent at Advanced Standard															
All Grades															
All Subjects	2016	18%	20%	**24%**	12%	-	-	12%	-	8%	12%	6%	*	9%	9%
Reading	2016	17%	19%	**24%**	*	-	-	*	-	*	*	*	*	7%	8%
Mathematics	2016	19%	21%	**27%**	*	-	-	*	-	12%	*	*	*	11%	11%
Writing	2016	15%	15%	**18%**	*	-	-	*	-	*	*	*	*	*	*
Science	2016	16%	19%	**22%**	-	-	-	-	-	*	*	*	-	*	*

District Name: MONTGOMERY ISD
County Name: MONTGOMERY
District Number: 170903

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2015-16 District Performance

Bilingual Education/English as a Second Language

(Current Year ELL Students)

		State	Region 06	District	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
STAAR Percent at Advanced Standard															
All Grades															
Social Studies	2016	22%	25%	**25%**	-	-	-	-	-	*	-	*	-	*	*
STAAR Percent Met or Exceeded Progress															
All Grades															
All Subjects	2016	62%	61%	**66%**	67%	-	-	67%	-	57%	63%	54%	*	60%	61%
Reading	2016	60%	60%	**60%**	*	-	-	*	-	49%	*	50%	*	49%	51%
Mathematics	2016	63%	62%	**72%**	81%	-	-	81%	-	65%	*	*	*	71%	72%
STAAR Percent Exceeded Progress															
All Grades															
All Subjects	2016	17%	16%	**17%**	24%	-	-	24%	-	16%	16%	16%	*	19%	19%
Reading	2016	16%	15%	**14%**	*	-	-	*	-	16%	*	19%	*	15%	15%
Mathematics	2016	17%	16%	**20%**	35%	-	-	35%	-	15%	*	*	*	22%	23%
Progress of Prior-Year Non-Proficient Students															
Sum of Grades 4-8															
Reading	2016	35%	35%	**43%**	*	-	-	*	-	35%	*	31%	-	30%	30%

District Name: MONTGOMERY ISD
County Name: MONTGOMERY
District Number: 170903

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2015-16 District Participation

	State	Region 06	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
2016 STAAR Participation (All Grades)													
All Tests													
Test Participant	99%	99%	**99%**	100%	99%	99%	100%	100%	100%	99%	99%	99%	100%
Included in Accountability	94%	94%	**95%**	95%	94%	96%	94%	99%	100%	89%	92%	93%	83%
Not Included in Accountability													
Mobile	4%	4%	**3%**	4%	4%	3%	3%	0%	0%	10%	5%	6%	8%
Other Exclusions	1%	1%	**0%**	1%	2%	0%	3%	1%	0%	0%	3%	0%	9%
Not Tested	1%	1%	**1%**	0%	1%	1%	0%	0%	0%	1%	1%	1%	0%
Absent	1%	1%	**1%**	0%	1%	1%	0%	0%	0%	1%	1%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%

District Name: MONTGOMERY ISD
County Name: MONTGOMERY
District Number: 170903

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2015-16 District Attendance and Postsecondary Readiness

	State	Region 06	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
Attendance Rate													
2014-15	95.7%	95.9%	**95.3%**	95.1%	95.5%	95.2%	94.9%	97.2%	94.7%	96.0%	93.9%	94.4%	96.1%
2013-14	95.9%	96.0%	**95.5%**	95.9%	95.4%	95.4%	94.7%	97.5%	94.1%	95.9%	94.2%	94.6%	96.3%
Annual Dropout Rate (Gr 7-8)													
2014-15	0.3%	0.2%	**0.0%**	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	0.0%
2013-14	0.5%	0.2%	**0.1%**	0.0%	0.0%	0.1%	0.0%	0.0%	-	0.0%	0.0%	0.0%	0.0%
Annual Dropout Rate (Gr 9-12)													
2014-15	2.1%	1.5%	**0.7%**	2.4%	1.0%	0.6%	0.0%	0.0%	*	2.4%	1.6%	1.6%	6.7%
2013-14	2.2%	1.6%	**2.4%**	6.6%	3.7%	1.9%	6.7%	3.8%	*	4.5%	2.8%	4.3%	0.0%
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2015													
Graduated	89.0%	90.6%	**90.5%**	85.7%	86.7%	90.7%	*	*	*	100.0%	72.7%	81.4%	-
Received GED	0.6%	1.2%	**1.6%**	0.0%	2.2%	1.7%	*	*	*	0.0%	0.0%	2.3%	-
Continued HS	4.1%	3.3%	**3.4%**	4.8%	8.9%	2.9%	*	*	*	0.0%	15.2%	4.7%	-
Dropped Out	6.3%	4.9%	**4.4%**	9.5%	2.2%	4.6%	*	*	*	0.0%	12.1%	11.6%	-
Graduates and GED	89.6%	91.8%	**92.1%**	85.7%	88.9%	92.4%	*	*	*	100.0%	72.7%	83.7%	-
Grads, GED, & Cont	93.7%	95.1%	**95.6%**	90.5%	97.8%	95.4%	*	*	*	100.0%	87.9%	88.4%	-
Class of 2014													
Graduated	88.3%	89.6%	**90.7%**	70.6%	85.2%	92.7%	*	87.5%	-	71.4%	87.1%	78.5%	-
Received GED	0.8%	1.7%	**1.2%**	0.0%	1.6%	1.0%	*	0.0%	-	14.3%	0.0%	2.2%	-
Continued HS	4.3%	3.4%	**2.6%**	5.9%	4.9%	2.0%	*	0.0%	-	14.3%	3.2%	7.5%	-
Dropped Out	6.6%	5.3%	**5.5%**	23.5%	8.2%	4.3%	*	12.5%	-	0.0%	9.7%	11.8%	-
Graduates and GED	89.1%	91.3%	**91.9%**	70.6%	86.9%	93.7%	*	87.5%	-	85.7%	87.1%	80.6%	-
Grads, GED, & Cont	93.4%	94.7%	**94.5%**	76.5%	91.8%	95.7%	*	87.5%	-	100.0%	90.3%	88.2%	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2014													
Graduated	90.4%	91.3%	**93.2%**	70.6%	89.8%	94.9%	*	87.5%	-	85.7%	90.3%	85.4%	-
Received GED	1.0%	2.1%	**2.0%**	0.0%	5.1%	1.5%	*	0.0%	-	14.3%	0.0%	3.4%	-
Continued HS	1.3%	1.0%	**0.0%**	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	-
Dropped Out	7.2%	5.7%	**4.7%**	29.4%	5.1%	3.6%	*	12.5%	-	0.0%	9.7%	11.2%	-
Graduates and GED	91.5%	93.3%	**95.3%**	70.6%	94.9%	96.4%	*	87.5%	-	100.0%	90.3%	88.8%	-
Grads, GED, & Cont	92.8%	94.3%	**95.3%**	70.6%	94.9%	96.4%	*	87.5%	-	100.0%	90.3%	88.8%	-
Class of 2013													
Graduated	90.4%	91.3%	**95.8%**	82.4%	93.8%	96.8%	88.9%	*	*	*	86.0%	87.4%	*
Received GED	1.1%	1.8%	**0.6%**	0.0%	1.5%	0.5%	0.0%	*	*	*	0.0%	1.1%	*
Continued HS	1.3%	0.8%	**0.0%**	0.0%	0.0%	0.0%	0.0%	*	*	*	0.0%	0.0%	*
Dropped Out	7.2%	6.1%	**3.6%**	17.6%	4.6%	2.7%	11.1%	*	*	*	14.0%	11.6%	*
Graduates and GED	91.5%	93.1%	**96.4%**	82.4%	95.4%	97.3%	88.9%	*	*	*	86.0%	88.4%	*
Grads, GED, & Cont	92.8%	93.9%	**96.4%**	82.4%	95.4%	97.3%	88.9%	*	*	*	86.0%	88.4%	*

District Name: MONTGOMERY ISD
County Name: MONTGOMERY
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TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2015-16 District Attendance and Postsecondary Readiness

	State	Region 06	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2013													
Graduated	90.9%	91.6%	**95.8%**	82.4%	93.8%	96.8%	88.9%	*	*	*	86.0%	87.4%	*
Received GED	1.4%	2.1%	**0.8%**	0.0%	1.5%	0.8%	0.0%	*	*	*	0.0%	2.1%	*
Continued HS	0.6%	0.3%	**0.0%**	0.0%	0.0%	0.0%	0.0%	*	*	*	0.0%	0.0%	*
Dropped Out	7.2%	6.0%	**3.4%**	17.6%	4.6%	2.4%	11.1%	*	*	*	14.0%	10.5%	*
Graduates and GED	92.3%	93.7%	**96.6%**	82.4%	95.4%	97.6%	88.9%	*	*	*	86.0%	89.5%	*
Grads, GED, & Cont	92.8%	94.0%	**96.6%**	82.4%	95.4%	97.6%	88.9%	*	*	*	86.0%	89.5%	*
Class of 2012													
Graduated	90.9%	92.6%	**97.2%**	94.4%	97.0%	97.3%	*	100.0%	-	*	96.6%	94.1%	*
Received GED	1.5%	2.3%	**1.3%**	0.0%	1.5%	1.4%	*	0.0%	-	*	0.0%	1.0%	*
Continued HS	0.6%	0.2%	**0.0%**	0.0%	0.0%	0.0%	*	0.0%	-	*	0.0%	0.0%	*
Dropped Out	7.0%	4.8%	**1.5%**	5.6%	1.5%	1.4%	*	0.0%	-	*	3.4%	4.9%	*
Graduates and GED	92.4%	94.9%	**98.5%**	94.4%	98.5%	98.6%	*	100.0%	-	*	96.6%	95.1%	*
Grads, GED, & Cont	93.0%	95.2%	**98.5%**	94.4%	98.5%	98.6%	*	100.0%	-	*	96.6%	95.1%	*
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2015	89.0%	90.6%	**89.8%**	85.7%	86.7%	89.8%	*	*	*	100.0%	72.7%	79.5%	-
Class of 2014	88.3%	89.6%	**90.3%**	70.6%	83.9%	92.5%	*	87.5%	-	71.4%	84.4%	78.5%	-
5-Year Extended Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2014	90.4%	91.3%	**92.5%**	70.6%	86.9%	94.5%	*	87.5%	-	85.7%	90.6%	84.4%	-
Class of 2013	90.4%	91.3%	**95.6%**	82.4%	93.8%	96.5%	88.9%	*	*	*	84.1%	86.5%	*
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2015	86.1%	84.2%	**81.5%**	66.7%	79.5%	82.5%	*	*	*	75.0%	20.8%	62.9%	-
Class of 2014	85.5%	84.6%	**79.2%**	50.0%	76.9%	80.5%	*	100.0%	-	60.0%	14.8%	64.4%	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2015	84.1%	84.0%	**81.5%**	66.7%	79.5%	82.5%	*	*	*	75.0%	20.8%	62.9%	-
RHSP/DAP Graduates (Annual Rate)													
2014-15	84.3%	82.4%	**80.9%**	64.7%	75.0%	82.6%	*	*	*	69.2%	16.7%	60.0%	-
2013-14	83.8%	83.4%	**77.0%**	58.3%	74.1%	78.3%	*	87.5%	-	50.0%	11.8%	63.0%	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2014-15	82.2%	82.2%	**80.9%**	64.7%	75.0%	82.6%	*	*	*	69.2%	16.7%	60.0%	-
Advanced Course/Dual Credit Course Completion (Grades 11-12)													
Any Subject													
2014-15	54.5%	51.3%	**48.6%**	23.7%	43.2%	50.5%	28.6%	52.9%	*	46.2%	16.4%	30.0%	*
2013-14	53.2%	52.1%	**42.3%**	9.7%	35.3%	43.8%	14.3%	75.0%	*	57.9%	8.8%	22.6%	*
English Language Arts													
2014-15	29.0%	25.2%	**23.0%**	8.8%	18.0%	23.7%	14.3%	29.4%	*	32.0%	0.0%	12.1%	*
2013-14	28.9%	23.8%	**20.1%**	3.4%	12.6%	21.2%	*	45.5%	*	27.8%	3.7%	9.9%	*
Mathematics													
2014-15	43.8%	41.8%	**31.1%**	10.0%	20.7%	33.1%	14.3%	37.5%	*	36.4%	0.0%	10.2%	*
2013-14	42.4%	44.0%	**33.5%**	12.5%	26.4%	34.1%	*	75.0%	*	50.0%	4.9%	17.5%	*

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Texas Academic Performance Report

2015-16 District Attendance and Postsecondary Readiness

	State	Region 06	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
Advanced Course/Dual Credit Course Completion (Grades 11-12)													
Science													
2014-15	12.7%	13.5%	**13.3%**	0.0%	11.6%	13.5%	0.0%	30.8%	*	17.4%	0.0%	4.6%	*
2013-14	13.4%	13.8%	**12.1%**	0.0%	9.7%	12.1%	*	70.0%	*	6.3%	0.0%	2.8%	*
Social Studies													
2014-15	28.4%	26.9%	**30.1%**	8.1%	30.5%	30.8%	28.6%	43.8%	*	26.9%	3.7%	17.6%	*
2013-14	27.8%	26.7%	**24.4%**	0.0%	15.6%	25.8%	16.7%	72.7%	*	21.1%	1.7%	12.7%	*
Advanced Course/Dual Credit Course Completion (Grades 9-12)													
Any Subject													
2014-15	34.6%	31.2%	**28.0%**	15.4%	22.0%	29.0%	30.8%	38.7%	*	34.1%	8.6%	15.0%	0.0%
2013-14	33.1%	30.6%	**26.2%**	4.1%	22.7%	26.9%	13.3%	61.5%	*	35.9%	4.2%	12.4%	0.0%
English Language Arts													
2014-15	15.7%	12.3%	**10.1%**	5.7%	6.9%	10.3%	7.7%	16.1%	*	23.1%	1.4%	4.8%	0.0%
2013-14	15.4%	11.4%	**8.9%**	1.4%	5.1%	9.5%	0.0%	25.0%	*	13.5%	1.4%	4.3%	0.0%
Mathematics													
2014-15	19.4%	18.5%	**12.7%**	4.5%	7.5%	13.4%	8.3%	20.0%	*	24.3%	0.0%	3.8%	0.0%
2013-14	18.8%	19.6%	**13.6%**	4.7%	10.0%	13.9%	0.0%	36.0%	*	25.7%	1.5%	6.1%	0.0%
Science													
2014-15	5.2%	5.1%	**5.1%**	0.0%	4.0%	5.1%	0.0%	14.8%	*	10.5%	0.0%	1.5%	0.0%
2013-14	5.6%	5.3%	**4.8%**	0.0%	3.3%	4.9%	0.0%	31.8%	*	2.9%	0.0%	0.9%	0.0%
Social Studies													
2014-15	19.5%	18.4%	**20.2%**	6.8%	16.9%	20.9%	30.8%	33.3%	*	20.0%	2.1%	10.3%	0.0%
2013-14	18.3%	17.2%	**18.6%**	0.0%	15.1%	19.2%	15.4%	65.2%	*	18.4%	1.3%	8.8%	0.0%
College-Ready Graduates													
English Language Arts													
2014-15	42.0%	50.0%	**58.0%**	15.0%	36.0%	61.0%	*	*	*	70.0%	*	41.0%	-
Mathematics													
2014-15	38.0%	46.0%	**54.0%**	15.0%	36.0%	56.0%	*	*	*	70.0%	*	33.0%	-
Both Subjects													
2014-15	35.0%	44.0%	**52.0%**	15.0%	36.0%	54.0%	*	*	*	70.0%	*	32.0%	-
Either Subject													
2014-15	45.0%	53.0%	**59.0%**	15.0%	36.0%	62.0%	*	*	*	70.0%	*	41.0%	-
College and Career Ready Graduates													
2014-15	74.5%	73.3%	**90.8%**	76.5%	92.5%	91.3%	*	*	*	92.3%	91.7%	87.1%	-
Texas Success Initiative Assessment (TSIA)													
English Language Arts													
2014-15	10.6%	8.2%	**11.0%**	0.0%	7.5%	12.5%	*	*	*	0.0%	12.5%	10.0%	-
Mathematics													
2014-15	7.1%	5.8%	**8.8%**	0.0%	7.5%	9.8%	*	*	*	0.0%	0.0%	8.6%	-
Completion of Two or More Advanced/Dual Credit Courses in Current and/or Prior Year (Annual Graduates)													
2014-15	48.1%	44.8%	**41.6%**	17.6%	30.0%	43.3%	*	*	*	46.2%	4.2%	15.7%	-

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Texas Academic Performance Report

2015-16 District Attendance and Postsecondary Readiness

	State	Region 06	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
Completion of Twelve or More Hours of Postsecondary Credit (Annual Graduates)													
Any Subject													
2014-15	10.6%	9.7%	**8.1%**	5.9%	5.0%	8.7%	*	*	*	0.0%	0.0%	1.4%	-
AP/IB Course Completion (Annual Graduates)													
2014-15	43.4%	39.3%	**42.0%**	17.6%	37.5%	43.1%	*	*	*	53.8%	8.3%	25.7%	-
CTE Coherent Sequence (Annual Graduates)													
2014-15	46.6%	44.1%	**75.7%**	70.6%	82.5%	74.7%	*	*	*	84.6%	91.7%	78.6%	-
2013-14	46.4%	43.0%	**70.0%**	1.9%	7.0%	59.1%	*	0.8%	-	1.1%	5.3%	10.8%	-
AP/IB Results (Participation)													
All Subjects													
2015	24.9%	22.9%	**17.7%**	5.0%	18.5%	18.0%	0.0%	27.8%	*	19.2%	n/a	9.9%	n/a
2014	23.5%	21.6%	**12.9%**	0.0%	7.8%	13.6%	0.0%	36.4%	*	16.7%	n/a	4.0%	n/a
English Language Arts													
2015	15.1%	11.4%	**5.9%**	2.5%	6.5%	5.8%	0.0%	5.6%	*	7.7%	n/a	3.5%	n/a
2014	15.0%	11.4%	**5.2%**	0.0%	1.9%	5.4%	0.0%	27.3%	*	5.6%	n/a	0.6%	n/a
Mathematics													
2015	6.8%	7.8%	**4.0%**	2.5%	1.9%	4.2%	0.0%	5.6%	*	3.8%	n/a	1.2%	n/a
2014	6.5%	7.2%	**4.0%**	0.0%	1.9%	4.4%	0.0%	9.1%	*	5.6%	n/a	1.7%	n/a
Science													
2015	10.2%	9.6%	**10.4%**	2.5%	9.3%	10.7%	0.0%	22.2%	*	11.5%	n/a	3.5%	n/a
2014	6.9%	6.9%	**5.2%**	0.0%	2.9%	5.4%	0.0%	27.3%	*	5.6%	n/a	0.6%	n/a
Social Studies													
2015	14.4%	14.3%	**13.7%**	2.5%	13.9%	14.1%	0.0%	27.8%	*	11.5%	n/a	8.8%	n/a
2014	13.8%	13.9%	**10.2%**	0.0%	4.9%	10.9%	0.0%	36.4%	*	5.6%	n/a	3.4%	n/a
AP/IB Results (Examinees >= Criterion)													
All Subjects													
2015	49.1%	58.1%	**62.9%**	*	55.0%	62.8%	-	60.0%	*	100.0%	n/a	64.7%	n/a
2014	51.3%	60.7%	**73.6%**	-	50.0%	75.0%	-	*	*	*	n/a	71.4%	n/a
English Language Arts													
2015	43.7%	55.2%	**81.4%**	*	71.4%	80.9%	-	*	*	*	n/a	66.7%	n/a
2014	44.7%	56.9%	**82.0%**	-	*	79.1%	-	*	*	*	n/a	*	n/a
Mathematics													
2015	51.7%	61.2%	**70.0%**	*	*	70.6%	-	*	*	*	n/a	*	n/a
2014	53.6%	57.8%	**76.9%**	-	*	80.0%	-	*	-	*	n/a	*	n/a
Science													
2015	35.4%	48.2%	**53.3%**	*	30.0%	53.5%	-	*	*	*	n/a	33.3%	n/a
2014	45.7%	59.3%	**76.0%**	-	*	79.1%	-	*	-	*	n/a	*	n/a
Social Studies													
2015	40.1%	51.5%	**42.0%**	*	26.7%	43.9%	-	20.0%	-	*	n/a	40.0%	n/a
2014	41.6%	52.9%	**61.6%**	-	20.0%	63.2%	-	*	*	*	n/a	66.7%	n/a

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TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2015-16 District Attendance and Postsecondary Readiness

	State	Region 06	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
SAT/ACT Results													
Tested													
Class of 2015	68.3%	59.6%	**66.3%**	70.6%	55.0%	66.8%	*	*	*	84.6%	n/a	41.1%	n/a
Class of 2014	66.3%	59.1%	**63.1%**	33.3%	51.9%	65.0%	*	87.5%	-	50.0%	n/a	39.5%	n/a
At/Above Criterion													
Class of 2015	24.3%	33.8%	**36.6%**	16.7%	18.2%	37.1%	*	*	*	63.6%	n/a	13.3%	n/a
Class of 2014	25.1%	32.2%	**36.8%**	*	28.6%	36.6%	*	42.9%	-	*	n/a	20.0%	n/a
Average SAT Score													
All Subjects													
Class of 2015	1394	1487	**1511**	1351	1369	1525	*	*	*	1546	n/a	1345	n/a
Class of 2014	1417	1492	**1526**	*	1483	1528	*	1584	-	*	n/a	1485	n/a
English Language Arts and Writing													
Class of 2015	912	973	**987**	898	885	997	*	*	*	996	n/a	889	n/a
Class of 2014	925	975	**997**	*	960	1000	*	1006	-	*	n/a	977	n/a
Mathematics													
Class of 2015	482	513	**524**	453	484	528	*	*	*	550	n/a	456	n/a
Class of 2014	491	517	**529**	*	523	527	*	579	-	*	n/a	508	n/a
Average ACT Score													
All Subjects													
Class of 2015	20.6	22.1	**22.6**	*	20.1	22.6	*	*	*	23.6	n/a	21.4	n/a
Class of 2014	20.6	21.7	**23.2**	*	23.2	23.1	*	*	-	*	n/a	20.3	n/a
English Language Arts													
Class of 2015	20.1	21.7	**22.3**	*	19.6	22.3	*	*	*	22.6	n/a	22.9	n/a
Class of 2014	20.0	21.2	**22.7**	*	22.5	22.7	*	*	-	*	n/a	19.5	n/a
Mathematics													
Class of 2015	20.9	22.4	**22.6**	*	21.5	22.5	*	*	*	24.2	n/a	19.1	n/a
Class of 2014	21.2	22.3	**23.6**	*	23.3	23.5	*	*	-	*	n/a	20.7	n/a
Science													
Class of 2015	20.7	22.1	**22.7**	*	19.7	22.8	*	*	*	24.0	n/a	20.4	n/a
Class of 2014	20.7	21.7	**23.3**	*	23.7	23.2	*	*	-	*	n/a	21.2	n/a
Graduates Enrolled in TX Institution of Higher Education (IHE)													
2013-14	57.5%	53.7%	**63.9%**	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2012-13	56.9%	53.7%	**61.1%**	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Graduates in TX IHE Completing One Year Without Remediation													
2013-14	70.5%	74.9%	**82.2%**	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2012-13	70.8%	74.0%	**77.6%**	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

District Name: MONTGOMERY ISD
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Texas Academic Performance Report
2015-16 District Profile

Student Information	District Count	District Percent	State Count	State Percent
Total Students:	8,157	100.0%	5,284,252	100.0%
Students by Grade:				
Early Childhood Education	14	0.2%	13,009	0.2%
Pre-Kindergarten	62	0.8%	220,390	4.2%
Kindergarten	514	6.3%	376,505	7.1%
Grade 1	546	6.7%	409,767	7.8%
Grade 2	573	7.0%	411,080	7.8%
Grade 3	628	7.7%	409,157	7.7%
Grade 4	628	7.7%	396,895	7.5%
Grade 5	671	8.2%	393,941	7.5%
Grade 6	666	8.2%	390,379	7.4%
Grade 7	682	8.4%	389,411	7.4%
Grade 8	663	8.1%	386,455	7.3%
Grade 9	667	8.2%	428,470	8.1%
Grade 10	729	8.9%	386,290	7.3%
Grade 11	567	7.0%	351,888	6.7%
Grade 12	547	6.7%	320,615	6.1%
Ethnic Distribution:				
African American	246	3.0%	666,933	12.6%
Hispanic	1,132	13.9%	2,760,302	52.2%
White	6,478	79.4%	1,507,225	28.5%
American Indian	45	0.6%	20,855	0.4%
Asian	81	1.0%	212,973	4.0%
Pacific Islander	12	0.1%	7,392	0.1%
Two or More Races	163	2.0%	108,572	2.1%
Economically Disadvantaged	1,916	23.5%	3,118,758	59.0%
Non-Educationally Disadvantaged	6,241	76.5%	2,165,494	41.0%
English Language Learners (ELL)	193	2.4%	979,868	18.5%
Students w/ Disciplinary Placements (2014-2015)	62	0.7%	76,611	1.4%
At-Risk	2,064	25.3%	2,645,402	50.1%
Graduates (Class of 2015):				
Total Graduates	445	100.0%	313,397	100.0%
By Ethnicity (incl. Special Ed.):				
African American	17	3.8%	39,692	12.7%
Hispanic	40	9.0%	148,966	47.5%
White	367	82.5%	104,377	33.3%
American Indian	3	0.7%	1,335	0.4%
Asian	4	0.9%	13,090	4.2%
Pacific Islander	1	0.2%	486	0.2%
Two or More Races	13	2.9%	5,451	1.7%

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Student Information	District Count	District Percent	State Count	State Percent
By Graduation Type (incl. Special Ed.):				
Minimum H.S. Program	85	19.1%	46,723	14.9%
Recommended H.S. Program/DAP	360	80.9%	251,524	80.3%
Foundation High School Plan (No Endorsement)	0	0.0%	8,982	2.9%
Foundation High School Plan (Endorsement)	0	0.0%	523	0.2%
Foundation High School Plan (DLA)	0	0.0%	5,645	1.8%
Special Education Graduates	24	5.4%	23,541	7.5%

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2015-16 District Profile

Student Information	- Non-Special Education Rates - District	State	- Special Education Rates - District	State
Retention Rates by Grade:				
Kindergarten	2.2%	1.9%	0.0%	8.2%
Grade 1	5.3%	4.1%	6.9%	7.4%
Grade 2	3.1%	2.7%	2.6%	3.4%
Grade 3	1.3%	2.0%	2.1%	1.6%
Grade 4	0.5%	1.0%	0.0%	0.8%
Grade 5	0.3%	0.9%	2.4%	1.0%
Grade 6	0.2%	0.6%	0.0%	0.8%
Grade 7	0.5%	0.8%	0.0%	0.9%
Grade 8	0.7%	0.8%	0.0%	1.3%

	District		State	
	Count	Percent	Count	Percent
Data Quality:				
PID Errors (students) ##	-	-	-	-
Underreported Students	6	0.2%	7,834	0.3%

Class Size Information	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):		
Elementary:		
Kindergarten	20.4	18.9
Grade 1	18.8	19.1
Grade 2	18.8	19.1
Grade 3	19.5	19.1
Grade 4	19.3	19.0
Grade 5	23.2	20.8
Grade 6	23.4	20.4
Secondary:		
English/Language Arts	16.3	17.1
Foreign Languages	15.0	19.1
Mathematics	17.9	18.1
Science	16.7	19.1
Social Studies	19.4	19.5

District Name: MONTGOMERY ISD
County Name: MONTGOMERY
District Number: 170903

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2015-16 District Profile

Staff Information	District Count	District Percent	State Count	State Percent
Total Staff	916.1	100.0%	688,142.2	100.0%
Professional Staff:	607.8	66.4%	442,538.0	64.3%
Teachers	513.3	56.0%	347,272.1	50.5%
Professional Support	59.6	6.5%	67,755.2	9.8%
Campus Administration (School Leadership)	25.9	2.8%	20,170.5	2.9%
Central Administration	9.0	1.0%	7,340.2	1.1%
Educational Aides:	66.3	7.2%	65,803.2	9.6%
Auxiliary Staff:	241.9	26.4%	179,800.9	26.1%
Total Minority Staff:	101.8	11.1%	331,599.3	48.2%
Teachers by Ethnicity and Sex:				
African American	9.0	1.8%	34,949.8	10.1%
Hispanic	25.0	4.9%	90,214.9	26.0%
White	472.3	92.0%	211,190.4	60.8%
American Indian	1.0	0.2%	1,242.9	0.4%
Asian	1.0	0.2%	5,134.3	1.5%
Pacific Islander	0.0	0.0%	819.3	0.2%
Two or More Races	5.0	1.0%	3,720.6	1.1%
Males	83.5	16.3%	81,756.8	23.5%
Females	429.9	83.7%	265,515.3	76.5%
Teachers by Highest Degree Held:				
No Degree	1.6	0.3%	3,524.0	1.0%
Bachelors	394.8	76.9%	259,559.7	74.7%
Masters	113.8	22.2%	82,029.5	23.6%
Doctorate	3.0	0.6%	2,158.9	0.6%
Teachers by Years of Experience:				
Beginning Teachers	21.5	4.2%	27,995.4	8.1%
1-5 Years Experience	87.4	17.0%	94,786.9	27.3%
6-10 Years Experience	116.3	22.7%	75,285.1	21.7%
11-20 Years Experience	181.6	35.4%	94,649.7	27.3%
Over 20 Years Experience	106.5	20.7%	54,555.0	15.7%
Number of Students per Teacher	15.9	n/a	15.2	n/a

District Name: MONTGOMERY ISD
County Name: MONTGOMERY
District Number: 170903

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2015-16 District Profile

Staff Information	District	State
Average Years Experience of Teachers:	13.3	10.9
Average Years Experience of Teachers with District:	6.8	7.3
Average Teacher Salary by Years of Experience (regular duties only):		
Beginning Teachers	$45,803	$45,507
1-5 Years Experience	$49,831	$47,996
6-10 Years Experience	$52,297	$50,459
11-20 Years Experience	$54,802	$53,794
Over 20 Years Experience	$62,898	$60,613
Average Actual Salaries (regular duties only):		
Teachers	$54,691	$51,891
Professional Support	$65,380	$61,145
Campus Administration (School Leadership)	$78,745	$75,654
Central Administration	$118,571	$99,111
Instructional Staff Percent:	66.3	64.5
Turnover Rate for Teachers:	12.8	16.5
Staff Exclusions:		
Shared Services Arrangement Staff:		
Professional Staff	0.0	1,116.6
Educational Aides	0.0	230.6
Auxiliary Staff	0.0	493.6
Contracted Instructional Staff:	5.6	1,914.4

District Name: MONTGOMERY ISD
County Name: MONTGOMERY
District Number: 170903

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2015-16 District Profile

Program Information	District Count	District Percent	State Count	State Percent
Student Enrollment by Program:				
Bilingual/ESL Education	203	2.5%	968,569	18.3%
Career & Technical Education	2,781	34.1%	1,284,748	24.3%
Gifted & Talented Education	472	5.8%	404,540	7.7%
Special Education	514	6.3%	453,955	8.6%
Teachers by Program (population served):				
Bilingual/ESL Education	4.3	0.8%	20,650.0	5.9%
Career & Technical Education	33.4	6.5%	15,311.2	4.4%
Compensatory Education	17.7	3.5%	10,066.4	2.9%
Gifted & Talented Education	0.3	0.1%	6,656.1	1.9%
Regular Education	403.1	78.5%	252,100.4	72.6%
Special Education	48.2	9.4%	30,567.0	8.8%
Other	6.2	1.2%	11,921.0	3.4%

Link to:
PEIMS Financial Standard Reports/
2014-2015 Financial Actual Report

'^' Indicates that ELL rates at met or exceeded standard and exceeded standard include current and monitored students.
'*' Indicates results are masked due to small numbers to protect student confidentiality.
'-' Indicates zero observations reported for this group.
'n/a' Indicates data reporting is not applicable for this group.
'**' Indicates that rates for Reading and Mathematics are based on the cumulative results from the first and second administrations of STAAR.
'?' Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.
'##' Indicates that PID Error rate information cannot be reported in 2015-16 due to the transition from PEIMS Edit+ to TSDS.

MONTGOMERY I.S.D.
2015-2016
TEXAS ACADEMIC PERFORMANCE REPORT
(CAMPUS REPORTS)

2015-16 Texas Academic Performance Report

District Name: **MONTGOMERY ISD**

Campus Name: **MONTGOMERY H S**

Campus Number: **170903002**

2016 Accountability Rating: **Met Standard**

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District Name: MONTGOMERY ISD
Campus Name: MONTGOMERY H S
Campus Number: 170903002

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2015-16 Campus Performance

Total Students: 2,508
Grade Span: 09 - 12
School Type: High School

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent at Level II Satisfactory Standard or Above														
End of Course														
English I	2016	65%	80%	**80%**	47%	75%	83%	*	100%	*	64%	21%	58%	*
English II	2016	67%	82%	**82%**	48%	70%	85%	*	100%	*	64%	29%	64%	*
Algebra I	2016	78%	90%	**87%**	62%	82%	89%	*	100%	*	100%	41%	76%	75%
Biology	2016	87%	90%	**90%**	67%	87%	92%	86%	100%	*	88%	38%	77%	83%
U.S. History	2016	91%	93%	**93%**	60%	86%	96%	*	*	*	*	52%	83%	*
STAAR Percent at Level II Satisfactory Standard or Above														
All Grades														
All Subjects	2016	75%	86%	**86%**	56%	79%	89%	81%	97%	*	75%	35%	70%	42%
Reading	2016	73%	85%	**81%**	47%	72%	84%	70%	100%	*	64%	25%	61%	*
Mathematics	2016	76%	89%	**87%**	62%	82%	89%	*	100%	*	100%	41%	76%	75%
Science	2016	79%	86%	**90%**	67%	87%	92%	86%	100%	*	88%	38%	77%	83%
Social Studies	2016	77%	86%	**93%**	60%	86%	96%	*	*	*	*	52%	83%	*
STAAR Percent at Postsecondary Readiness Standard														
All Grades														
Two or More Subjects	2016	45%	60%	**71%**	39%	66%	73%	60%	76%	*	67%	20%	55%	*
Reading	2016	46%	61%	**71%**	38%	65%	74%	56%	88%	*	56%	13%	50%	*
Mathematics	2016	43%	60%	**61%**	25%	61%	62%	*	*	-	*	*	50%	*
Science	2016	47%	58%	**71%**	27%	60%	74%	*	71%	*	100%	*	49%	*
Social Studies	2016	47%	56%	**72%**	44%	67%	74%	*	*	-	*	38%	67%	*
STAAR Percent at Advanced Standard														
All Grades														
All Subjects	2016	18%	24%	**19%**	4%	14%	21%	*	29%	*	13%	7%	11%	*

District Name: MONTGOMERY ISD
Campus Name: MONTGOMERY H S
Campus Number: 170903002

Total Students: 2,508
Grade Span: 09 - 12
School Type: High School

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent at Advanced Standard														
All Grades														
Reading	2016	17%	24%	**11%**	*	5%	13%	*	35%	*	*	4%	5%	*
Mathematics	2016	19%	27%	**25%**	*	27%	27%	*	*	*	*	9%	19%	*
Science	2016	16%	22%	**25%**	*	20%	28%	*	*	*	*	10%	13%	*
Social Studies	2016	22%	25%	**28%**	*	23%	30%	*	*	*	*	*	19%	*
STAAR Percent Met or Exceeded Progress														
All Grades														
All Subjects	2016	62%	66%	**56%**	*	61%	55%	*	*	*	*	44%	57%	*
Reading	2016	60%	60%	**50%**	*	*	*	*	*	*	*	*	*	*
Mathematics	2016	63%	72%	**66%**	*	74%	66%	*	*	-	*	*	61%	*
STAAR Percent Exceeded Progress														
All Grades														
All Subjects	2016	17%	17%	**10%**	*	10%	10%	*	*	*	*	7%	11%	*
Reading	2016	16%	14%	**1%**	*	*	*	*	*	*	*	*	*	*
Mathematics	2016	17%	20%	**24%**	*	24%	25%	*	*	-	*	*	22%	*

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
STAAR Percent at Level II Satisfactory Standard or Above															
All Grades															
All Subjects	2016	75%	86%	**86%**	-	-	-	-	-	42%	46%	*	*	42%	42%
Reading	2016	73%	85%	**81%**	-	-	-	-	-	*	*	*	*	*	*
Mathematics	2016	76%	89%	**87%**	-	-	-	-	-	75%	86%	*	-	75%	75%
Science	2016	79%	86%	**90%**	-	-	-	-	-	83%	83%	-	-	83%	83%
Social Studies	2016	77%	86%	**93%**	-	-	-	-	-	*	*	*	-	*	*
STAAR Percent at Postsecondary Readiness Standard															
All Grades															
Two or More Subjects	2016	45%	60%	**71%**	-	-	-	-	-	*	*	*	*	*	*
Reading	2016	46%	61%	**71%**	-	-	-	-	-	*	*	-	*	*	*
Mathematics	2016	43%	60%	**61%**	-	-	-	-	-	*	*	-	-	*	*
Science	2016	47%	58%	**71%**	-	-	-	-	-	*	*	-	-	*	*
Social Studies	2016	47%	56%	**72%**	-	-	-	-	-	*	-	*	-	*	*
STAAR Percent at Advanced Standard															
All Grades															
All Subjects	2016	18%	24%	**19%**	-	-	-	-	-	*	*	*	*	*	*
Reading	2016	17%	24%	**11%**	-	-	-	-	-	*	*	*	*	*	*
Mathematics	2016	19%	27%	**25%**	-	-	-	-	-	*	*	*	-	*	*
Science	2016	16%	22%	**25%**	-	-	-	-	-	*	*	-	-	*	*
Social Studies	2016	22%	25%	**28%**	-	-	-	-	-	*	-	*	-	*	*
STAAR Percent Met or Exceeded Progress															
All Grades															
All Subjects	2016	62%	66%	**56%**	-	-	-	-	-	*	*	*	*	*	*

District Name: MONTGOMERY ISD
Campus Name: MONTGOMERY H S
Campus Number: 170903002

Texas Academic Performance Report
2015-16 Campus Performance
Bilingual Education/English as a Second Language

Total Students: 2,508
Grade Span: 09 - 12
(Current Year ELL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
STAAR Percent Met or Exceeded Progress															
All Grades															
Reading	2016	60%	60%	**50%**	-	-	-	-	-	*	*	*	*	*	*
Mathematics	2016	63%	72%	**66%**	-	-	-	-	-	*	*	-	-	*	*
STAAR Percent Exceeded Progress															
All Grades															
All Subjects	2016	17%	17%	**10%**	-	-	-	-	-	*	*	*	*	*	*
Reading	2016	16%	14%	**1%**	-	-	-	-	-	*	*	*	*	*	*
Mathematics	2016	17%	20%	**24%**	-	-	-	-	-	*	*	-	-	*	*

TEXAS EDUCATION AGENCY

District Name: MONTGOMERY ISD
Campus Name: MONTGOMERY H S
Campus Number: 170903002

Texas Academic Performance Report
2015-16 Campus Participation

Total Students: 2,508
Grade Span: 09 - 12
School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
2016 STAAR Participation (All Grades)													
All Tests													
Test Participant	99%	99%	**99%**	99%	99%	99%	100%	100%	100%	96%	100%	99%	100%
Included in Accountability	94%	95%	**96%**	95%	96%	97%	84%	97%	100%	74%	94%	95%	87%
Not Included in Accountability													
Mobile	4%	3%	**2%**	4%	3%	2%	4%	0%	0%	22%	3%	3%	8%
Other Exclusions	1%	0%	**0%**	0%	0%	0%	12%	3%	0%	0%	2%	0%	5%
Not Tested	1%	1%	**1%**	1%	1%	1%	0%	0%	0%	4%	0%	1%	0%
Absent	1%	1%	**1%**	1%	1%	1%	0%	0%	0%	4%	0%	1%	0%
Other	0%	0%	**0%**	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%

TEXAS EDUCATION AGENCY

District Name: MONTGOMERY ISD
Campus Name: MONTGOMERY H S
Campus Number: 170903002

Texas Academic Performance Report
2015-16 Campus Attendance and Postsecondary Readiness

Total Students: 2,508
Grade Span: 09 - 12
School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
Attendance Rate													
2014-15	95.7%	95.3%	**94.6%**	93.6%	95.1%	94.5%	96.0%	96.3%	*	95.2%	93.1%	93.2%	96.2%
2013-14	95.9%	95.5%	**94.7%**	94.7%	94.3%	94.8%	94.1%	97.4%	*	95.5%	93.8%	93.2%	96.2%
Annual Dropout Rate (Gr 9-12)													
2014-15	2.1%	0.7%	**0.7%**	2.4%	1.0%	0.6%	0.0%	0.0%	*	2.4%	1.6%	1.6%	6.7%
2013-14	2.2%	2.4%	**2.4%**	6.6%	3.7%	1.9%	6.7%	3.8%	*	4.5%	2.8%	4.3%	0.0%
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2015													
Graduated	89.0%	90.5%	**90.5%**	85.7%	86.7%	90.7%	*	*	*	100.0%	72.7%	81.4%	-
Received GED	0.6%	1.6%	**1.6%**	0.0%	2.2%	1.7%	*	*	*	0.0%	0.0%	2.3%	-
Continued HS	4.1%	3.4%	**3.4%**	4.8%	8.9%	2.9%	*	*	*	0.0%	15.2%	4.7%	-
Dropped Out	6.3%	4.4%	**4.4%**	9.5%	2.2%	4.6%	*	*	*	0.0%	12.1%	11.6%	-
Graduates and GED	89.6%	92.1%	**92.1%**	85.7%	88.9%	92.4%	*	*	*	100.0%	72.7%	83.7%	-
Grads, GED, & Cont	93.7%	95.6%	**95.6%**	90.5%	97.8%	95.4%	*	*	*	100.0%	87.9%	88.4%	-
Class of 2014													
Graduated	88.3%	90.7%	**90.7%**	70.6%	85.2%	92.7%	*	87.5%	-	71.4%	87.1%	78.5%	-
Received GED	0.8%	1.2%	**1.2%**	0.0%	1.6%	1.0%	*	0.0%	-	14.3%	0.0%	2.2%	-
Continued HS	4.3%	2.6%	**2.6%**	5.9%	4.9%	2.0%	*	0.0%	-	14.3%	3.2%	7.5%	-
Dropped Out	6.6%	5.5%	**5.5%**	23.5%	8.2%	4.3%	*	12.5%	-	0.0%	9.7%	11.8%	-
Graduates and GED	89.1%	91.9%	**91.9%**	70.6%	86.9%	93.7%	*	87.5%	-	85.7%	87.1%	80.6%	-
Grads, GED, & Cont	93.4%	94.5%	**94.5%**	76.5%	91.8%	95.7%	*	87.5%	-	100.0%	90.3%	88.2%	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2014													
Graduated	90.4%	93.2%	**93.2%**	70.6%	89.8%	94.9%	*	87.5%	-	85.7%	90.3%	85.4%	-
Received GED	1.0%	2.0%	**2.0%**	0.0%	5.1%	1.5%	*	0.0%	-	14.3%	0.0%	3.4%	-
Continued HS	1.3%	0.0%	**0.0%**	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	-
Dropped Out	7.2%	4.7%	**4.7%**	29.4%	5.1%	3.6%	*	12.5%	-	0.0%	9.7%	11.2%	-
Graduates and GED	91.5%	95.3%	**95.3%**	70.6%	94.9%	96.4%	*	87.5%	-	100.0%	90.3%	88.8%	-
Grads, GED, & Cont	92.8%	95.3%	**95.3%**	70.6%	94.9%	96.4%	*	87.5%	-	100.0%	90.3%	88.8%	-
Class of 2013													
Graduated	90.4%	95.8%	**95.8%**	82.4%	93.8%	96.8%	88.9%	*	*	*	86.0%	87.4%	*
Received GED	1.1%	0.6%	**0.6%**	0.0%	1.5%	0.5%	0.0%	*	*	*	0.0%	1.1%	*
Continued HS	1.3%	0.0%	**0.0%**	0.0%	0.0%	0.0%	0.0%	*	*	*	0.0%	0.0%	*
Dropped Out	7.2%	3.6%	**3.6%**	17.6%	4.6%	2.7%	11.1%	*	*	*	14.0%	11.6%	*
Graduates and GED	91.5%	96.4%	**96.4%**	82.4%	95.4%	97.3%	88.9%	*	*	*	86.0%	88.4%	*
Grads, GED, & Cont	92.8%	96.4%	**96.4%**	82.4%	95.4%	97.3%	88.9%	*	*	*	86.0%	88.4%	*
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2013													
Graduated	90.9%	95.8%	**95.8%**	82.4%	93.8%	96.8%	88.9%	*	*	*	86.0%	87.4%	*
Received GED	1.4%	0.8%	**0.8%**	0.0%	1.5%	0.8%	0.0%	*	*	*	0.0%	2.1%	*
Continued HS	0.6%	0.0%	**0.0%**	0.0%	0.0%	0.0%	0.0%	*	*	*	0.0%	0.0%	*
Dropped Out	7.2%	3.4%	**3.4%**	17.6%	4.6%	2.4%	11.1%	*	*	*	14.0%	10.5%	*
Graduates and GED	92.3%	96.6%	**96.6%**	82.4%	95.4%	97.6%	88.9%	*	*	*	86.0%	89.5%	*
Grads, GED, & Cont	92.8%	96.6%	**96.6%**	82.4%	95.4%	97.6%	88.9%	*	*	*	86.0%	89.5%	*

TEXAS EDUCATION AGENCY

District Name: MONTGOMERY ISD
Campus Name: MONTGOMERY H S
Campus Number: 170903002

Texas Academic Performance Report
2015-16 Campus Attendance and Postsecondary Readiness

Total Students: 2,508
Grade Span: 09 - 12
School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2012													
Graduated	90.9%	97.2%	**97.2%**	94.4%	97.0%	97.3%	*	100.0%	-	*	96.6%	94.1%	*
Received GED	1.5%	1.3%	**1.3%**	0.0%	1.5%	1.4%	*	0.0%	-	*	0.0%	1.0%	*
Continued HS	0.6%	0.0%	**0.0%**	0.0%	0.0%	0.0%	*	0.0%	-	*	0.0%	0.0%	*
Dropped Out	7.0%	1.5%	**1.5%**	5.6%	1.5%	1.4%	*	0.0%	-	*	3.4%	4.9%	*
Graduates and GED	92.4%	98.5%	**98.5%**	94.4%	98.5%	98.6%	*	100.0%	-	*	96.6%	95.1%	*
Grads, GED, & Cont	93.0%	98.5%	**98.5%**	94.4%	98.5%	98.6%	*	100.0%	-	*	96.6%	95.1%	*
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2015	89.0%	89.8%	**89.8%**	85.7%	86.7%	89.8%	*	*	*	100.0%	72.7%	79.5%	-
Class of 2014	88.3%	90.3%	**90.3%**	70.6%	83.9%	92.5%	*	87.5%	-	71.4%	84.4%	78.5%	-
5-Year Extended Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2014	90.4%	92.5%	**92.5%**	70.6%	86.9%	94.5%	*	87.5%	-	85.7%	90.6%	84.4%	-
Class of 2013	90.4%	95.6%	**95.6%**	82.4%	93.8%	96.5%	88.9%	*	*	*	84.1%	86.5%	*
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2015	86.1%	81.5%	**81.5%**	66.7%	79.5%	82.5%	*	*	*	75.0%	20.8%	62.9%	-
Class of 2014	85.5%	79.2%	**79.2%**	50.0%	76.9%	80.5%	*	100.0%	-	60.0%	14.8%	64.4%	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2015	84.1%	81.5%	**81.5%**	66.7%	79.5%	82.5%	*	*	*	75.0%	20.8%	62.9%	-
RHSP/DAP Graduates (Annual Rate)													
2014-15	84.3%	80.9%	**80.9%**	64.7%	75.0%	82.6%	*	*	*	69.2%	16.7%	60.0%	-
2013-14	83.8%	77.0%	**77.0%**	58.3%	74.1%	78.3%	*	87.5%	-	50.0%	11.8%	63.0%	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2014-15	82.2%	80.9%	**80.9%**	64.7%	75.0%	82.6%	*	*	*	69.2%	16.7%	60.0%	-
Advanced Course/Dual Credit Course Completion (Grades 11-12)													
Any Subject													
2014-15	54.5%	48.6%	**48.6%**	23.7%	43.2%	50.5%	28.6%	52.9%	*	46.2%	16.4%	30.0%	*
2013-14	53.2%	42.3%	**42.3%**	9.7%	35.3%	43.8%	14.3%	75.0%	*	57.9%	8.8%	22.6%	*
English Language Arts													
2014-15	29.0%	23.0%	**23.0%**	8.8%	18.0%	23.7%	14.3%	29.4%	*	32.0%	0.0%	12.1%	*
2013-14	28.9%	20.1%	**20.1%**	3.4%	12.6%	21.2%	*	45.5%	*	27.8%	3.7%	9.9%	*
Mathematics													
2014-15	43.8%	31.1%	**31.1%**	10.0%	20.7%	33.1%	14.3%	37.5%	*	36.4%	0.0%	10.2%	*
2013-14	42.4%	33.5%	**33.5%**	12.5%	26.4%	34.1%	*	75.0%	*	50.0%	4.9%	17.5%	*
Science													
2014-15	12.7%	13.3%	**13.3%**	0.0%	11.6%	13.5%	0.0%	30.8%	*	17.4%	0.0%	4.6%	*
2013-14	13.4%	12.1%	**12.1%**	0.0%	9.7%	12.1%	*	70.0%	*	6.3%	0.0%	2.8%	*

District Name: MONTGOMERY ISD
Campus Name: MONTGOMERY H S
Campus Number: 170903002

Texas Academic Performance Report
2015-16 Campus Attendance and Postsecondary Readiness

Total Students: 2,508
Grade Span: 09 - 12
School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
Advanced Course/Dual Credit Course Completion (Grades 11-12)													
Social Studies													
2014-15	28.4%	30.1%	**30.1%**	8.1%	30.5%	30.8%	28.6%	43.8%	*	26.9%	3.7%	17.6%	*
2013-14	27.8%	24.4%	**24.4%**	0.0%	15.6%	25.8%	16.7%	72.7%	*	21.1%	1.7%	12.7%	*
Advanced Course/Dual Credit Course Completion (Grades 9-12)													
Any Subject													
2014-15	34.6%	28.0%	**28.0%**	15.4%	22.0%	29.0%	30.8%	38.7%	*	34.1%	8.6%	15.0%	0.0%
2013-14	33.1%	26.2%	**26.2%**	4.1%	22.7%	26.9%	13.3%	61.5%	*	35.9%	4.2%	12.4%	0.0%
English Language Arts													
2014-15	15.7%	10.1%	**10.1%**	5.7%	6.9%	10.3%	7.7%	16.1%	*	23.1%	1.4%	4.8%	0.0%
2013-14	15.4%	8.9%	**8.9%**	1.4%	5.1%	9.5%	0.0%	25.0%	*	13.5%	1.4%	4.3%	0.0%
Mathematics													
2014-15	19.4%	12.7%	**12.7%**	4.5%	7.5%	13.4%	8.3%	20.0%	*	24.3%	0.0%	3.8%	0.0%
2013-14	18.8%	13.6%	**13.6%**	4.7%	10.0%	13.9%	0.0%	36.0%	*	25.7%	1.5%	6.1%	0.0%
Science													
2014-15	5.2%	5.1%	**5.1%**	0.0%	4.0%	5.1%	0.0%	14.8%	*	10.5%	0.0%	1.5%	0.0%
2013-14	5.6%	4.8%	**4.8%**	0.0%	3.3%	4.9%	0.0%	31.8%	*	2.9%	0.0%	0.9%	0.0%
Social Studies													
2014-15	19.5%	20.2%	**20.2%**	6.8%	16.9%	20.9%	30.8%	33.3%	*	20.0%	2.1%	10.3%	0.0%
2013-14	18.3%	18.6%	**18.6%**	0.0%	15.1%	19.2%	15.4%	65.2%	*	18.4%	1.3%	8.8%	0.0%
College-Ready Graduates													
English Language Arts													
2014-15	42.0%	58.0%	**58.0%**	15.0%	36.0%	61.0%	*	*	*	70.0%	*	41.0%	-
Mathematics													
2014-15	38.0%	54.0%	**54.0%**	15.0%	36.0%	56.0%	*	*	*	70.0%	*	33.0%	-
Both Subjects													
2014-15	35.0%	52.0%	**52.0%**	15.0%	36.0%	54.0%	*	*	*	70.0%	*	32.0%	-
Either Subject													
2014-15	45.0%	59.0%	**59.0%**	15.0%	36.0%	62.0%	*	*	*	70.0%	*	41.0%	-
College and Career Ready Graduates													
2014-15	74.5%	90.8%	**90.8%**	76.5%	92.5%	91.3%	*	*	*	92.3%	91.7%	87.1%	-
Texas Success Initiative Assessment (TSIA)													
English Language Arts													
2014-15	10.6%	11.0%	**11.0%**	0.0%	7.5%	12.5%	*	*	*	0.0%	12.5%	10.0%	-
Mathematics													
2014-15	7.1%	8.8%	**8.8%**	0.0%	7.5%	9.8%	*	*	*	0.0%	0.0%	8.6%	-
Completion of Two or More Advanced/Dual Credit Courses in Current and/or Prior Year (Annual Graduates)													
2014-15	48.1%	41.6%	**41.6%**	17.6%	30.0%	43.3%	*	*	*	46.2%	4.2%	15.7%	-
Completion of Twelve or More Hours of Postsecondary Credit (Annual Graduates)													
Any Subject													
2014-15	10.6%	8.1%	**8.1%**	5.9%	5.0%	8.7%	*	*	*	0.0%	0.0%	1.4%	-

District Name: MONTGOMERY ISD
Campus Name: MONTGOMERY H S
Campus Number: 170903002

Texas Academic Performance Report
2015-16 Campus Attendance and Postsecondary Readiness

Total Students: 2,508
Grade Span: 09 - 12
School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
AP/IB Course Completion (Annual Graduates)													
2014-15	43.4%	42.0%	**42.0%**	17.6%	37.5%	43.1%	*	*	*	53.8%	8.3%	25.7%	-
CTE Coherent Sequence (Annual Graduates)													
2014-15	46.6%	75.7%	**75.7%**	70.6%	82.5%	74.7%	*	*	*	84.6%	91.7%	78.6%	-
2013-14	46.4%	70.0%	**70.0%**	1.9%	7.0%	59.1%	*	0.8%	-	1.1%	5.3%	10.8%	-
AP/IB Results (Participation)													
All Subjects													
2015	24.9%	17.7%	**17.7%**	5.0%	18.5%	18.0%	0.0%	27.8%	*	19.2%	n/a	9.9%	n/a
2014	23.5%	12.9%	**12.9%**	0.0%	7.8%	13.6%	0.0%	36.4%	*	16.7%	n/a	4.0%	n/a
English Language Arts													
2015	15.1%	5.9%	**5.9%**	2.5%	6.5%	5.8%	0.0%	5.6%	*	7.7%	n/a	3.5%	n/a
2014	15.0%	5.2%	**5.2%**	0.0%	1.9%	5.4%	0.0%	27.3%	*	5.6%	n/a	0.6%	n/a
Mathematics													
2015	6.8%	4.0%	**4.0%**	2.5%	1.9%	4.2%	0.0%	5.6%	*	3.8%	n/a	1.2%	n/a
2014	6.5%	4.0%	**4.0%**	0.0%	1.9%	4.4%	0.0%	9.1%	*	5.6%	n/a	1.7%	n/a
Science													
2015	10.2%	10.4%	**10.4%**	2.5%	9.3%	10.7%	0.0%	22.2%	*	11.5%	n/a	3.5%	n/a
2014	6.9%	5.2%	**5.2%**	0.0%	2.9%	5.4%	0.0%	27.3%	*	5.6%	n/a	0.6%	n/a
Social Studies													
2015	14.4%	13.7%	**13.7%**	2.5%	13.9%	14.1%	0.0%	27.8%	*	11.5%	n/a	8.8%	n/a
2014	13.8%	10.2%	**10.2%**	0.0%	4.9%	10.9%	0.0%	36.4%	*	5.6%	n/a	3.4%	n/a
AP/IB Results (Examinees >= Criterion)													
All Subjects													
2015	49.1%	62.9%	**62.9%**	*	55.0%	62.8%	-	60.0%	*	100.0%	n/a	64.7%	n/a
2014	51.3%	73.6%	**73.6%**	-	50.0%	75.0%	-	*	*	*	n/a	71.4%	n/a
English Language Arts													
2015	43.7%	81.4%	**81.4%**	*	71.4%	80.9%	-	*	*	*	n/a	66.7%	n/a
2014	44.7%	82.0%	**82.0%**	-	*	79.1%	-	*	*	*	n/a	*	n/a
Mathematics													
2015	51.7%	70.0%	**70.0%**	*	*	70.6%	-	*	*	*	n/a	*	n/a
2014	53.6%	76.9%	**76.9%**	-	*	80.0%	-	*	-	*	n/a	*	n/a
Science													
2015	35.4%	53.3%	**53.3%**	*	30.0%	53.5%	-	*	*	*	n/a	33.3%	n/a
2014	45.7%	76.0%	**76.0%**	-	*	79.1%	-	*	-	*	n/a	*	n/a
Social Studies													
2015	40.1%	42.0%	**42.0%**	*	26.7%	43.9%	-	20.0%	-	*	n/a	40.0%	n/a
2014	41.6%	61.6%	**61.6%**	-	20.0%	63.2%	-	*	*	*	n/a	66.7%	n/a

TEXAS EDUCATION AGENCY

District Name: MONTGOMERY ISD
Campus Name: MONTGOMERY H S
Campus Number: 170903002

Texas Academic Performance Report
2015-16 Campus Attendance and Postsecondary Readiness

Total Students: 2,508
Grade Span: 09 - 12
School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
SAT/ACT Results													
Tested													
Class of 2015	68.3%	66.3%	**66.3%**	70.6%	55.0%	66.8%	*	*	*	84.6%	n/a	41.1%	n/a
Class of 2014	66.3%	63.1%	**63.1%**	33.3%	51.9%	65.0%	*	87.5%	-	50.0%	n/a	39.5%	n/a
At/Above Criterion													
Class of 2015	24.3%	36.6%	**36.6%**	16.7%	18.2%	37.1%	*	*	*	63.6%	n/a	13.3%	n/a
Class of 2014	25.1%	36.8%	**36.8%**	*	28.6%	36.6%	*	42.9%	-	*	n/a	20.0%	n/a
Average SAT Score													
All Subjects													
Class of 2015	1394	1511	**1511**	1351	1369	1525	*	*	*	1546	n/a	1345	n/a
Class of 2014	1417	1526	**1526**	*	1483	1528	*	1584	-	*	n/a	1485	n/a
English Language Arts and Writing													
Class of 2015	912	987	**987**	898	885	997	*	*	*	996	n/a	889	n/a
Class of 2014	925	997	**997**	*	960	1000	*	1006	-	*	n/a	977	n/a
Mathematics													
Class of 2015	482	524	**524**	453	484	528	*	*	*	550	n/a	456	n/a
Class of 2014	491	529	**529**	*	523	527	*	579	-	*	n/a	508	n/a
Average ACT Score													
All Subjects													
Class of 2015	20.6	22.6	**22.6**	*	20.1	22.6	*	*	*	23.6	n/a	21.4	n/a
Class of 2014	20.6	23.2	**23.2**	*	23.2	23.1	*	*	-	*	n/a	20.3	n/a
English Language Arts													
Class of 2015	20.1	22.3	**22.3**	*	19.6	22.3	*	*	*	22.6	n/a	22.9	n/a
Class of 2014	20.0	22.7	**22.7**	*	22.5	22.7	*	*	-	*	n/a	19.5	n/a
Mathematics													
Class of 2015	20.9	22.6	**22.6**	*	21.5	22.5	*	*	*	24.2	n/a	19.1	n/a
Class of 2014	21.2	23.6	**23.6**	*	23.3	23.5	*	*	-	*	n/a	20.7	n/a
Science													
Class of 2015	20.7	22.7	**22.7**	*	19.7	22.8	*	*	*	24.0	n/a	20.4	n/a
Class of 2014	20.7	23.3	**23.3**	*	23.7	23.2	*	*	-	*	n/a	21.2	n/a
Graduates Enrolled in TX Institution of Higher Education (IHE)													
2013-14	57.5%	63.9%	**63.9%**	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2012-13	56.9%	61.1%	**61.1%**	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Graduates in TX IHE Completing One Year Without Remediation													
2013-14	70.5%	82.2%	**82.2%**	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2012-13	70.8%	77.6%	**77.6%**	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

District Name: MONTGOMERY ISD
Campus Name: MONTGOMERY H S
Campus Number: 170903002

Total Students: 2,508
Grade Span: 09 - 12
School Type: High School

Student Information	Campus Count	Campus Percent	District	State
Total Students:	2,508	100.0%	8,157	5,284,252
Students by Grade:				
Early Childhood Education	0	0.0%	0.2%	0.2%
Pre-Kindergarten	0	0.0%	0.8%	4.2%
Kindergarten	0	0.0%	6.3%	7.1%
Grade 1	0	0.0%	6.7%	7.8%
Grade 2	0	0.0%	7.0%	7.8%
Grade 3	0	0.0%	7.7%	7.7%
Grade 4	0	0.0%	7.7%	7.5%
Grade 5	0	0.0%	8.2%	7.5%
Grade 6	0	0.0%	8.2%	7.4%
Grade 7	0	0.0%	8.4%	7.4%
Grade 8	0	0.0%	8.1%	7.3%
Grade 9	667	26.6%	8.2%	8.1%
Grade 10	727	29.0%	8.9%	7.3%
Grade 11	567	22.6%	7.0%	6.7%
Grade 12	547	21.8%	6.7%	6.1%
Ethnic Distribution:				
African American	79	3.1%	3.0%	12.6%
Hispanic	310	12.4%	13.9%	52.2%
White	2,031	81.0%	79.4%	28.5%
American Indian	16	0.6%	0.6%	0.4%
Asian	32	1.3%	1.0%	4.0%
Pacific Islander	3	0.1%	0.1%	0.1%
Two or More Races	37	1.5%	2.0%	2.1%
Economically Disadvantaged	460	18.3%	23.5%	59.0%
Non-Educationally Disadvantaged	2,048	81.7%	76.5%	41.0%
English Language Learners (ELL)	13	0.5%	2.4%	18.5%
Students w/ Disciplinary Placements (2014-2015)	49	2.0%	0.7%	1.4%
At-Risk	664	26.5%	25.3%	50.1%
Mobility (2014-2015)	232	9.4%	10.8%	16.5%
Graduates (Class of 2015):				
Total Graduates	445	100.0%	445	313,397
By Ethnicity (incl. Special Ed.):				
African American	17	3.8%	17	39,692
Hispanic	40	9.0%	40	148,966
White	367	82.5%	367	104,377
American Indian	3	0.7%	3	1,335
Asian	4	0.9%	4	13,090
Pacific Islander	1	0.2%	1	486
Two or More Races	13	2.9%	13	5,451

District Name: MONTGOMERY ISD
Campus Name: MONTGOMERY H S
Campus Number: 170903002

Total Students: 2,508
Grade Span: 09 - 12
School Type: High School

Student Information	Campus Count	Campus Percent	District	State
By Graduation Type (incl. Special Ed.):				
Minimum H.S. Program	85	19.1%	85	46,723
Recommended H.S. Program/DAP	360	80.9%	360	251,524
Foundation High School Plan (No Endorsement)	0	0.0%	0	8,982
Foundation High School Plan (Endorsement)	0	0.0%	0	523
Foundation High School Plan (DLA)	0	0.0%	0	5,645
Special Education Graduates	24	5.4%	24	23,541

District Name: MONTGOMERY ISD
Campus Name: MONTGOMERY H S
Campus Number: 170903002

Total Students: 2,508
Grade Span: 09 - 12
School Type: High School

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	-	20.4	18.9
Grade 1	-	18.8	19.1
Grade 2	-	18.8	19.1
Grade 3	-	19.5	19.1
Grade 4	-	19.3	19.0
Grade 5	-	23.2	20.8
Grade 6	-	23.4	20.4
Secondary:			
English/Language Arts	14.1	16.3	17.1
Foreign Languages	13.6	15.0	19.1
Mathematics	16.4	17.9	18.1
Science	14.7	16.7	19.1
Social Studies	17.8	19.4	19.5

District Name: MONTGOMERY ISD
Campus Name: MONTGOMERY H S
Campus Number: 170903002

Total Students: 2,508
Grade Span: 09 - 12
School Type: High School

Staff Information	Campus Count/Average	Campus Percent	District	State
Total Staff	193.6	100.0%	100.0%	100.0%
Professional Staff:	186.6	96.4%	66.4%	64.3%
Teachers	166.4	86.0%	56.0%	50.5%
Professional Support	12.2	6.3%	6.5%	9.8%
Campus Administration (School Leadership)	8.0	4.1%	2.8%	2.9%
Educational Aides:	6.9	3.6%	7.2%	9.6%
Total Minority Staff:	17.0	8.8%	11.1%	48.2%
Teachers by Ethnicity and Sex:				
African American	3.0	1.8%	1.8%	10.1%
Hispanic	11.0	6.6%	4.9%	26.0%
White	150.4	90.4%	92.0%	60.8%
American Indian	1.0	0.6%	0.2%	0.4%
Asian	0.0	0.0%	0.2%	1.5%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	1.0	0.6%	1.0%	1.1%
Males	57.9	34.8%	16.3%	23.5%
Females	108.5	65.2%	83.7%	76.5%
Teachers by Highest Degree Held:				
No Degree	1.6	1.0%	0.3%	1.0%
Bachelors	122.4	73.5%	76.9%	74.7%
Masters	40.4	24.3%	22.2%	23.6%
Doctorate	2.0	1.2%	0.6%	0.6%
Teachers by Years of Experience:				
Beginning Teachers	8.0	4.8%	4.2%	8.1%
1-5 Years Experience	24.0	14.4%	17.0%	27.3%
6-10 Years Experience	36.4	21.9%	22.7%	21.7%
11-20 Years Experience	58.0	34.8%	35.4%	27.3%
Over 20 Years Experience	40.1	24.1%	20.7%	15.7%
Number of Students per Teacher	15.1	n/a	15.9	15.2

District Name: MONTGOMERY ISD
Campus Name: MONTGOMERY H S
Campus Number: 170903002

Total Students: 2,508
Grade Span: 09 - 12
School Type: High School

Staff Information	Campus	District	State
Average Years Experience of Teachers:	14.1	13.3	10.9
Average Years Experience of Teachers with District:	6.3	6.8	7.3
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$47,364	$45,803	$45,507
1-5 Years Experience	$50,290	$49,831	$47,996
6-10 Years Experience	$52,740	$52,297	$50,459
11-20 Years Experience	$55,466	$54,802	$53,794
Over 20 Years Experience	$64,054	$62,898	$60,613
Average Actual Salaries (regular duties only):			
Teachers	$55,801	$54,691	$51,891
Professional Support	$67,800	$65,380	$61,145
Campus Administration (School Leadership)	$90,746	$78,745	$75,654
Instructional Staff Percent:	n/a	66.3%	64.5%
Contracted Instructional Staff (not incl. above):	0.8	5.6	1,914.4

District Name: MONTGOMERY ISD
Campus Name: MONTGOMERY H S
Campus Number: 170903002

Total Students: 2,508
Grade Span: 09 - 12
School Type: High School

Program Information	Campus Count	Campus Percent	District	State
Student Enrollment by Program:				
Bilingual/ESL Education	13	0.5%	2.5%	18.3%
Career & Technical Education	2,480	98.9%	34.1%	24.3%
Gifted & Talented Education	141	5.6%	5.8%	7.7%
Special Education	169	6.7%	6.3%	8.6%
Teachers by Program (population served):				
Bilingual/ESL Education	0.2	0.1%	0.8%	5.9%
Career & Technical Education	30.6	18.4%	6.5%	4.4%
Compensatory Education	2.1	1.3%	3.5%	2.9%
Gifted & Talented Education	0.3	0.2%	0.1%	1.9%
Regular Education	112.5	67.6%	78.5%	72.6%
Special Education	20.8	12.5%	9.4%	8.8%
Other	0.0	0.0%	1.2%	3.4%

Link to:
PEIMS Financial Standard Reports/
2014-2015 Financial Actual Report

'^' Indicates that ELL rates at met or exceeded standard and exceeded standard include current and monitored students.
'*' Indicates results are masked due to small numbers to protect student confidentiality.
'-' Indicates zero observations reported for this group.
'n/a' Indicates data reporting is not applicable for this group.
'**' Indicates that rates for Reading and Mathematics are based on the cumulative results from the first and second administrations of STAAR.
'?' Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.
'##' Indicates that PID Error rate information cannot be reported in 2015-16 due to the transition from PEIMS Edit+ to TSDS.

2015-16 Texas Academic Performance Report

District Name: **MONTGOMERY ISD**

Campus Name: **MONTGOMERY CO J J A E P**

Campus Number: **170903003**

2016 Accountability Rating: **Not Rated**

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District Name: MONTGOMERY ISD
Campus Name: MONTGOMERY CO J J A E P
Campus Number: 170903003

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2015-16 Campus Performance

Total Students: 2
Grade Span: 10 - 10
School Type: High School

There is no assessment data for this campus.

District Name: MONTGOMERY ISD
Campus Name: MONTGOMERY CO J J A E P
Campus Number: 170903003

Texas Academic Performance Report
2015-16 Campus Attendance and Postsecondary Readiness

Total Students: 2
Grade Span: 10 - 10
School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
Attendance Rate													
2014-15	95.7%	95.3%	*	-	-	*	-	-	-	-	-	*	-
2013-14	95.9%	95.5%	*	-	*	*	-	-	-	-	-	*	-
Annual Dropout Rate (Gr 7-8)													
2014-15	0.3%	0.0%	*	-	-	*	-	-	-	-	-	*	-
2013-14	0.5%	0.1%	*	-	*	*	-	-	-	-	-	*	-
Annual Dropout Rate (Gr 9-12)													
2014-15	2.1%	0.7%	**0.0%**	-	-	0.0%	-	-	-	-	-	*	-
2013-14	2.2%	2.4%	**0.0%**	-	*	0.0%	-	-	-	-	-	*	-

District Name: MONTGOMERY ISD
Campus Name: MONTGOMERY CO J J A E P
Campus Number: 170903003

Total Students: 2
Grade Span: 10 - 10
School Type: High School

Student Information	Campus Count	Campus Percent	District	State
Total Students:	2	100.0%	8,157	5,284,252
Students by Grade:				
Early Childhood Education	0	0.0%	0.2%	0.2%
Pre-Kindergarten	0	0.0%	0.8%	4.2%
Kindergarten	0	0.0%	6.3%	7.1%
Grade 1	0	0.0%	6.7%	7.8%
Grade 2	0	0.0%	7.0%	7.8%
Grade 3	0	0.0%	7.7%	7.7%
Grade 4	0	0.0%	7.7%	7.5%
Grade 5	0	0.0%	8.2%	7.5%
Grade 6	0	0.0%	8.2%	7.4%
Grade 7	0	0.0%	8.4%	7.4%
Grade 8	0	0.0%	8.1%	7.3%
Grade 9	0	0.0%	8.2%	8.1%
Grade 10	2	100.0%	8.9%	7.3%
Grade 11	0	0.0%	7.0%	6.7%
Grade 12	0	0.0%	6.7%	6.1%
Ethnic Distribution:				
African American	0	0.0%	3.0%	12.6%
Hispanic	1	50.0%	13.9%	52.2%
White	1	50.0%	79.4%	28.5%
American Indian	0	0.0%	0.6%	0.4%
Asian	0	0.0%	1.0%	4.0%
Pacific Islander	0	0.0%	0.1%	0.1%
Two or More Races	0	0.0%	2.0%	2.1%
Economically Disadvantaged	1	50.0%	23.5%	59.0%
Non-Educationally Disadvantaged	1	50.0%	76.5%	41.0%
English Language Learners (ELL)	0	0.0%	2.4%	18.5%
Students w/ Disciplinary Placements (2014-2015)	1	9.1%	0.7%	1.4%
At-Risk	2	100.0%	25.3%	50.1%
Mobility (2014-2015)	11	100.0%	10.8%	16.5%

District Name: MONTGOMERY ISD
Campus Name: MONTGOMERY CO J J A E P
Campus Number: 170903003

Total Students: 2
Grade Span: 10 - 10
School Type: High School

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	-	20.4	18.9
Grade 1	-	18.8	19.1
Grade 2	-	18.8	19.1
Grade 3	-	19.5	19.1
Grade 4	-	19.3	19.0
Grade 5	-	23.2	20.8
Grade 6	-	23.4	20.4
Secondary:			
English/Language Arts	-	16.3	17.1
Foreign Languages	-	15.0	19.1
Mathematics	-	17.9	18.1
Science	-	16.7	19.1
Social Studies	-	19.4	19.5

District Name: MONTGOMERY ISD
Campus Name: MONTGOMERY CO J J A E P
Campus Number: 170903003

Total Students: 2
Grade Span: 10 - 10
School Type: High School

Staff Information	Campus Count/Average	Campus Percent	District	State
Total Staff	-	100.0%	100.0%	100.0%
Professional Staff:	-	-	66.4%	64.3%
Teachers	-	-	56.0%	50.5%
Professional Support	-	-	6.5%	9.8%
Campus Administration (School Leadership)	-	-	2.8%	2.9%
Educational Aides:	-	-	7.2%	9.6%
Total Minority Staff:	-	-	11.1%	48.2%
Teachers by Ethnicity and Sex:				
African American	-	-	1.8%	10.1%
Hispanic	-	-	4.9%	26.0%
White	-	-	92.0%	60.8%
American Indian	-	-	0.2%	0.4%
Asian	-	-	0.2%	1.5%
Pacific Islander	-	-	0.0%	0.2%
Two or More Races	-	-	1.0%	1.1%
Males	-	-	16.3%	23.5%
Females	-	-	83.7%	76.5%
Teachers by Highest Degree Held:				
No Degree	-	-	0.3%	1.0%
Bachelors	-	-	76.9%	74.7%
Masters	-	-	22.2%	23.6%
Doctorate	-	-	0.6%	0.6%
Teachers by Years of Experience:				
Beginning Teachers	-	-	4.2%	8.1%
1-5 Years Experience	-	-	17.0%	27.3%
6-10 Years Experience	-	-	22.7%	21.7%
11-20 Years Experience	-	-	35.4%	27.3%
Over 20 Years Experience	-	-	20.7%	15.7%
Number of Students per Teacher	-	n/a	15.9	15.2

District Name: MONTGOMERY ISD
Campus Name: MONTGOMERY CO J J A E P
Campus Number: 170903003

Total Students: 2
Grade Span: 10 - 10
School Type: High School

Staff Information	Campus	District	State
Average Years Experience of Teachers:	-	13.3	10.9
Average Years Experience of Teachers with District:	-	6.8	7.3
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	-	$45,803	$45,507
1-5 Years Experience	-	$49,831	$47,996
6-10 Years Experience	-	$52,297	$50,459
11-20 Years Experience	-	$54,802	$53,794
Over 20 Years Experience	-	$62,898	$60,613
Average Actual Salaries (regular duties only):			
Teachers	-	$54,691	$51,891
Professional Support	-	$65,380	$61,145
Campus Administration (School Leadership)	-	$78,745	$75,654
Instructional Staff Percent:	n/a	66.3%	64.5%
Contracted Instructional Staff (not incl. above):	-	5.6	1,914.4

District Name: MONTGOMERY ISD
Campus Name: MONTGOMERY CO J J A E P
Campus Number: 170903003

Total Students: 2
Grade Span: 10 - 10
School Type: High School

Program Information	Campus Count	Campus Percent	District	State
Student Enrollment by Program:				
Bilingual/ESL Education	0	0.0%	2.5%	18.3%
Career & Technical Education	1	50.0%	34.1%	24.3%
Gifted & Talented Education	0	0.0%	5.8%	7.7%
Special Education	0	0.0%	6.3%	8.6%
Teachers by Program (population served):				
Bilingual/ESL Education	-	-	0.8%	5.9%
Career & Technical Education	-	-	6.5%	4.4%
Compensatory Education	-	-	3.5%	2.9%
Gifted & Talented Education	-	-	0.1%	1.9%
Regular Education	-	-	78.5%	72.6%
Special Education	-	-	9.4%	8.8%
Other	-	-	1.2%	3.4%

Link to:
PEIMS Financial Standard Reports/
2014-2015 Financial Actual Report

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2015-16 Texas Academic Performance Report

District Name: **MONTGOMERY ISD**

Campus Name: **MONTGOMERY J H**

Campus Number: **170903042**

2016 Accountability Rating: **Met Standard**

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TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2015-16 Campus Performance

District Name: MONTGOMERY ISD
Campus Name: MONTGOMERY J H
Campus Number: 170903042

Total Students: 1,345
Grade Span: 07 - 08
School Type: Middle

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent at Level II Satisfactory Standard or Above Grade 7														
Reading	2016	71%	81%	**81%**	45%	74%	84%	*	86%	*	64%	38%	67%	*
Mathematics	2016	69%	81%	**81%**	59%	76%	84%	*	83%	-	*	41%	68%	*
Writing	2016	69%	81%	**81%**	45%	74%	84%	*	100%	*	64%	38%	72%	*
STAAR Percent at Level II Satisfactory Standard or Above Grade 8 **														
Reading	2016	87%	94%	**94%**	92%	89%	95%	100%	*	*	100%	44%	86%	*
Mathematics	2016	82%	94%	**94%**	91%	89%	94%	100%	100%	*	100%	38%	85%	*
Science	2016	75%	84%	**84%**	67%	73%	86%	*	*	*	91%	37%	68%	*
Social Studies	2016	63%	80%	**80%**	58%	70%	82%	100%	*	*	91%	37%	60%	*
STAAR Percent at Level II Satisfactory Standard or Above End of Course														
Algebra I	2016	78%	90%	**100%**	*	100%	100%	*	*	-	*	*	100%	-
STAAR Percent at Level II Satisfactory Standard or Above All Grades														
All Subjects	2016	75%	86%	**86%**	61%	78%	88%	80%	95%	82%	84%	40%	72%	37%
Reading	2016	73%	85%	**88%**	62%	81%	90%	70%	89%	*	82%	41%	75%	42%
Mathematics	2016	76%	89%	**90%**	71%	85%	91%	80%	94%	*	91%	41%	77%	42%
Writing	2016	69%	81%	**81%**	45%	74%	84%	*	100%	*	64%	38%	72%	*
Science	2016	79%	86%	**84%**	67%	73%	86%	*	*	*	91%	37%	68%	*
Social Studies	2016	77%	86%	**80%**	58%	70%	82%	100%	*	*	91%	37%	60%	*
STAAR Percent at Postsecondary Readiness Standard All Grades														
Two or More Subjects	2016	45%	60%	**61%**	18%	52%	63%	50%	72%	*	59%	9%	39%	*

District Name: MONTGOMERY ISD
Campus Name: MONTGOMERY J H
Campus Number: 170903042

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2015-16 Campus Performance

Total Students: 1,345
Grade Span: 07 - 08
School Type: Middle

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent at Postsecondary Readiness Standard														
All Grades														
Reading	2016	46%	61%	**59%**	15%	50%	61%	*	78%	*	59%	*	39%	*
Mathematics	2016	43%	60%	**64%**	30%	54%	66%	50%	78%	*	68%	9%	44%	*
Writing	2016	41%	53%	**56%**	*	45%	60%	*	64%	*	*	*	40%	*
Science	2016	47%	58%	**57%**	*	51%	58%	*	*	*	73%	*	41%	*
Social Studies	2016	47%	56%	**42%**	*	36%	42%	*	*	*	73%	*	21%	*
STAAR Percent at Advanced Standard														
All Grades														
All Subjects	2016	18%	24%	**24%**	10%	16%	25%	*	43%	55%	30%	4%	11%	15%
Reading	2016	17%	24%	**26%**	*	18%	28%	*	39%	*	32%	*	12%	*
Mathematics	2016	19%	27%	**26%**	*	14%	28%	*	39%	*	23%	*	12%	*
Writing	2016	15%	18%	**16%**	*	12%	16%	*	36%	*	*	*	6%	*
Science	2016	16%	22%	**27%**	*	18%	28%	*	*	*	45%	*	12%	*
Social Studies	2016	22%	25%	**22%**	*	21%	21%	*	*	*	*	*	10%	*
STAAR Percent Met or Exceeded Progress														
All Grades														
All Subjects	2016	62%	66%	**72%**	56%	68%	73%	*	69%	*	*	48%	70%	63%
Reading	2016	60%	60%	**67%**	45%	65%	68%	*	*	*	*	56%	66%	57%
Mathematics	2016	63%	72%	**76%**	*	71%	78%	*	72%	*	*	*	74%	68%
STAAR Percent Exceeded Progress														
All Grades														
All Subjects	2016	17%	17%	**18%**	11%	17%	19%	*	17%	*	*	6%	16%	20%
Reading	2016	16%	14%	**18%**	16%	21%	17%	*	*	*	*	11%	20%	21%

District Name: MONTGOMERY ISD
Campus Name: MONTGOMERY J H
Campus Number: 170903042

Total Students: 1,345
Grade Span: 07 - 08
School Type: Middle

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent Exceeded Progress														
All Grades														
Mathematics	2016	17%	20%	**18%**	*	13%	20%	*	28%	*	*	*	13%	18%
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2016	35%	43%	**45%**	*	39%	50%	*	-	-	*	13%	38%	*

District Name: MONTGOMERY ISD
Campus Name: MONTGOMERY J H
Campus Number: 170903042

Total Students: 1,345
Grade Span: 07 - 08
School Type: Middle

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
Student Success Initiative														
Grade 8 Reading														
Students Meeting Level II Standard on First STAAR Administration														
	2016	80%	92%	**92%**	83%	84%	93%	100%	*	*	100%	28%	82%	*
Students Requiring Accelerated Instruction														
	2016	20%	8%	**8%**	*	16%	7%	*	*	*	*	72%	18%	*
STAAR Cumulative Met Standard														
	2016	86%	94%	**94%**	92%	88%	95%	100%	*	*	100%	40%	86%	*
STAAR Non-Proficient Students Promoted by Grade Placement Committee														
	2015	97%	*	*	-	-	*	-	-	-	-	-	*	-
Grade 8 Mathematics														
Students Meeting Level II Standard on First STAAR Administration														
	2016	71%	90%	**90%**	82%	82%	91%	100%	100%	*	100%	25%	77%	*
Students Requiring Accelerated Instruction														
	2016	29%	10%	**10%**	*	18%	9%	0%	*	*	*	75%	23%	*
STAAR Cumulative Met Standard														
	2016	81%	94%	**94%**	91%	89%	94%	100%	100%	*	100%	33%	85%	*

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
STAAR Percent at Level II Satisfactory Standard or Above															
All Grades															
All Subjects	2016	75%	86%	**86%**	-	-	-	-	-	34%	-	34%	*	34%	37%
Reading	2016	73%	85%	**88%**	-	-	-	-	-	*	-	*	*	*	42%
Mathematics	2016	76%	89%	**90%**	-	-	-	-	-	*	-	*	*	*	42%
Writing	2016	69%	81%	**81%**	-	-	-	-	-	*	-	*	*	*	*
Science	2016	79%	86%	**84%**	-	-	-	-	-	*	-	*	-	*	*
Social Studies	2016	77%	86%	**80%**	-	-	-	-	-	*	-	*	-	*	*
STAAR Percent at Postsecondary Readiness Standard															
All Grades															
Two or More Subjects	2016	45%	60%	**61%**	-	-	-	-	-	*	-	*	*	*	*
Reading	2016	46%	61%	**59%**	-	-	-	-	-	*	-	*	*	*	*
Mathematics	2016	43%	60%	**64%**	-	-	-	-	-	*	-	*	*	*	*
Writing	2016	41%	53%	**56%**	-	-	-	-	-	*	-	*	*	*	*
Science	2016	47%	58%	**57%**	-	-	-	-	-	*	-	*	-	*	*
Social Studies	2016	47%	56%	**42%**	-	-	-	-	-	*	-	*	-	*	*
STAAR Percent at Advanced Standard															
All Grades															
All Subjects	2016	18%	24%	**24%**	-	-	-	-	-	*	-	*	*	*	15%
Reading	2016	17%	24%	**26%**	-	-	-	-	-	*	-	*	*	*	*
Mathematics	2016	19%	27%	**26%**	-	-	-	-	-	*	-	*	*	*	*
Writing	2016	15%	18%	**16%**	-	-	-	-	-	*	-	*	*	*	*
Science	2016	16%	22%	**27%**	-	-	-	-	-	*	-	*	-	*	*

TEXAS EDUCATION AGENCY

District Name: MONTGOMERY ISD
Campus Name: MONTGOMERY J H
Campus Number: 170903042

Texas Academic Performance Report
2015-16 Campus Performance
Bilingual Education/English as a Second Language

Total Students: 1,345
Grade Span: 07 - 08
(Current Year ELL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
STAAR Percent at Advanced Standard															
All Grades															
Social Studies	2016	22%	25%	**22%**	-	-	-	-	-	*	-	*	-	*	*
STAAR Percent Met or Exceeded Progress															
All Grades															
All Subjects	2016	62%	66%	**72%**	-	-	-	-	-	*	-	*	*	*	*
Reading	2016	60%	60%	**67%**	-	-	-	-	-	*	-	*	*	*	*
Mathematics	2016	63%	72%	**76%**	-	-	-	-	-	*	-	*	*	*	*
STAAR Percent Exceeded Progress															
All Grades															
All Subjects	2016	17%	17%	**18%**	-	-	-	-	-	*	-	*	*	*	*
Reading	2016	16%	14%	**18%**	-	-	-	-	-	*	-	*	*	*	*
Mathematics	2016	17%	20%	**18%**	-	-	-	-	-	*	-	*	*	*	*
Progress of Prior-Year Non-Proficient Students															
Sum of Grades 4-8															
Reading	2016	35%	43%	**45%**	-	-	-	-	-	*	-	*	-	*	*

TEXAS EDUCATION AGENCY

District Name: MONTGOMERY ISD
Campus Name: MONTGOMERY J H
Campus Number: 170903042

Texas Academic Performance Report
2015-16 Campus Participation

Total Students: 1,345
Grade Span: 07 - 08
School Type: Middle

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
2016 STAAR Participation (All Grades)													
All Tests													
Test Participant	99%	99%	**99%**	100%	100%	99%	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	94%	95%	**95%**	100%	94%	95%	100%	100%	100%	89%	92%	92%	67%
Not Included in Accountability													
Mobile	4%	3%	**4%**	0%	4%	4%	0%	0%	0%	11%	7%	7%	16%
Other Exclusions	1%	0%	**0%**	0%	2%	0%	0%	0%	0%	0%	1%	0%	16%
Not Tested	1%	1%	**1%**	0%	0%	1%	0%	0%	0%	0%	0%	0%	0%
Absent	1%	1%	**1%**	0%	0%	1%	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%

TEXAS EDUCATION AGENCY

District Name: MONTGOMERY ISD
Campus Name: MONTGOMERY J H
Campus Number: 170903042

Texas Academic Performance Report
2015-16 Campus Attendance and Postsecondary Readiness

Total Students: 1,345
Grade Span: 07 - 08
School Type: Middle

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
Attendance Rate													
2014-15	95.7%	95.3%	**95.6%**	96.6%	96.0%	95.5%	93.2%	97.7%	*	97.0%	94.2%	94.2%	96.3%
2013-14	95.9%	95.5%	**95.6%**	96.3%	95.5%	95.6%	94.1%	97.8%	-	93.6%	94.5%	94.8%	96.4%
Annual Dropout Rate (Gr 7-8)													
2014-15	0.3%	0.0%	**0.0%**	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	0.0%
2013-14	0.5%	0.1%	**0.1%**	0.0%	0.0%	0.1%	0.0%	0.0%	-	0.0%	0.0%	0.0%	0.0%

District Name: MONTGOMERY ISD
Campus Name: MONTGOMERY J H
Campus Number: 170903042

Total Students: 1,345
Grade Span: 07 - 08
School Type: Middle

Student Information	Campus Count	Campus Percent	District	State
Total Students:	1,345	100.0%	8,157	5,284,252
Students by Grade:				
Early Childhood Education	0	0.0%	0.2%	0.2%
Pre-Kindergarten	0	0.0%	0.8%	4.2%
Kindergarten	0	0.0%	6.3%	7.1%
Grade 1	0	0.0%	6.7%	7.8%
Grade 2	0	0.0%	7.0%	7.8%
Grade 3	0	0.0%	7.7%	7.7%
Grade 4	0	0.0%	7.7%	7.5%
Grade 5	0	0.0%	8.2%	7.5%
Grade 6	0	0.0%	8.2%	7.4%
Grade 7	682	50.7%	8.4%	7.4%
Grade 8	663	49.3%	8.1%	7.3%
Grade 9	0	0.0%	8.2%	8.1%
Grade 10	0	0.0%	8.9%	7.3%
Grade 11	0	0.0%	7.0%	6.7%
Grade 12	0	0.0%	6.7%	6.1%
Ethnic Distribution:				
African American	37	2.8%	3.0%	12.6%
Hispanic	186	13.8%	13.9%	52.2%
White	1,069	79.5%	79.4%	28.5%
American Indian	11	0.8%	0.6%	0.4%
Asian	18	1.3%	1.0%	4.0%
Pacific Islander	3	0.2%	0.1%	0.1%
Two or More Races	21	1.6%	2.0%	2.1%
Economically Disadvantaged	325	24.2%	23.5%	59.0%
Non-Educationally Disadvantaged	1,020	75.8%	76.5%	41.0%
English Language Learners (ELL)	15	1.1%	2.4%	18.5%
Students w/ Disciplinary Placements (2014-2015)	10	0.7%	0.7%	1.4%
At-Risk	460	34.2%	25.3%	50.1%
Mobility (2014-2015)	142	10.5%	10.8%	16.5%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2015-16 Campus Profile

Student Information	Non-Special Education Rates - Campus	Non-Special Education Rates - District	Non-Special Education Rates - State	Special Education Rates - Campus	Special Education Rates - District	Special Education Rates - State
Retention Rates by Grade:						
Kindergarten	-	2.2%	1.9%	-	0.0%	8.2%
Grade 1	-	5.3%	4.1%	-	6.9%	7.4%
Grade 2	-	3.1%	2.7%	-	2.6%	3.4%
Grade 3	-	1.3%	2.0%	-	2.1%	1.6%
Grade 4	-	0.5%	1.0%	-	0.0%	0.8%
Grade 5	-	0.3%	0.9%	-	2.4%	1.0%
Grade 6	-	0.2%	0.6%	-	0.0%	0.8%
Grade 7	0.5%	0.5%	0.8%	0.0%	0.0%	0.9%
Grade 8	0.7%	0.7%	0.8%	0.0%	0.0%	1.3%

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	-	20.4	18.9
Grade 1	-	18.8	19.1
Grade 2	-	18.8	19.1
Grade 3	-	19.5	19.1
Grade 4	-	19.3	19.0
Grade 5	-	23.2	20.8
Grade 6	-	23.4	20.4
Secondary:			
English/Language Arts	23.0	16.3	17.1
Foreign Languages	28.5	15.0	19.1
Mathematics	21.7	17.9	18.1
Science	22.1	16.7	19.1
Social Studies	23.3	19.4	19.5

District Name: MONTGOMERY ISD
Campus Name: MONTGOMERY J H
Campus Number: 170903042

Total Students: 1,345
Grade Span: 07 - 08
School Type: Middle

Staff Information	Campus Count/Average	Campus Percent	District	State
Total Staff	96.9	100.0%	100.0%	100.0%
Professional Staff:	88.1	90.9%	66.4%	64.3%
Teachers	79.2	81.7%	56.0%	50.5%
Professional Support	4.0	4.1%	6.5%	9.8%
Campus Administration (School Leadership)	4.9	5.0%	2.8%	2.9%
Educational Aides:	8.8	9.1%	7.2%	9.6%
Total Minority Staff:	8.5	8.8%	11.1%	48.2%
Teachers by Ethnicity and Sex:				
African American	2.0	2.5%	1.8%	10.1%
Hispanic	3.0	3.8%	4.9%	26.0%
White	72.6	91.7%	92.0%	60.8%
American Indian	0.0	0.0%	0.2%	0.4%
Asian	1.0	1.3%	0.2%	1.5%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	0.6	0.7%	1.0%	1.1%
Males	15.9	20.1%	16.3%	23.5%
Females	63.3	79.9%	83.7%	76.5%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.3%	1.0%
Bachelors	65.6	82.8%	76.9%	74.7%
Masters	13.7	17.2%	22.2%	23.6%
Doctorate	0.0	0.0%	0.6%	0.6%
Teachers by Years of Experience:				
Beginning Teachers	3.0	3.8%	4.2%	8.1%
1-5 Years Experience	11.0	13.9%	17.0%	27.3%
6-10 Years Experience	23.7	29.9%	22.7%	21.7%
11-20 Years Experience	31.3	39.5%	35.4%	27.3%
Over 20 Years Experience	10.2	12.9%	20.7%	15.7%
Number of Students per Teacher	17.0	n/a	15.9	15.2

District Name: MONTGOMERY ISD
Campus Name: MONTGOMERY J H
Campus Number: 170903042

Total Students: 1,345
Grade Span: 07 - 08
School Type: Middle

Staff Information	Campus	District	State
Average Years Experience of Teachers:	12.4	13.3	10.9
Average Years Experience of Teachers with District:	7.7	6.8	7.3
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$47,000	$45,803	$45,507
1-5 Years Experience	$49,263	$49,831	$47,996
6-10 Years Experience	$51,950	$52,297	$50,459
11-20 Years Experience	$54,503	$54,802	$53,794
Over 20 Years Experience	$61,547	$62,898	$60,613
Average Actual Salaries (regular duties only):			
Teachers	$53,639	$54,691	$51,891
Professional Support	$62,395	$65,380	$61,145
Campus Administration (School Leadership)	$72,102	$78,745	$75,654
Instructional Staff Percent:	n/a	66.3%	64.5%
Contracted Instructional Staff (not incl. above):	1.0	5.6	1,914.4

District Name: MONTGOMERY ISD
Campus Name: MONTGOMERY J H
Campus Number: 170903042

Total Students: 1,345
Grade Span: 07 - 08
School Type: Middle

Program Information	Campus Count	Campus Percent	District	State
Student Enrollment by Program:				
Bilingual/ESL Education	13	1.0%	2.5%	18.3%
Career & Technical Education	300	22.3%	34.1%	24.3%
Gifted & Talented Education	100	7.4%	5.8%	7.7%
Special Education	78	5.8%	6.3%	8.6%
Teachers by Program (population served):				
Bilingual/ESL Education	0.4	0.5%	0.8%	5.9%
Career & Technical Education	2.9	3.6%	6.5%	4.4%
Compensatory Education	0.0	0.0%	3.5%	2.9%
Gifted & Talented Education	0.0	0.0%	0.1%	1.9%
Regular Education	61.1	77.1%	78.5%	72.6%
Special Education	14.9	18.8%	9.4%	8.8%
Other	0.0	0.0%	1.2%	3.4%

Link to:
PEIMS Financial Standard Reports/
2014-2015 Financial Actual Report

'^' Indicates that ELL rates at met or exceeded standard and exceeded standard include current and monitored students.
'*' Indicates results are masked due to small numbers to protect student confidentiality.
'-' Indicates zero observations reported for this group.
'n/a' Indicates data reporting is not applicable for this group.
'**' Indicates that rates for Reading and Mathematics are based on the cumulative results from the first and second administrations of STAAR.
'?' Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.
'##' Indicates that PID Error rate information cannot be reported in 2015-16 due to the transition from PEIMS Edit+ to TSDS.

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2015-16 Texas Academic Performance Report

District Name: **MONTGOMERY ISD**

Campus Name: **MONTGOMERY MIDDLE**

Campus Number: **170903051**

2016 Accountability Rating: **Met Standard**

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TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2015-16 Campus Performance

District Name: MONTGOMERY ISD
Campus Name: MONTGOMERY MIDDLE
Campus Number: 170903051

Total Students: 666
Grade Span: 06 - 06
School Type: Middle

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent at Level II Satisfactory Standard or Above														
Grade 6														
Reading	2016	69%	81%	**81%**	48%	76%	84%	*	100%	*	64%	45%	65%	*
Mathematics	2016	72%	83%	**83%**	52%	64%	87%	100%	100%	*	86%	53%	67%	*
STAAR Percent at Level II Satisfactory Standard or Above														
All Grades														
All Subjects	2016	75%	86%	**82%**	50%	70%	86%	90%	100%	*	75%	49%	66%	*
Reading	2016	73%	85%	**81%**	48%	76%	84%	*	100%	*	64%	45%	65%	*
Mathematics	2016	76%	89%	**83%**	52%	64%	87%	100%	100%	*	86%	53%	67%	*
STAAR Percent at Postsecondary Readiness Standard														
All Grades														
Two or More Subjects	2016	45%	60%	**41%**	19%	22%	45%	*	*	*	36%	*	15%	*
Reading	2016	46%	61%	**52%**	26%	30%	56%	*	*	*	50%	14%	27%	*
Mathematics	2016	43%	60%	**52%**	30%	32%	56%	*	100%	*	57%	14%	29%	*
STAAR Percent at Advanced Standard														
All Grades														
All Subjects	2016	18%	24%	**25%**	11%	13%	28%	*	60%	*	25%	9%	10%	*
Reading	2016	17%	24%	**25%**	*	11%	28%	*	*	*	*	11%	11%	*
Mathematics	2016	19%	27%	**26%**	*	15%	28%	*	*	*	*	*	10%	*
STAAR Percent Met or Exceeded Progress														
All Grades														
All Subjects	2016	62%	66%	**58%**	49%	57%	59%	*	*	*	*	60%	52%	*
Reading	2016	60%	60%	**49%**	*	47%	51%	*	*	*	*	*	42%	*
Mathematics	2016	63%	72%	**67%**	*	67%	67%	*	*	*	*	*	63%	*

District Name: MONTGOMERY ISD
Campus Name: MONTGOMERY MIDDLE
Campus Number: 170903051

Total Students: 666
Grade Span: 06 - 06
School Type: Middle

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent Exceeded Progress														
All Grades														
All Subjects	2016	17%	17%	**11%**	13%	7%	12%	*	*	*	*	7%	8%	*
Reading	2016	16%	14%	**12%**	*	7%	13%	*	*	*	*	*	6%	*
Mathematics	2016	17%	20%	**10%**	*	7%	10%	*	*	*	*	*	10%	*
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2016	35%	43%	**13%**	*	*	19%	*	-	-	*	*	*	*

District Name: MONTGOMERY ISD
Campus Name: MONTGOMERY MIDDLE
Campus Number: 170903051

Total Students: 666
Grade Span: 06 - 06
School Type: Middle

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
Student Success Initiative														
Grade 5 Reading														
STAAR Met Standard (Non-Proficient in Previous Year)														
Promoted to Grade 6														
	2016	11%	*	*	*	*	*	-	-	-	-	*	*	*

TEXAS EDUCATION AGENCY

District Name: MONTGOMERY ISD
Campus Name: MONTGOMERY MIDDLE
Campus Number: 170903051

Texas Academic Performance Report
2015-16 Campus Performance
Bilingual Education/English as a Second Language

Total Students: 666
Grade Span: 06 - 06
(Current Year ELL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
STAAR Percent at Level II Satisfactory Standard or Above															
All Grades															
All Subjects	2016	75%	86%	**82%**	-	-	-	-	-	*	-	*	-	*	*
Reading	2016	73%	85%	**81%**	-	-	-	-	-	*	-	*	-	*	*
Mathematics	2016	76%	89%	**83%**	-	-	-	-	-	*	-	*	-	*	*
STAAR Percent at Postsecondary Readiness Standard															
All Grades															
Two or More Subjects	2016	45%	60%	**41%**	-	-	-	-	-	*	-	*	-	*	*
Reading	2016	46%	61%	**52%**	-	-	-	-	-	*	-	*	-	*	*
Mathematics	2016	43%	60%	**52%**	-	-	-	-	-	*	-	*	-	*	*
STAAR Percent at Advanced Standard															
All Grades															
All Subjects	2016	18%	24%	**25%**	-	-	-	-	-	*	-	*	-	*	*
Reading	2016	17%	24%	**25%**	-	-	-	-	-	*	-	*	-	*	*
Mathematics	2016	19%	27%	**26%**	-	-	-	-	-	*	-	*	-	*	*
STAAR Percent Met or Exceeded Progress															
All Grades															
All Subjects	2016	62%	66%	**58%**	-	-	-	-	-	*	-	*	-	*	*
Reading	2016	60%	60%	**49%**	-	-	-	-	-	*	-	*	-	*	*
Mathematics	2016	63%	72%	**67%**	-	-	-	-	-	*	-	*	-	*	*
STAAR Percent Exceeded Progress															
All Grades															
All Subjects	2016	17%	17%	**11%**	-	-	-	-	-	*	-	*	-	*	*
Reading	2016	16%	14%	**12%**	-	-	-	-	-	*	-	*	-	*	*
Mathematics	2016	17%	20%	**10%**	-	-	-	-	-	*	-	*	-	*	*

District Name: MONTGOMERY ISD
Campus Name: MONTGOMERY MIDDLE
Campus Number: 170903051

Texas Academic Performance Report
2015-16 Campus Performance
Bilingual Education/English as a Second Language

Total Students: 666
Grade Span: 06 - 06
(Current Year ELL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
Progress of Prior-Year Non-Proficient Students															
Sum of Grades 4-8															
Reading	2016	35%	43%	**13%**	-	-	-	-	-	*	-	*	-	*	*

TEXAS EDUCATION AGENCY

District Name: MONTGOMERY ISD
Campus Name: MONTGOMERY MIDDLE
Campus Number: 170903051

Texas Academic Performance Report
2015-16 Campus Participation

Total Students: 666
Grade Span: 06 - 06
School Type: Middle

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
2016 STAAR Participation (All Grades)													
All Tests													
Test Participant	99%	99%	**99%**	100%	99%	99%	100%	100%	*	100%	96%	99%	100%
Included in Accountability	94%	95%	**95%**	93%	89%	96%	100%	100%	*	93%	90%	93%	63%
Not Included in Accountability													
Mobile	4%	3%	**4%**	7%	8%	3%	0%	0%	*	7%	6%	6%	25%
Other Exclusions	1%	0%	**0%**	0%	1%	0%	0%	0%	*	0%	0%	1%	13%
Not Tested	1%	1%	**1%**	0%	1%	1%	0%	0%	*	0%	4%	1%	0%
Absent	1%	1%	**1%**	0%	1%	1%	0%	0%	*	0%	4%	1%	0%
Other	0%	0%	**0%**	0%	0%	0%	0%	0%	*	0%	0%	0%	0%

TEXAS EDUCATION AGENCY

District Name: MONTGOMERY ISD
Campus Name: MONTGOMERY MIDDLE
Campus Number: 170903051

Texas Academic Performance Report
2015-16 Campus Attendance and Postsecondary Readiness

Total Students: 666
Grade Span: 06 - 06
School Type: Middle

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
Attendance Rate													
2014-15	95.7%	95.3%	**95.8%**	95.5%	96.0%	95.6%	95.9%	97.5%	*	97.2%	94.5%	94.9%	96.4%
2013-14	95.9%	95.5%	**95.8%**	96.7%	96.6%	95.7%	96.9%	*	*	97.0%	94.4%	95.2%	96.7%

District Name: MONTGOMERY ISD
Campus Name: MONTGOMERY MIDDLE
Campus Number: 170903051

Texas Academic Performance Report
2015-16 Campus Profile

Total Students: 666
Grade Span: 06 - 06
School Type: Middle

Student Information	Campus Count	Campus Percent	District	State
Total Students:	666	100.0%	8,157	5,284,252
Students by Grade:				
Early Childhood Education	0	0.0%	0.2%	0.2%
Pre-Kindergarten	0	0.0%	0.8%	4.2%
Kindergarten	0	0.0%	6.3%	7.1%
Grade 1	0	0.0%	6.7%	7.8%
Grade 2	0	0.0%	7.0%	7.8%
Grade 3	0	0.0%	7.7%	7.7%
Grade 4	0	0.0%	7.7%	7.5%
Grade 5	0	0.0%	8.2%	7.5%
Grade 6	666	100.0%	8.2%	7.4%
Grade 7	0	0.0%	8.4%	7.4%
Grade 8	0	0.0%	8.1%	7.3%
Grade 9	0	0.0%	8.2%	8.1%
Grade 10	0	0.0%	8.9%	7.3%
Grade 11	0	0.0%	7.0%	6.7%
Grade 12	0	0.0%	6.7%	6.1%
Ethnic Distribution:				
African American	27	4.1%	3.0%	12.6%
Hispanic	80	12.0%	13.9%	52.2%
White	534	80.2%	79.4%	28.5%
American Indian	5	0.8%	0.6%	0.4%
Asian	5	0.8%	1.0%	4.0%
Pacific Islander	1	0.2%	0.1%	0.1%
Two or More Races	14	2.1%	2.0%	2.1%
Economically Disadvantaged	179	26.9%	23.5%	59.0%
Non-Educationally Disadvantaged	487	73.1%	76.5%	41.0%
English Language Learners (ELL)	6	0.9%	2.4%	18.5%
Students w/ Disciplinary Placements (2014-2015)	0	0.0%	0.7%	1.4%
At-Risk	238	35.7%	25.3%	50.1%
Mobility (2014-2015)	63	9.1%	10.8%	16.5%

District Name: MONTGOMERY ISD
Campus Name: MONTGOMERY MIDDLE
Campus Number: 170903051

Total Students: 666
Grade Span: 06 - 06
School Type: Middle

Student Information	Non-Special Education Rates			Special Education Rates		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	-	2.2%	1.9%	-	0.0%	8.2%
Grade 1	-	5.3%	4.1%	-	6.9%	7.4%
Grade 2	-	3.1%	2.7%	-	2.6%	3.4%
Grade 3	-	1.3%	2.0%	-	2.1%	1.6%
Grade 4	-	0.5%	1.0%	-	0.0%	0.8%
Grade 5	-	0.3%	0.9%	-	2.4%	1.0%
Grade 6	0.2%	0.2%	0.6%	0.0%	0.0%	0.8%
Grade 7	-	0.5%	0.8%	-	0.0%	0.9%
Grade 8	-	0.7%	0.8%	-	0.0%	1.3%

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	-	20.4	18.9
Grade 1	-	18.8	19.1
Grade 2	-	18.8	19.1
Grade 3	-	19.5	19.1
Grade 4	-	19.3	19.0
Grade 5	-	23.2	20.8
Grade 6	23.4	23.4	20.4
Secondary:			
English/Language Arts	-	16.3	17.1
Foreign Languages	-	15.0	19.1
Mathematics	-	17.9	18.1
Science	-	16.7	19.1
Social Studies	-	19.4	19.5

District Name: MONTGOMERY ISD
Campus Name: MONTGOMERY MIDDLE
Campus Number: 170903051

Texas Academic Performance Report
2015-16 Campus Profile

Total Students: 666
Grade Span: 06 - 06
School Type: Middle

Staff Information	Campus Count/Average	Campus Percent	District	State
Total Staff	50.8	100.0%	100.0%	100.0%
Professional Staff:	46.1	90.7%	66.4%	64.3%
Teachers	40.6	79.9%	56.0%	50.5%
Professional Support	3.5	6.9%	6.5%	9.8%
Campus Administration (School Leadership)	2.0	3.9%	2.8%	2.9%
Educational Aides:	4.7	9.3%	7.2%	9.6%
Total Minority Staff:	3.0	5.8%	11.1%	48.2%
Teachers by Ethnicity and Sex:				
African American	1.0	2.5%	1.8%	10.1%
Hispanic	0.0	0.0%	4.9%	26.0%
White	39.2	96.5%	92.0%	60.8%
American Indian	0.0	0.0%	0.2%	0.4%
Asian	0.0	0.0%	0.2%	1.5%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	0.4	1.1%	1.0%	1.1%
Males	3.1	7.7%	16.3%	23.5%
Females	37.5	92.3%	83.7%	76.5%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.3%	1.0%
Bachelors	31.2	76.8%	76.9%	74.7%
Masters	8.4	20.8%	22.2%	23.6%
Doctorate	1.0	2.5%	0.6%	0.6%
Teachers by Years of Experience:				
Beginning Teachers	1.0	2.5%	4.2%	8.1%
1-5 Years Experience	10.0	24.6%	17.0%	27.3%
6-10 Years Experience	4.8	11.8%	22.7%	21.7%
11-20 Years Experience	12.3	30.4%	35.4%	27.3%
Over 20 Years Experience	12.5	30.8%	20.7%	15.7%
Number of Students per Teacher	16.4	n/a	15.9	15.2

District Name: MONTGOMERY ISD
Campus Name: MONTGOMERY MIDDLE
Campus Number: 170903051

Total Students: 666
Grade Span: 06 - 06
School Type: Middle

Staff Information	Campus	District	State
Average Years Experience of Teachers:	14.2	13.3	10.9
Average Years Experience of Teachers with District:	8.0	6.8	7.3
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$15,558	$45,803	$45,507
1-5 Years Experience	$49,388	$49,831	$47,996
6-10 Years Experience	$52,721	$52,297	$50,459
11-20 Years Experience	$54,772	$54,802	$53,794
Over 20 Years Experience	$62,471	$62,898	$60,613
Average Actual Salaries (regular duties only):			
Teachers	$54,609	$54,691	$51,891
Professional Support	$71,967	$65,380	$61,145
Campus Administration (School Leadership)	$70,543	$78,745	$75,654
Instructional Staff Percent:	n/a	66.3%	64.5%
Contracted Instructional Staff (not incl. above):	0.5	5.6	1,914.4

District Name: MONTGOMERY ISD
Campus Name: MONTGOMERY MIDDLE
Campus Number: 170903051

Total Students: 666
Grade Span: 06 - 06
School Type: Middle

Program Information	Campus Count	Campus Percent	District	State
Student Enrollment by Program:				
Bilingual/ESL Education	6	0.9%	2.5%	18.3%
Career & Technical Education	0	0.0%	34.1%	24.3%
Gifted & Talented Education	72	10.8%	5.8%	7.7%
Special Education	52	7.8%	6.3%	8.6%
Teachers by Program (population served):				
Bilingual/ESL Education	0.5	1.2%	0.8%	5.9%
Career & Technical Education	0.0	0.0%	6.5%	4.4%
Compensatory Education	3.3	8.0%	3.5%	2.9%
Gifted & Talented Education	0.0	0.0%	0.1%	1.9%
Regular Education	28.2	69.3%	78.5%	72.6%
Special Education	2.5	6.1%	9.4%	8.8%
Other	6.2	15.3%	1.2%	3.4%

Link to:
PEIMS Financial Standard Reports/
2014-2015 Financial Actual Report

'^' Indicates that ELL rates at met or exceeded standard and exceeded standard include current and monitored students.
'*' Indicates results are masked due to small numbers to protect student confidentiality.
'-' Indicates zero observations reported for this group.
'n/a' Indicates data reporting is not applicable for this group.
'**' Indicates that rates for Reading and Mathematics are based on the cumulative results from the first and second administrations of STAAR.
'?' Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.
'##' Indicates that PID Error rate information cannot be reported in 2015-16 due to the transition from PEIMS Edit+ to TSDS.

2015-16 Texas Academic Performance Report

District Name: **MONTGOMERY ISD**

Campus Name: **MONTGOMERY INT**

Campus Number: **170903102**

2016 Accountability Rating: **Met Standard**

Distinction Designations:

Top 25 Percent: Student Progress

Top 25 Percent: Closing Performance Gaps

Postsecondary Readiness

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District Name: MONTGOMERY ISD
Campus Name: MONTGOMERY INT
Campus Number: 170903102

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2015-16 Campus Performance

Total Students: 671
Grade Span: 05 - 05
School Type: Elementary

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent at Level II Satisfactory Standard or Above														
Grade 5 **														
Reading	2016	81%	91%	**91%**	89%	88%	92%	*	100%	-	80%	58%	82%	82%
Mathematics	2016	86%	96%	**96%**	94%	91%	97%	*	100%	-	80%	69%	88%	82%
Science	2016	74%	84%	**84%**	67%	77%	86%	*	86%	-	90%	61%	74%	38%
STAAR Percent at Level II Satisfactory Standard or Above														
All Grades														
All Subjects	2016	75%	86%	**90%**	83%	86%	92%	83%	95%	-	83%	63%	81%	68%
Reading	2016	73%	85%	**91%**	89%	88%	92%	*	100%	-	80%	58%	82%	82%
Mathematics	2016	76%	89%	**96%**	94%	91%	97%	*	100%	-	80%	69%	88%	82%
Science	2016	79%	86%	**84%**	67%	77%	86%	*	86%	-	90%	61%	74%	38%
STAAR Percent at Postsecondary Readiness Standard														
All Grades														
Two or More Subjects	2016	45%	60%	**58%**	33%	46%	62%	*	86%	-	*	*	40%	*
Reading	2016	46%	61%	**63%**	39%	50%	66%	*	86%	-	50%	*	46%	*
Mathematics	2016	43%	60%	**61%**	39%	51%	63%	*	86%	-	*	20%	45%	*
Science	2016	47%	58%	**46%**	28%	34%	49%	*	*	-	*	19%	28%	*
STAAR Percent at Advanced Standard														
All Grades														
All Subjects	2016	18%	24%	**25%**	20%	16%	27%	*	43%	-	*	8%	15%	*
Reading	2016	17%	24%	**33%**	33%	21%	35%	*	*	-	*	*	21%	*
Mathematics	2016	19%	27%	**28%**	*	18%	31%	*	*	-	*	*	16%	*
Science	2016	16%	22%	**14%**	*	9%	16%	*	*	-	*	*	8%	*

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2015-16 Campus Performance

District Name: MONTGOMERY ISD
Campus Name: MONTGOMERY INT
Campus Number: 170903102

Total Students: 671
Grade Span: 05 - 05
School Type: Elementary

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent Met or Exceeded Progress														
All Grades														
All Subjects	2016	62%	66%	**73%**	92%	69%	73%	*	*	-	*	75%	71%	72%
Reading	2016	60%	60%	**68%**	94%	67%	67%	*	*	-	*	66%	67%	74%
Mathematics	2016	63%	72%	**77%**	89%	70%	78%	*	*	-	*	84%	75%	*
STAAR Percent Exceeded Progress														
All Grades														
All Subjects	2016	17%	17%	**23%**	36%	25%	22%	*	*	-	*	25%	22%	22%
Reading	2016	16%	14%	**23%**	44%	29%	20%	*	*	-	*	19%	25%	30%
Mathematics	2016	17%	20%	**23%**	28%	21%	24%	*	*	-	*	31%	18%	*
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2016	35%	43%	**58%**	*	63%	56%	-	-	-	*	*	48%	*

District Name: MONTGOMERY ISD
Campus Name: MONTGOMERY INT
Campus Number: 170903102

Total Students: 671
Grade Span: 05 - 05
School Type: Elementary

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
Student Success Initiative														
Grade 5 Reading														
Students Meeting Level II Standard on First STAAR Administration														
	2016	73%	85%	**85%**	67%	73%	88%	*	100%	-	80%	50%	70%	56%
Students Requiring Accelerated Instruction														
	2016	27%	15%	**15%**	33%	27%	12%	0%	*	-	*	50%	30%	44%
STAAR Cumulative Met Standard														
	2016	80%	91%	**91%**	89%	88%	92%	*	100%	-	80%	52%	82%	83%
STAAR Non-Proficient Students Promoted by Grade Placement Committee														
	2015	95%	100%	**100%**	*	*	100%	-	-	-	-	100%	100%	*
STAAR Met Standard (Non-Proficient in Previous Year) Retained in Grade 5														
	2016	45%	*	*	-	*	-	-	-	-	-	-	*	*
Grade 5 Mathematics														
Students Meeting Level II Standard on First STAAR Administration														
	2016	77%	91%	**91%**	83%	86%	93%	*	100%	-	80%	59%	79%	72%
Students Requiring Accelerated Instruction														
	2016	23%	9%	**9%**	*	14%	7%	0%	*	-	*	41%	21%	28%
STAAR Cumulative Met Standard														
	2016	85%	96%	**96%**	94%	91%	97%	*	100%	-	80%	62%	88%	83%

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
STAAR Percent at Level II Satisfactory Standard or Above															
All Grades															
All Subjects	2016	75%	86%	**90%**	-	-	-	-	-	68%	78%	63%	-	68%	68%
Reading	2016	73%	85%	**91%**	-	-	-	-	-	82%	83%	82%	-	82%	82%
Mathematics	2016	76%	89%	**96%**	-	-	-	-	-	82%	100%	73%	-	82%	82%
Science	2016	79%	86%	**84%**	-	-	-	-	-	38%	*	*	-	38%	38%
STAAR Percent at Postsecondary Readiness Standard															
All Grades															
Two or More Subjects	2016	45%	60%	**58%**	-	-	-	-	-	*	*	*	-	*	*
Reading	2016	46%	61%	**63%**	-	-	-	-	-	*	*	*	-	*	*
Mathematics	2016	43%	60%	**61%**	-	-	-	-	-	*	*	*	-	*	*
Science	2016	47%	58%	**46%**	-	-	-	-	-	*	*	*	-	*	*
STAAR Percent at Advanced Standard															
All Grades															
All Subjects	2016	18%	24%	**25%**	-	-	-	-	-	*	*	*	-	*	*
Reading	2016	17%	24%	**33%**	-	-	-	-	-	*	*	*	-	*	*
Mathematics	2016	19%	27%	**28%**	-	-	-	-	-	*	*	*	-	*	*
Science	2016	16%	22%	**14%**	-	-	-	-	-	*	*	*	-	*	*
STAAR Percent Met or Exceeded Progress															
All Grades															
All Subjects	2016	62%	66%	**73%**	-	-	-	-	-	75%	*	73%	-	75%	75%
Reading	2016	60%	60%	**68%**	-	-	-	-	-	75%	*	73%	-	75%	75%
Mathematics	2016	63%	72%	**77%**	-	-	-	-	-	*	*	*	-	*	*

District Name: MONTGOMERY ISD
Campus Name: MONTGOMERY INT
Campus Number: 170903102

Texas Academic Performance Report
2015-16 Campus Performance
Bilingual Education/English as a Second Language

Total Students: 671
Grade Span: 05 - 05
(Current Year ELL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
STAAR Percent Exceeded Progress															
All Grades															
All Subjects	2016	17%	17%	**23%**	-	-	-	-	-	28%	*	32%	-	28%	28%
Reading	2016	16%	14%	**23%**	-	-	-	-	-	38%	*	45%	-	38%	38%
Mathematics	2016	17%	20%	**23%**	-	-	-	-	-	*	*	*	-	*	*
Progress of Prior-Year Non-Proficient Students															
Sum of Grades 4-8															
Reading	2016	35%	43%	**58%**	-	-	-	-	-	*	-	*	-	*	*

TEXAS EDUCATION AGENCY

District Name: MONTGOMERY ISD
Campus Name: MONTGOMERY INT
Campus Number: 170903102

Texas Academic Performance Report
2015-16 Campus Participation

Total Students: 671
Grade Span: 05 - 05
School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
2016 STAAR Participation (All Grades)													
All Tests													
Test Participant	99%	99%	**99%**	100%	100%	99%	100%	100%	-	100%	99%	100%	100%
Included in Accountability	94%	95%	**97%**	87%	97%	97%	75%	100%	-	100%	94%	95%	94%
Not Included in Accountability													
Mobile	4%	3%	**2%**	13%	2%	2%	25%	0%	-	0%	5%	5%	0%
Other Exclusions	1%	0%	**0%**	0%	1%	0%	0%	0%	-	0%	0%	0%	6%
Not Tested	1%	1%	**1%**	0%	0%	1%	0%	0%	-	0%	1%	0%	0%
Absent	1%	1%	**1%**	0%	0%	1%	0%	0%	-	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	0%	0%	-	0%	1%	0%	0%

TEXAS EDUCATION AGENCY

District Name: MONTGOMERY ISD
Campus Name: MONTGOMERY INT
Campus Number: 170903102

Texas Academic Performance Report
2015-16 Campus Attendance and Postsecondary Readiness

Total Students: 671
Grade Span: 05 - 05
School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
Attendance Rate													
2014-15	95.7%	95.3%	**95.7%**	96.3%	95.9%	95.6%	*	98.5%	*	96.8%	93.7%	95.3%	96.5%
2013-14	95.9%	95.5%	**96.0%**	97.6%	96.2%	95.9%	*	97.1%	*	96.4%	95.5%	95.2%	96.7%

District Name: MONTGOMERY ISD
Campus Name: MONTGOMERY INT
Campus Number: 170903102

Texas Academic Performance Report
2015-16 Campus Profile

Total Students: 671
Grade Span: 05 - 05
School Type: Elementary

Student Information	Campus Count	Campus Percent	District	State
Total Students:	671	100.0%	8,157	5,284,252
Students by Grade:				
Early Childhood Education	0	0.0%	0.2%	0.2%
Pre-Kindergarten	0	0.0%	0.8%	4.2%
Kindergarten	0	0.0%	6.3%	7.1%
Grade 1	0	0.0%	6.7%	7.8%
Grade 2	0	0.0%	7.0%	7.8%
Grade 3	0	0.0%	7.7%	7.7%
Grade 4	0	0.0%	7.7%	7.5%
Grade 5	671	100.0%	8.2%	7.5%
Grade 6	0	0.0%	8.2%	7.4%
Grade 7	0	0.0%	8.4%	7.4%
Grade 8	0	0.0%	8.1%	7.3%
Grade 9	0	0.0%	8.2%	8.1%
Grade 10	0	0.0%	8.9%	7.3%
Grade 11	0	0.0%	7.0%	6.7%
Grade 12	0	0.0%	6.7%	6.1%
Ethnic Distribution:				
African American	19	2.8%	3.0%	12.6%
Hispanic	105	15.6%	13.9%	52.2%
White	525	78.2%	79.4%	28.5%
American Indian	2	0.3%	0.6%	0.4%
Asian	7	1.0%	1.0%	4.0%
Pacific Islander	1	0.1%	0.1%	0.1%
Two or More Races	12	1.8%	2.0%	2.1%
Economically Disadvantaged	150	22.4%	23.5%	59.0%
Non-Educationally Disadvantaged	521	77.6%	76.5%	41.0%
English Language Learners (ELL)	19	2.8%	2.4%	18.5%
Students w/ Disciplinary Placements (2014-2015)	0	0.0%	0.7%	1.4%
At-Risk	78	11.6%	25.3%	50.1%
Mobility (2014-2015)	64	9.6%	10.8%	16.5%

District Name: MONTGOMERY ISD
Campus Name: MONTGOMERY INT
Campus Number: 170903102

Total Students: 671
Grade Span: 05 - 05
School Type: Elementary

Student Information	Non-Special Education Rates			Special Education Rates		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	-	2.2%	1.9%	-	0.0%	8.2%
Grade 1	-	5.3%	4.1%	-	6.9%	7.4%
Grade 2	-	3.1%	2.7%	-	2.6%	3.4%
Grade 3	-	1.3%	2.0%	-	2.1%	1.6%
Grade 4	-	0.5%	1.0%	-	0.0%	0.8%
Grade 5	0.3%	0.3%	0.9%	2.4%	2.4%	1.0%
Grade 6	-	0.2%	0.6%	-	0.0%	0.8%
Grade 7	-	0.5%	0.8%	-	0.0%	0.9%
Grade 8	-	0.7%	0.8%	-	0.0%	1.3%

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	40.0	20.4	18.9
Grade 1	-	18.8	19.1
Grade 2	-	18.8	19.1
Grade 3	-	19.5	19.1
Grade 4	-	19.3	19.0
Grade 5	23.2	23.2	20.8
Grade 6	-	23.4	20.4
Secondary:			
English/Language Arts	-	16.3	17.1
Foreign Languages	-	15.0	19.1
Mathematics	-	17.9	18.1
Science	-	16.7	19.1
Social Studies	-	19.4	19.5

District Name: MONTGOMERY ISD
Campus Name: MONTGOMERY INT
Campus Number: 170903102

Total Students: 671
Grade Span: 05 - 05
School Type: Elementary

Staff Information	Campus Count/Average	Campus Percent	District	State
Total Staff	51.1	100.0%	100.0%	100.0%
Professional Staff:	46.1	90.2%	66.4%	64.3%
Teachers	39.9	78.1%	56.0%	50.5%
Professional Support	4.2	8.2%	6.5%	9.8%
Campus Administration (School Leadership)	2.0	3.9%	2.8%	2.9%
Educational Aides:	5.0	9.8%	7.2%	9.6%
Total Minority Staff:	3.5	6.9%	11.1%	48.2%
Teachers by Ethnicity and Sex:				
African American	2.0	5.0%	1.8%	10.1%
Hispanic	0.0	0.0%	4.9%	26.0%
White	37.9	95.0%	92.0%	60.8%
American Indian	0.0	0.0%	0.2%	0.4%
Asian	0.0	0.0%	0.2%	1.5%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	0.0	0.0%	1.0%	1.1%
Males	4.0	10.0%	16.3%	23.5%
Females	35.9	90.0%	83.7%	76.5%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.3%	1.0%
Bachelors	31.5	79.0%	76.9%	74.7%
Masters	8.4	21.0%	22.2%	23.6%
Doctorate	0.0	0.0%	0.6%	0.6%
Teachers by Years of Experience:				
Beginning Teachers	1.0	2.5%	4.2%	8.1%
1-5 Years Experience	8.4	21.0%	17.0%	27.3%
6-10 Years Experience	4.0	10.0%	22.7%	21.7%
11-20 Years Experience	15.0	37.6%	35.4%	27.3%
Over 20 Years Experience	11.5	28.8%	20.7%	15.7%
Number of Students per Teacher	16.8	n/a	15.9	15.2

District Name: MONTGOMERY ISD
Campus Name: MONTGOMERY INT
Campus Number: 170903102

Total Students: 671
Grade Span: 05 - 05
School Type: Elementary

Staff Information	Campus	District	State
Average Years Experience of Teachers:	15.3	13.3	10.9
Average Years Experience of Teachers with District:	8.5	6.8	7.3
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$47,000	$45,803	$45,507
1-5 Years Experience	$50,882	$49,831	$47,996
6-10 Years Experience	$52,795	$52,297	$50,459
11-20 Years Experience	$55,262	$54,802	$53,794
Over 20 Years Experience	$63,095	$62,898	$60,613
Average Actual Salaries (regular duties only):			
Teachers	$56,144	$54,691	$51,891
Professional Support	$62,084	$65,380	$61,145
Campus Administration (School Leadership)	$73,135	$78,745	$75,654
Instructional Staff Percent:	n/a	66.3%	64.5%
Contracted Instructional Staff (not incl. above):	0.3	5.6	1,914.4

District Name: MONTGOMERY ISD
Campus Name: MONTGOMERY INT
Campus Number: 170903102

Total Students: 671
Grade Span: 05 - 05
School Type: Elementary

Program Information	Campus Count	Campus Percent	District	State
Student Enrollment by Program:				
Bilingual/ESL Education	19	2.8%	2.5%	18.3%
Career & Technical Education	0	0.0%	34.1%	24.3%
Gifted & Talented Education	55	8.2%	5.8%	7.7%
Special Education	36	5.4%	6.3%	8.6%
Teachers by Program (population served):				
Bilingual/ESL Education	0.5	1.3%	0.8%	5.9%
Career & Technical Education	0.0	0.0%	6.5%	4.4%
Compensatory Education	2.4	6.0%	3.5%	2.9%
Gifted & Talented Education	0.0	0.0%	0.1%	1.9%
Regular Education	35.5	88.9%	78.5%	72.6%
Special Education	1.5	3.8%	9.4%	8.8%
Other	0.0	0.0%	1.2%	3.4%

Link to:
PEIMS Financial Standard Reports/
2014-2015 Financial Actual Report

'^' Indicates that ELL rates at met or exceeded standard and exceeded standard include current and monitored students.
'*' Indicates results are masked due to small numbers to protect student confidentiality.
'-' Indicates zero observations reported for this group.
'n/a' Indicates data reporting is not applicable for this group.
'**' Indicates that rates for Reading and Mathematics are based on the cumulative results from the first and second administrations of STAAR.
'?' Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.
'##' Indicates that PID Error rate information cannot be reported in 2015-16 due to the transition from PEIMS Edit+ to TSDS.

2015-16 Texas Academic Performance Report

District Name: **MONTGOMERY ISD**

Campus Name: **MONTGOMERY EL**

Campus Number: **170903103**

2016 Accountability Rating: **Met Standard**

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District Name: MONTGOMERY ISD
Campus Name: MONTGOMERY EL
Campus Number: 170903103

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2015-16 Campus Performance

Total Students: 752
Grade Span: EE - 04
School Type: Elementary

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent at Level II Satisfactory Standard or Above														
Grade 3														
Reading	2016	73%	86%	**86%**	63%	70%	93%	-	-	*	*	67%	73%	57%
Mathematics	2016	75%	87%	**89%**	69%	78%	95%	-	-	*	*	75%	77%	71%
STAAR Percent at Level II Satisfactory Standard or Above														
Grade 4														
Reading	2016	75%	87%	**83%**	38%	72%	92%	*	*	-	*	*	64%	55%
Mathematics	2016	73%	89%	**86%**	46%	92%	91%	*	*	-	*	*	74%	91%
Writing	2016	69%	82%	**76%**	54%	72%	80%	*	*	-	*	*	65%	55%
STAAR Percent at Level II Satisfactory Standard or Above														
All Grades														
All Subjects	2016	75%	86%	**84%**	55%	77%	90%	*	*	*	87%	54%	71%	66%
Reading	2016	73%	85%	**84%**	52%	71%	92%	*	*	*	100%	55%	69%	56%
Mathematics	2016	76%	89%	**88%**	59%	85%	93%	*	*	*	100%	60%	75%	80%
Writing	2016	69%	81%	**76%**	54%	72%	80%	*	*	-	*	*	65%	55%
STAAR Percent at Postsecondary Readiness Standard														
All Grades														
Two or More Subjects	2016	45%	60%	**49%**	*	42%	55%	*	*	*	*	*	31%	*
Reading	2016	46%	61%	**56%**	19%	47%	63%	*	*	*	*	*	41%	*
Mathematics	2016	43%	60%	**57%**	22%	48%	63%	*	*	*	*	*	36%	*
Writing	2016	41%	53%	**45%**	*	42%	51%	*	*	-	*	*	29%	*
STAAR Percent at Advanced Standard														
All Grades														
All Subjects	2016	18%	24%	**29%**	13%	19%	33%	*	*	*	33%	17%	15%	10%
Reading	2016	17%	24%	**36%**	17%	23%	42%	*	*	*	*	25%	20%	*

District Name: MONTGOMERY ISD
Campus Name: MONTGOMERY EL
Campus Number: 170903103

Total Students: 752
Grade Span: EE - 04
School Type: Elementary

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent at Advanced Standard														
All Grades														
Mathematics	2016	19%	27%	**26%**	*	17%	31%	*	*	*	*	*	12%	*
Writing	2016	15%	18%	**18%**	*	*	20%	*	*	-	*	*	13%	*
STAAR Percent Met or Exceeded Progress														
All Grades														
All Subjects	2016	62%	66%	**63%**	*	58%	65%	*	*	-	*	*	61%	60%
Reading	2016	60%	60%	**54%**	*	*	58%	*	*	-	*	*	*	*
Mathematics	2016	63%	72%	**72%**	*	69%	72%	*	*	-	*	*	74%	68%
STAAR Percent Exceeded Progress														
All Grades														
All Subjects	2016	17%	17%	**15%**	*	19%	14%	*	*	-	*	*	11%	23%
Reading	2016	16%	14%	**8%**	*	*	10%	*	*	-	*	*	*	*
Mathematics	2016	17%	20%	**21%**	*	31%	19%	*	*	-	*	*	19%	36%
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2016	35%	43%	**30%**	*	*	63%	-	*	-	-	*	*	*

TEXAS EDUCATION AGENCY

District Name: MONTGOMERY ISD
Campus Name: MONTGOMERY EL
Campus Number: 170903103

Texas Academic Performance Report
2015-16 Campus Performance
Bilingual Education/English as a Second Language

Total Students: 752
Grade Span: EE - 04
(Current Year ELL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
STAAR Percent at Level II Satisfactory Standard or Above															
All Grades															
All Subjects	2016	75%	86%	**84%**	62%	-	-	62%	-	89%	*	*	-	66%	66%
Reading	2016	73%	85%	**84%**	52%	-	-	52%	-	*	*	*	-	56%	56%
Mathematics	2016	76%	89%	**88%**	76%	-	-	76%	-	*	*	*	-	80%	80%
Writing	2016	69%	81%	**76%**	50%	-	-	50%	-	*	-	*	-	55%	55%
STAAR Percent at Postsecondary Readiness Standard															
All Grades															
Two or More Subjects	2016	45%	60%	**49%**	*	-	-	*	-	*	*	*	-	*	*
Reading	2016	46%	61%	**56%**	*	-	-	*	-	*	*	*	-	*	*
Mathematics	2016	43%	60%	**57%**	*	-	-	*	-	*	*	*	-	*	*
Writing	2016	41%	53%	**45%**	*	-	-	*	-	*	-	*	-	*	*
STAAR Percent at Advanced Standard															
All Grades															
All Subjects	2016	18%	24%	**29%**	*	-	-	*	-	*	*	*	-	10%	10%
Reading	2016	17%	24%	**36%**	*	-	-	*	-	*	*	*	-	*	*
Mathematics	2016	19%	27%	**26%**	*	-	-	*	-	*	*	*	-	*	*
Writing	2016	15%	18%	**18%**	*	-	-	*	-	*	-	*	-	*	*
STAAR Percent Met or Exceeded Progress															
All Grades															
All Subjects	2016	62%	66%	**63%**	59%	-	-	59%	-	*	*	*	-	63%	63%
Reading	2016	60%	60%	**54%**	*	-	-	*	-	*	*	*	-	*	*
Mathematics	2016	63%	72%	**72%**	75%	-	-	75%	-	*	*	*	-	78%	78%

District Name: MONTGOMERY ISD
Campus Name: MONTGOMERY EL
Campus Number: 170903103

Texas Academic Performance Report
2015-16 Campus Performance
Bilingual Education/English as a Second Language

Total Students: 752
Grade Span: EE - 04
(Current Year ELL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
STAAR Percent Exceeded Progress															
All Grades															
All Subjects	2016	17%	17%	**15%**	22%	-	-	22%	-	*	*	*	-	26%	26%
Reading	2016	16%	14%	**8%**	*	-	-	*	-	*	*	*	-	*	*
Mathematics	2016	17%	20%	**21%**	35%	-	-	35%	-	*	*	*	-	43%	43%
Progress of Prior-Year Non-Proficient Students															
Sum of Grades 4-8															
Reading	2016	35%	43%	**30%**	*	-	-	*	-	-	-	-	-	*	*

TEXAS EDUCATION AGENCY

District Name: MONTGOMERY ISD
Campus Name: MONTGOMERY EL
Campus Number: 170903103

Texas Academic Performance Report
2015-16 Campus Participation

Total Students: 752
Grade Span: EE - 04
School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
2016 STAAR Participation (All Grades)													
All Tests													
Test Participant	99%	99%	**99%**	100%	99%	99%	*	*	*	100%	97%	99%	100%
Included in Accountability	94%	95%	**93%**	93%	86%	94%	*	*	*	100%	81%	90%	92%
Not Included in Accountability													
Mobile	4%	3%	**5%**	3%	5%	5%	*	*	*	0%	0%	7%	0%
Other Exclusions	1%	0%	**2%**	4%	7%	0%	*	*	*	0%	15%	2%	8%
Not Tested	1%	1%	**1%**	0%	1%	1%	*	*	*	0%	3%	1%	0%
Absent	1%	1%	**1%**	0%	1%	1%	*	*	*	0%	3%	1%	0%
Other	0%	0%	**0%**	0%	0%	0%	*	*	*	0%	0%	0%	0%

TEXAS EDUCATION AGENCY

District Name: MONTGOMERY ISD
Campus Name: MONTGOMERY EL
Campus Number: 170903103

Texas Academic Performance Report
2015-16 Campus Attendance and Postsecondary Readiness

Total Students: 752
Grade Span: EE - 04
School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
Attendance Rate													
2014-15	95.7%	95.3%	**95.1%**	95.6%	95.0%	95.0%	*	*	*	95.8%	92.6%	95.0%	95.9%
2013-14	95.9%	95.5%	**95.5%**	96.6%	95.8%	95.2%	*	*	*	96.3%	92.7%	95.1%	96.1%

District Name: MONTGOMERY ISD
Campus Name: MONTGOMERY EL
Campus Number: 170903103

Texas Academic Performance Report
2015-16 Campus Profile

Total Students: 752
Grade Span: EE - 04
School Type: Elementary

Student Information	Campus Count	Campus Percent	District	State
Total Students:	752	100.0%	8,157	5,284,252
Students by Grade:				
Early Childhood Education	14	1.9%	0.2%	0.2%
Pre-Kindergarten	18	2.4%	0.8%	4.2%
Kindergarten	118	15.7%	6.3%	7.1%
Grade 1	144	19.1%	6.7%	7.8%
Grade 2	142	18.9%	7.0%	7.8%
Grade 3	165	21.9%	7.7%	7.7%
Grade 4	151	20.1%	7.7%	7.5%
Grade 5	0	0.0%	8.2%	7.5%
Grade 6	0	0.0%	8.2%	7.4%
Grade 7	0	0.0%	8.4%	7.4%
Grade 8	0	0.0%	8.1%	7.3%
Grade 9	0	0.0%	8.2%	8.1%
Grade 10	0	0.0%	8.9%	7.3%
Grade 11	0	0.0%	7.0%	6.7%
Grade 12	0	0.0%	6.7%	6.1%
Ethnic Distribution:				
African American	66	8.8%	3.0%	12.6%
Hispanic	146	19.4%	13.9%	52.2%
White	512	68.1%	79.4%	28.5%
American Indian	3	0.4%	0.6%	0.4%
Asian	4	0.5%	1.0%	4.0%
Pacific Islander	3	0.4%	0.1%	0.1%
Two or More Races	18	2.4%	2.0%	2.1%
Economically Disadvantaged	289	38.4%	23.5%	59.0%
Non-Educationally Disadvantaged	463	61.6%	76.5%	41.0%
English Language Learners (ELL)	70	9.3%	2.4%	18.5%
Students w/ Disciplinary Placements (2014-2015)	2	0.2%	0.7%	1.4%
At-Risk	238	31.6%	25.3%	50.1%
Mobility (2014-2015)	85	13.4%	10.8%	16.5%

District Name: MONTGOMERY ISD
Campus Name: MONTGOMERY EL
Campus Number: 170903103

Total Students: 752
Grade Span: EE - 04
School Type: Elementary

Student Information	Non-Special Education Rates			Special Education Rates		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	3.9%	2.2%	1.9%	0.0%	0.0%	8.2%
Grade 1	5.4%	5.3%	4.1%	25.0%	6.9%	7.4%
Grade 2	1.5%	3.1%	2.7%	0.0%	2.6%	3.4%
Grade 3	2.2%	1.3%	2.0%	10.0%	2.1%	1.6%
Grade 4	0.0%	0.5%	1.0%	0.0%	0.0%	0.8%
Grade 5	-	0.3%	0.9%	-	2.4%	1.0%
Grade 6	-	0.2%	0.6%	-	0.0%	0.8%
Grade 7	-	0.5%	0.8%	-	0.0%	0.9%
Grade 8	-	0.7%	0.8%	-	0.0%	1.3%

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	19.6	20.4	18.9
Grade 1	18.0	18.8	19.1
Grade 2	17.4	18.8	19.1
Grade 3	20.8	19.5	19.1
Grade 4	18.4	19.3	19.0
Grade 5	-	23.2	20.8
Grade 6	-	23.4	20.4
Secondary:			
English/Language Arts	-	16.3	17.1
Foreign Languages	-	15.0	19.1
Mathematics	-	17.9	18.1
Science	-	16.7	19.1
Social Studies	-	19.4	19.5

District Name: MONTGOMERY ISD
Campus Name: MONTGOMERY EL
Campus Number: 170903103

Total Students: 752
Grade Span: EE - 04
School Type: Elementary

Staff Information	Campus Count/Average	Campus Percent	District	State
Total Staff	70.2	100.0%	100.0%	100.0%
Professional Staff:	56.2	80.1%	66.4%	64.3%
Teachers	49.5	70.4%	56.0%	50.5%
Professional Support	4.8	6.8%	6.5%	9.8%
Campus Administration (School Leadership)	2.0	2.8%	2.8%	2.9%
Educational Aides:	14.0	19.9%	7.2%	9.6%
Total Minority Staff:	10.0	14.2%	11.1%	48.2%
Teachers by Ethnicity and Sex:				
African American	0.0	0.0%	1.8%	10.1%
Hispanic	6.0	12.1%	4.9%	26.0%
White	41.5	83.8%	92.0%	60.8%
American Indian	0.0	0.0%	0.2%	0.4%
Asian	0.0	0.0%	0.2%	1.5%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	2.0	4.0%	1.0%	1.1%
Males	0.1	0.3%	16.3%	23.5%
Females	49.3	99.7%	83.7%	76.5%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.3%	1.0%
Bachelors	38.2	77.3%	76.9%	74.7%
Masters	11.3	22.7%	22.2%	23.6%
Doctorate	0.0	0.0%	0.6%	0.6%
Teachers by Years of Experience:				
Beginning Teachers	2.0	4.0%	4.2%	8.1%
1-5 Years Experience	8.0	16.2%	17.0%	27.3%
6-10 Years Experience	15.0	30.3%	22.7%	21.7%
11-20 Years Experience	18.1	36.5%	35.4%	27.3%
Over 20 Years Experience	6.4	12.9%	20.7%	15.7%
Number of Students per Teacher	15.2	n/a	15.9	15.2

District Name: MONTGOMERY ISD
Campus Name: MONTGOMERY EL
Campus Number: 170903103

Total Students: 752
Grade Span: EE - 04
School Type: Elementary

Staff Information	Campus	District	State
Average Years Experience of Teachers:	12.0	13.3	10.9
Average Years Experience of Teachers with District:	7.1	6.8	7.3
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$47,000	$45,803	$45,507
1-5 Years Experience	$49,440	$49,831	$47,996
6-10 Years Experience	$52,213	$52,297	$50,459
11-20 Years Experience	$54,201	$54,802	$53,794
Over 20 Years Experience	$64,867	$62,898	$60,613
Average Actual Salaries (regular duties only):			
Teachers	$53,918	$54,691	$51,891
Professional Support	$58,357	$65,380	$61,145
Campus Administration (School Leadership)	$79,542	$78,745	$75,654
Instructional Staff Percent:	n/a	66.3%	64.5%
Contracted Instructional Staff (not incl. above):	1.0	5.6	1,914.4

District Name: MONTGOMERY ISD
Campus Name: MONTGOMERY EL
Campus Number: 170903103

Total Students: 752
Grade Span: EE - 04
School Type: Elementary

Program Information	Campus Count	Campus Percent	District	State
Student Enrollment by Program:				
Bilingual/ESL Education	81	10.8%	2.5%	18.3%
Career & Technical Education	0	0.0%	34.1%	24.3%
Gifted & Talented Education	24	3.2%	5.8%	7.7%
Special Education	53	7.0%	6.3%	8.6%
Teachers by Program (population served):				
Bilingual/ESL Education	1.3	2.7%	0.8%	5.9%
Career & Technical Education	0.0	0.0%	6.5%	4.4%
Compensatory Education	3.3	6.6%	3.5%	2.9%
Gifted & Talented Education	0.0	0.0%	0.1%	1.9%
Regular Education	41.9	84.7%	78.5%	72.6%
Special Education	3.0	6.0%	9.4%	8.8%
Other	0.0	0.0%	1.2%	3.4%

Link to:
PEIMS Financial Standard Reports/
2014-2015 Financial Actual Report

'^' Indicates that ELL rates at met or exceeded standard and exceeded standard include current and monitored students.
'*' Indicates results are masked due to small numbers to protect student confidentiality.
'-' Indicates zero observations reported for this group.
'n/a' Indicates data reporting is not applicable for this group.
'**' Indicates that rates for Reading and Mathematics are based on the cumulative results from the first and second administrations of STAAR.
'?' Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.
'##' Indicates that PID Error rate information cannot be reported in 2015-16 due to the transition from PEIMS Edit+ to TSDS.

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2015-16 Texas Academic Performance Report

District Name: **MONTGOMERY ISD**

Campus Name: **STEWART CREEK EL**

Campus Number: **170903104**

2016 Accountability Rating: **Met Standard**

Distinction Designations:

Top 25 Percent: Student Progress

Top 25 Percent: Closing Performance Gaps

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TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2015-16 Campus Performance

District Name: MONTGOMERY ISD
Campus Name: STEWART CREEK EL
Campus Number: 170903104

Total Students: 769
Grade Span: PK - 04
School Type: Elementary

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent at Level II Satisfactory Standard or Above														
Grade 3														
Reading	2016	73%	86%	**80%**	*	75%	83%	*	*	-	*	*	80%	69%
Mathematics	2016	75%	87%	**89%**	*	86%	89%	*	*	-	*	100%	93%	85%
STAAR Percent at Level II Satisfactory Standard or Above														
Grade 4														
Reading	2016	75%	87%	**87%**	-	100%	86%	*	*	-	*	67%	75%	*
Mathematics	2016	73%	89%	**94%**	-	100%	93%	*	*	-	*	78%	89%	*
Writing	2016	69%	82%	**85%**	-	100%	83%	*	*	-	*	56%	73%	*
STAAR Percent at Level II Satisfactory Standard or Above														
All Grades														
All Subjects	2016	75%	86%	**87%**	88%	89%	87%	*	100%	-	55%	70%	82%	79%
Reading	2016	73%	85%	**84%**	*	83%	85%	*	*	-	*	64%	78%	71%
Mathematics	2016	76%	89%	**91%**	*	90%	91%	*	*	-	*	86%	91%	86%
Writing	2016	69%	81%	**85%**	-	100%	83%	*	*	-	*	56%	73%	*
STAAR Percent at Postsecondary Readiness Standard														
All Grades														
Two or More Subjects	2016	45%	60%	**51%**	*	42%	55%	*	*	-	*	*	37%	*
Reading	2016	46%	61%	**55%**	*	53%	57%	*	*	-	*	*	43%	*
Mathematics	2016	43%	60%	**61%**	*	56%	64%	*	*	-	*	*	51%	*
Writing	2016	41%	53%	**50%**	-	64%	50%	*	*	-	*	*	39%	*
STAAR Percent at Advanced Standard														
All Grades														
All Subjects	2016	18%	24%	**30%**	*	29%	31%	*	*	-	*	14%	20%	21%
Reading	2016	17%	24%	**33%**	*	36%	34%	*	*	-	*	*	23%	*

District Name: MONTGOMERY ISD
Campus Name: STEWART CREEK EL
Campus Number: 170903104

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2015-16 Campus Performance

Total Students: 769
Grade Span: PK - 04
School Type: Elementary

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent at Advanced Standard														
All Grades														
Mathematics	2016	19%	27%	**29%**	*	24%	31%	*	*	-	*	*	20%	*
Writing	2016	15%	18%	**24%**	-	*	25%	*	*	-	*	*	14%	*
STAAR Percent Met or Exceeded Progress														
All Grades														
All Subjects	2016	62%	66%	**64%**	-	78%	63%	*	*	-	*	81%	53%	*
Reading	2016	60%	60%	**58%**	-	*	59%	*	*	-	*	*	*	*
Mathematics	2016	63%	72%	**69%**	-	*	67%	*	*	-	*	88%	60%	*
STAAR Percent Exceeded Progress														
All Grades														
All Subjects	2016	17%	17%	**23%**	-	19%	24%	*	*	-	*	69%	11%	*
Reading	2016	16%	14%	**15%**	-	*	15%	*	*	-	*	*	*	*
Mathematics	2016	17%	20%	**31%**	-	*	33%	*	*	-	*	88%	16%	*
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2016	35%	43%	**38%**	-	*	*	-	-	-	-	*	*	*

TEXAS EDUCATION AGENCY

District Name: MONTGOMERY ISD
Campus Name: STEWART CREEK EL
Campus Number: 170903104

Texas Academic Performance Report
2015-16 Campus Performance
Bilingual Education/English as a Second Language

Total Students: 769
Grade Span: PK - 04
(Current Year ELL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
STAAR Percent at Level II Satisfactory Standard or Above															
All Grades															
All Subjects	2016	75%	86%	**87%**	88%	-	-	88%	-	78%	100%	*	*	84%	79%
Reading	2016	73%	85%	**84%**	75%	-	-	75%	-	*	*	*	*	75%	71%
Mathematics	2016	76%	89%	**91%**	100%	-	-	100%	-	*	*	*	*	92%	86%
Writing	2016	69%	81%	**85%**	-	-	-	-	-	*	*	-	-	*	*
STAAR Percent at Postsecondary Readiness Standard															
All Grades															
Two or More Subjects	2016	45%	60%	**51%**	*	-	-	*	-	*	*	-	*	*	*
Reading	2016	46%	61%	**55%**	*	-	-	*	-	*	*	-	*	*	*
Mathematics	2016	43%	60%	**61%**	*	-	-	*	-	*	*	-	*	*	*
Writing	2016	41%	53%	**50%**	-	-	-	-	-	*	*	-	-	*	*
STAAR Percent at Advanced Standard															
All Grades															
All Subjects	2016	18%	24%	**30%**	*	-	-	*	-	*	*	*	*	24%	21%
Reading	2016	17%	24%	**33%**	*	-	-	*	-	*	*	*	*	*	*
Mathematics	2016	19%	27%	**29%**	*	-	-	*	-	*	*	*	*	*	*
Writing	2016	15%	18%	**24%**	-	-	-	-	-	*	*	-	-	*	*
STAAR Percent Met or Exceeded Progress															
All Grades															
All Subjects	2016	62%	66%	**64%**	*	-	-	*	-	*	*	*	-	*	*
Reading	2016	60%	60%	**58%**	*	-	-	*	-	*	*	*	-	*	*
Mathematics	2016	63%	72%	**69%**	*	-	-	*	-	*	*	*	-	*	*

District Name: MONTGOMERY ISD
Campus Name: STEWART CREEK EL
Campus Number: 170903104

Texas Academic Performance Report
2015-16 Campus Performance
Bilingual Education/English as a Second Language

Total Students: 769
Grade Span: PK - 04
(Current Year ELL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
STAAR Percent Exceeded Progress															
All Grades															
All Subjects	2016	17%	17%	**23%**	*	-	-	*	-	*	*	*	-	*	*
Reading	2016	16%	14%	**15%**	*	-	-	*	-	*	*	*	-	*	*
Mathematics	2016	17%	20%	**31%**	*	-	-	*	-	*	*	*	-	*	*
Progress of Prior-Year Non-Proficient Students															
Sum of Grades 4-8															
Reading	2016	35%	43%	**38%**	-	-	-	-	-	*	*	-	-	*	*

TEXAS EDUCATION AGENCY

District Name: MONTGOMERY ISD
Campus Name: STEWART CREEK EL
Campus Number: 170903104

Texas Academic Performance Report
2015-16 Campus Participation

Total Students: 769
Grade Span: PK - 04
School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
2016 STAAR Participation (All Grades)													
All Tests													
Test Participant	99%	99%	**99%**	100%	100%	98%	100%	100%	-	100%	100%	100%	100%
Included in Accountability	94%	95%	**92%**	100%	83%	95%	100%	100%	-	69%	84%	91%	76%
Not Included in Accountability													
Mobile	4%	3%	**6%**	0%	12%	4%	0%	0%	-	31%	7%	8%	13%
Other Exclusions	1%	0%	**1%**	0%	5%	0%	0%	0%	-	0%	9%	1%	11%
Not Tested	1%	1%	**1%**	0%	0%	2%	0%	0%	-	0%	0%	0%	0%
Absent	1%	1%	**1%**	0%	0%	2%	0%	0%	-	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	0%	0%	-	0%	0%	0%	0%

TEXAS EDUCATION AGENCY

District Name: MONTGOMERY ISD
Campus Name: STEWART CREEK EL
Campus Number: 170903104

Texas Academic Performance Report
2015-16 Campus Attendance and Postsecondary Readiness

Total Students: 769
Grade Span: PK - 04
School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
Attendance Rate													
2014-15	95.7%	95.3%	**95.5%**	93.6%	95.8%	95.5%	*	97.7%	-	94.2%	95.2%	94.8%	96.5%
2013-14	95.9%	95.5%	**95.6%**	94.8%	95.7%	95.6%	*	95.8%	*	95.6%	94.4%	95.2%	96.1%

District Name: MONTGOMERY ISD
Campus Name: STEWART CREEK EL
Campus Number: 170903104

Texas Academic Performance Report
2015-16 Campus Profile

Total Students: 769
Grade Span: PK - 04
School Type: Elementary

Student Information	Campus Count	Campus Percent	District	State
Total Students:	769	100.0%	8,157	5,284,252
Students by Grade:				
Early Childhood Education	0	0.0%	0.2%	0.2%
Pre-Kindergarten	33	4.3%	0.8%	4.2%
Kindergarten	147	19.1%	6.3%	7.1%
Grade 1	146	19.0%	6.7%	7.8%
Grade 2	148	19.2%	7.0%	7.8%
Grade 3	158	20.5%	7.7%	7.7%
Grade 4	137	17.8%	7.7%	7.5%
Grade 5	0	0.0%	8.2%	7.5%
Grade 6	0	0.0%	8.2%	7.4%
Grade 7	0	0.0%	8.4%	7.4%
Grade 8	0	0.0%	8.1%	7.3%
Grade 9	0	0.0%	8.2%	8.1%
Grade 10	0	0.0%	8.9%	7.3%
Grade 11	0	0.0%	7.0%	6.7%
Grade 12	0	0.0%	6.7%	6.1%
Ethnic Distribution:				
African American	8	1.0%	3.0%	12.6%
Hispanic	132	17.2%	13.9%	52.2%
White	600	78.0%	79.4%	28.5%
American Indian	3	0.4%	0.6%	0.4%
Asian	8	1.0%	1.0%	4.0%
Pacific Islander	1	0.1%	0.1%	0.1%
Two or More Races	17	2.2%	2.0%	2.1%
Economically Disadvantaged	300	39.0%	23.5%	59.0%
Non-Educationally Disadvantaged	469	61.0%	76.5%	41.0%
English Language Learners (ELL)	52	6.8%	2.4%	18.5%
Students w/ Disciplinary Placements (2014-2015)	0	0.0%	0.7%	1.4%
At-Risk	192	25.0%	25.3%	50.1%
Mobility (2014-2015)	87	13.4%	10.8%	16.5%

District Name: MONTGOMERY ISD
Campus Name: STEWART CREEK EL
Campus Number: 170903104

Total Students: 769
Grade Span: PK - 04
School Type: Elementary

Student Information	Non-Special Education Rates			Special Education Rates		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	2.3%	2.2%	1.9%	0.0%	0.0%	8.2%
Grade 1	9.4%	5.3%	4.1%	0.0%	6.9%	7.4%
Grade 2	2.0%	3.1%	2.7%	0.0%	2.6%	3.4%
Grade 3	2.2%	1.3%	2.0%	0.0%	2.1%	1.6%
Grade 4	0.8%	0.5%	1.0%	0.0%	0.0%	0.8%
Grade 5	-	0.3%	0.9%	-	2.4%	1.0%
Grade 6	-	0.2%	0.6%	-	0.0%	0.8%
Grade 7	-	0.5%	0.8%	-	0.0%	0.9%
Grade 8	-	0.7%	0.8%	-	0.0%	1.3%

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	21.0	20.4	18.9
Grade 1	18.1	18.8	19.1
Grade 2	21.0	18.8	19.1
Grade 3	19.5	19.5	19.1
Grade 4	19.4	19.3	19.0
Grade 5	-	23.2	20.8
Grade 6	-	23.4	20.4
Secondary:			
English/Language Arts	-	16.3	17.1
Foreign Languages	-	15.0	19.1
Mathematics	-	17.9	18.1
Science	-	16.7	19.1
Social Studies	-	19.4	19.5

District Name: MONTGOMERY ISD
Campus Name: STEWART CREEK EL
Campus Number: 170903104

Texas Academic Performance Report
2015-16 Campus Profile

Total Students: 769
Grade Span: PK - 04
School Type: Elementary

Staff Information	Campus Count/Average	Campus Percent	District	State
Total Staff	61.9	100.0%	100.0%	100.0%
Professional Staff:	52.9	85.5%	66.4%	64.3%
Teachers	47.2	76.2%	56.0%	50.5%
Professional Support	3.7	6.0%	6.5%	9.8%
Campus Administration (School Leadership)	2.0	3.2%	2.8%	2.9%
Educational Aides:	9.0	14.5%	7.2%	9.6%
Total Minority Staff:	6.5	10.5%	11.1%	48.2%
Teachers by Ethnicity and Sex:				
African American	0.0	0.0%	1.8%	10.1%
Hispanic	4.0	8.5%	4.9%	26.0%
White	42.2	89.4%	92.0%	60.8%
American Indian	0.0	0.0%	0.2%	0.4%
Asian	0.0	0.0%	0.2%	1.5%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	1.0	2.1%	1.0%	1.1%
Males	1.1	2.4%	16.3%	23.5%
Females	46.0	97.6%	83.7%	76.5%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.3%	1.0%
Bachelors	36.3	76.9%	76.9%	74.7%
Masters	10.9	23.1%	22.2%	23.6%
Doctorate	0.0	0.0%	0.6%	0.6%
Teachers by Years of Experience:				
Beginning Teachers	2.0	4.2%	4.2%	8.1%
1-5 Years Experience	10.0	21.2%	17.0%	27.3%
6-10 Years Experience	10.0	21.2%	22.7%	21.7%
11-20 Years Experience	15.9	33.6%	35.4%	27.3%
Over 20 Years Experience	9.3	19.7%	20.7%	15.7%
Number of Students per Teacher	16.3	n/a	15.9	15.2

District Name: MONTGOMERY ISD
Campus Name: STEWART CREEK EL
Campus Number: 170903104

Total Students: 769
Grade Span: PK - 04
School Type: Elementary

Staff Information	Campus	District	State
Average Years Experience of Teachers:	12.5	13.3	10.9
Average Years Experience of Teachers with District:	6.0	6.8	7.3
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$47,600	$45,803	$45,507
1-5 Years Experience	$49,778	$49,831	$47,996
6-10 Years Experience	$51,818	$52,297	$50,459
11-20 Years Experience	$54,598	$54,802	$53,794
Over 20 Years Experience	$60,228	$62,898	$60,613
Average Actual Salaries (regular duties only):			
Teachers	$53,800	$54,691	$51,891
Professional Support	$61,446	$65,380	$61,145
Campus Administration (School Leadership)	$67,430	$78,745	$75,654
Instructional Staff Percent:	n/a	66.3%	64.5%
Contracted Instructional Staff (not incl. above):	1.0	5.6	1,914.4

District Name: MONTGOMERY ISD
Campus Name: STEWART CREEK EL
Campus Number: 170903104

Total Students: 769
Grade Span: PK - 04
School Type: Elementary

Program Information	Campus Count	Campus Percent	District	State
Student Enrollment by Program:				
Bilingual/ESL Education	55	7.2%	2.5%	18.3%
Career & Technical Education	0	0.0%	34.1%	24.3%
Gifted & Talented Education	21	2.7%	5.8%	7.7%
Special Education	38	4.9%	6.3%	8.6%
Teachers by Program (population served):				
Bilingual/ESL Education	1.0	2.1%	0.8%	5.9%
Career & Technical Education	0.0	0.0%	6.5%	4.4%
Compensatory Education	3.7	7.9%	3.5%	2.9%
Gifted & Talented Education	0.0	0.0%	0.1%	1.9%
Regular Education	41.1	87.2%	78.5%	72.6%
Special Education	1.3	2.8%	9.4%	8.8%
Other	0.0	0.0%	1.2%	3.4%

Link to:
PEIMS Financial Standard Reports/
2014-2015 Financial Actual Report

'^' Indicates that ELL rates at met or exceeded standard and exceeded standard include current and monitored students.
'*' Indicates results are masked due to small numbers to protect student confidentiality.
'-' Indicates zero observations reported for this group.
'n/a' Indicates data reporting is not applicable for this group.
'**' Indicates that rates for Reading and Mathematics are based on the cumulative results from the first and second administrations of STAAR.
'?' Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.
'##' Indicates that PID Error rate information cannot be reported in 2015-16 due to the transition from PEIMS Edit+ to TSDS.

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2015-16 Texas Academic Performance Report

District Name: **MONTGOMERY ISD**

Campus Name: **LONE STAR EL**

Campus Number: **170903105**

2016 Accountability Rating: **Met Standard**

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District Name: MONTGOMERY ISD
Campus Name: LONE STAR EL
Campus Number: 170903105

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2015-16 Campus Performance

Total Students: 875
Grade Span: PK - 04
School Type: Elementary

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent at Level II Satisfactory Standard or Above														
Grade 3														
Reading	2016	73%	86%	**87%**	*	83%	89%	*	-	-	*	73%	59%	*
Mathematics	2016	75%	87%	**83%**	*	91%	82%	*	-	-	*	64%	41%	*
STAAR Percent at Level II Satisfactory Standard or Above														
Grade 4														
Reading	2016	75%	87%	**88%**	*	81%	89%	-	*	-	88%	47%	71%	*
Mathematics	2016	73%	89%	**90%**	*	76%	92%	-	*	-	88%	53%	71%	*
Writing	2016	69%	82%	**82%**	*	57%	86%	-	*	-	75%	47%	65%	*
STAAR Percent at Level II Satisfactory Standard or Above														
All Grades														
All Subjects	2016	75%	86%	**86%**	71%	78%	87%	*	*	-	82%	55%	61%	*
Reading	2016	73%	85%	**88%**	*	82%	89%	*	*	-	85%	58%	65%	*
Mathematics	2016	76%	89%	**86%**	*	84%	87%	*	*	-	85%	58%	56%	*
Writing	2016	69%	81%	**82%**	*	57%	86%	-	*	-	75%	47%	65%	*
STAAR Percent at Postsecondary Readiness Standard														
All Grades														
Two or More Subjects	2016	45%	60%	**49%**	*	41%	51%	*	*	-	38%	29%	21%	*
Reading	2016	46%	61%	**57%**	*	50%	59%	*	*	-	46%	38%	24%	*
Mathematics	2016	43%	60%	**60%**	*	50%	61%	*	*	-	69%	38%	35%	*
Writing	2016	41%	53%	**46%**	*	38%	48%	-	*	-	*	*	*	*
STAAR Percent at Advanced Standard														
All Grades														
All Subjects	2016	18%	24%	**29%**	*	17%	30%	*	*	-	29%	18%	8%	*
Reading	2016	17%	24%	**32%**	*	20%	34%	*	*	-	*	23%	*	*

District Name: MONTGOMERY ISD
Campus Name: LONE STAR EL
Campus Number: 170903105

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2015-16 Campus Performance

Total Students: 875
Grade Span: PK - 04
School Type: Elementary

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent at Advanced Standard														
All Grades														
Mathematics	2016	19%	27%	**33%**	*	16%	35%	*	*	-	46%	23%	15%	*
Writing	2016	15%	18%	**15%**	*	*	16%	-	*	-	*	*	*	*
STAAR Percent Met or Exceeded Progress														
All Grades														
All Subjects	2016	62%	66%	**71%**	*	74%	70%	-	-	-	*	*	75%	*
Reading	2016	60%	60%	**61%**	*	*	60%	-	-	-	*	*	*	*
Mathematics	2016	63%	72%	**82%**	*	81%	81%	-	-	-	*	*	94%	*
STAAR Percent Exceeded Progress														
All Grades														
All Subjects	2016	17%	17%	**26%**	*	17%	27%	-	-	-	*	*	22%	*
Reading	2016	16%	14%	**15%**	*	*	15%	-	-	-	*	*	*	*
Mathematics	2016	17%	20%	**36%**	*	29%	39%	-	-	-	*	*	31%	*
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2016	35%	43%	**31%**	-	*	38%	-	-	-	*	*	*	-

District Name: MONTGOMERY ISD
Campus Name: LONE STAR EL
Campus Number: 170903105

Texas Academic Performance Report
2015-16 Campus Performance
Bilingual Education/English as a Second Language

Total Students: 875
Grade Span: PK - 04
(Current Year ELL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
STAAR Percent at Level II Satisfactory Standard or Above															
All Grades															
All Subjects	2016	75%	86%	**86%**	-	-	-	-	-	*	-	*	*	*	*
Reading	2016	73%	85%	**88%**	-	-	-	-	-	*	-	*	*	*	*
Mathematics	2016	76%	89%	**86%**	-	-	-	-	-	*	-	*	*	*	*
Writing	2016	69%	81%	**82%**	-	-	-	-	-	-	-	-	*	-	*
STAAR Percent at Postsecondary Readiness Standard															
All Grades															
Two or More Subjects	2016	45%	60%	**49%**	-	-	-	-	-	*	-	*	*	*	*
Reading	2016	46%	61%	**57%**	-	-	-	-	-	*	-	*	*	*	*
Mathematics	2016	43%	60%	**60%**	-	-	-	-	-	*	-	*	*	*	*
Writing	2016	41%	53%	**46%**	-	-	-	-	-	-	-	-	*	-	*
STAAR Percent at Advanced Standard															
All Grades															
All Subjects	2016	18%	24%	**29%**	-	-	-	-	-	*	-	*	*	*	*
Reading	2016	17%	24%	**32%**	-	-	-	-	-	*	-	*	*	*	*
Mathematics	2016	19%	27%	**33%**	-	-	-	-	-	*	-	*	*	*	*
Writing	2016	15%	18%	**15%**	-	-	-	-	-	-	-	-	*	-	*
STAAR Percent Met or Exceeded Progress															
All Grades															
All Subjects	2016	62%	66%	**71%**	-	-	-	-	-	-	-	-	*	-	*
Reading	2016	60%	60%	**61%**	-	-	-	-	-	-	-	-	*	-	*
Mathematics	2016	63%	72%	**82%**	-	-	-	-	-	-	-	-	*	-	*

District Name: MONTGOMERY ISD
Campus Name: LONE STAR EL
Campus Number: 170903105

Texas Academic Performance Report
2015-16 Campus Performance
Bilingual Education/English as a Second Language

Total Students: 875
Grade Span: PK - 04
(Current Year ELL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
STAAR Percent Exceeded Progress															
All Grades															
All Subjects	2016	17%	17%	**26%**	-	-	-	-	-	-	-	-	*	-	*
Reading	2016	16%	14%	**15%**	-	-	-	-	-	-	-	-	*	-	*
Mathematics	2016	17%	20%	**36%**	-	-	-	-	-	-	-	-	*	-	*
Progress of Prior-Year Non-Proficient Students															
Sum of Grades 4-8															
Reading	2016	35%	43%	**31%**	-	-	-	-	-	-	-	-	-	-	-

TEXAS EDUCATION AGENCY

District Name: MONTGOMERY ISD
Campus Name: LONE STAR EL
Campus Number: 170903105

Texas Academic Performance Report
2015-16 Campus Participation

Total Students: 875
Grade Span: PK - 04
School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
2016 STAAR Participation (All Grades)													
All Tests													
Test Participant	99%	99%	**99%**	89%	98%	99%	*	*	-	100%	97%	99%	100%
Included in Accountability	94%	95%	**94%**	78%	95%	94%	*	*	-	100%	87%	83%	100%
Not Included in Accountability													
Mobile	4%	3%	**5%**	11%	3%	5%	*	*	-	0%	10%	17%	0%
Other Exclusions	1%	0%	**0%**	0%	0%	0%	*	*	-	0%	0%	0%	0%
Not Tested	1%	1%	**1%**	11%	2%	1%	*	*	-	0%	3%	1%	0%
Absent	1%	1%	**1%**	0%	2%	1%	*	*	-	0%	3%	0%	0%
Other	0%	0%	**0%**	11%	0%	0%	*	*	-	0%	0%	1%	0%

TEXAS EDUCATION AGENCY

District Name: MONTGOMERY ISD
Campus Name: LONE STAR EL
Campus Number: 170903105

Texas Academic Performance Report
2015-16 Campus Attendance and Postsecondary Readiness

Total Students: 875
Grade Span: PK - 04
School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
Attendance Rate													
2014-15	95.7%	95.3%	**95.9%**	96.8%	95.6%	95.9%	*	*	-	97.3%	95.3%	94.8%	95.1%
2013-14	95.9%	95.5%	**96.1%**	97.4%	96.0%	96.0%	*	*	-	98.4%	94.3%	94.9%	96.1%

District Name: MONTGOMERY ISD
Campus Name: LONE STAR EL
Campus Number: 170903105

Texas Academic Performance Report
2015-16 Campus Profile

Total Students: 875
Grade Span: PK - 04
School Type: Elementary

Student Information	Campus Count	Campus Percent	District	State
Total Students:	875	100.0%	8,157	5,284,252
Students by Grade:				
Early Childhood Education	0	0.0%	0.2%	0.2%
Pre-Kindergarten	11	1.3%	0.8%	4.2%
Kindergarten	159	18.2%	6.3%	7.1%
Grade 1	160	18.3%	6.7%	7.8%
Grade 2	173	19.8%	7.0%	7.8%
Grade 3	178	20.3%	7.7%	7.7%
Grade 4	194	22.2%	7.7%	7.5%
Grade 5	0	0.0%	8.2%	7.5%
Grade 6	0	0.0%	8.2%	7.4%
Grade 7	0	0.0%	8.4%	7.4%
Grade 8	0	0.0%	8.1%	7.3%
Grade 9	0	0.0%	8.2%	8.1%
Grade 10	0	0.0%	8.9%	7.3%
Grade 11	0	0.0%	7.0%	6.7%
Grade 12	0	0.0%	6.7%	6.1%
Ethnic Distribution:				
African American	6	0.7%	3.0%	12.6%
Hispanic	113	12.9%	13.9%	52.2%
White	724	82.7%	79.4%	28.5%
American Indian	3	0.3%	0.6%	0.4%
Asian	2	0.2%	1.0%	4.0%
Pacific Islander	0	0.0%	0.1%	0.1%
Two or More Races	27	3.1%	2.0%	2.1%
Economically Disadvantaged	122	13.9%	23.5%	59.0%
Non-Educationally Disadvantaged	753	86.1%	76.5%	41.0%
English Language Learners (ELL)	12	1.4%	2.4%	18.5%
Students w/ Disciplinary Placements (2014-2015)	0	0.0%	0.7%	1.4%
At-Risk	104	11.9%	25.3%	50.1%
Mobility (2014-2015)	76	10.0%	10.8%	16.5%

District Name: MONTGOMERY ISD
Campus Name: LONE STAR EL
Campus Number: 170903105

Total Students: 875
Grade Span: PK - 04
School Type: Elementary

Student Information	Non-Special Education Rates			Special Education Rates		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	0.8%	2.2%	1.9%	0.0%	0.0%	8.2%
Grade 1	1.4%	5.3%	4.1%	0.0%	6.9%	7.4%
Grade 2	1.3%	3.1%	2.7%	9.1%	2.6%	3.4%
Grade 3	0.6%	1.3%	2.0%	0.0%	2.1%	1.6%
Grade 4	0.5%	0.5%	1.0%	0.0%	0.0%	0.8%
Grade 5	-	0.3%	0.9%	-	2.4%	1.0%
Grade 6	-	0.2%	0.6%	-	0.0%	0.8%
Grade 7	-	0.5%	0.8%	-	0.0%	0.9%
Grade 8	-	0.7%	0.8%	-	0.0%	1.3%

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	19.5	20.4	18.9
Grade 1	20.0	18.8	19.1
Grade 2	19.1	18.8	19.1
Grade 3	19.7	19.5	19.1
Grade 4	19.1	19.3	19.0
Grade 5	-	23.2	20.8
Grade 6	-	23.4	20.4
Secondary:			
English/Language Arts	-	16.3	17.1
Foreign Languages	-	15.0	19.1
Mathematics	-	17.9	18.1
Science	-	16.7	19.1
Social Studies	-	19.4	19.5

District Name: MONTGOMERY ISD
Campus Name: LONE STAR EL
Campus Number: 170903105

Total Students: 875
Grade Span: PK - 04
School Type: Elementary

Staff Information	Campus Count/Average	Campus Percent	District	State
Total Staff	69.5	100.0%	100.0%	100.0%
Professional Staff:	60.7	87.2%	66.4%	64.3%
Teachers	52.6	75.7%	56.0%	50.5%
Professional Support	5.0	7.2%	6.5%	9.8%
Campus Administration (School Leadership)	3.0	4.3%	2.8%	2.9%
Educational Aides:	8.9	12.8%	7.2%	9.6%
Total Minority Staff:	2.0	2.9%	11.1%	48.2%
Teachers by Ethnicity and Sex:				
African American	0.0	0.0%	1.8%	10.1%
Hispanic	1.0	1.9%	4.9%	26.0%
White	51.6	98.1%	92.0%	60.8%
American Indian	0.0	0.0%	0.2%	0.4%
Asian	0.0	0.0%	0.2%	1.5%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	0.0	0.0%	1.0%	1.1%
Males	0.1	0.3%	16.3%	23.5%
Females	52.5	99.7%	83.7%	76.5%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.3%	1.0%
Bachelors	42.1	80.0%	76.9%	74.7%
Masters	10.5	20.0%	22.2%	23.6%
Doctorate	0.0	0.0%	0.6%	0.6%
Teachers by Years of Experience:				
Beginning Teachers	3.5	6.6%	4.2%	8.1%
1-5 Years Experience	8.0	15.2%	17.0%	27.3%
6-10 Years Experience	12.0	22.8%	22.7%	21.7%
11-20 Years Experience	21.6	41.1%	35.4%	27.3%
Over 20 Years Experience	7.5	14.3%	20.7%	15.7%
Number of Students per Teacher	16.6	n/a	15.9	15.2

District Name: MONTGOMERY ISD
Campus Name: LONE STAR EL
Campus Number: 170903105

Total Students: 875
Grade Span: PK - 04
School Type: Elementary

Staff Information	Campus	District	State
Average Years Experience of Teachers:	12.1	13.3	10.9
Average Years Experience of Teachers with District:	5.9	6.8	7.3
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$47,462	$45,803	$45,507
1-5 Years Experience	$49,918	$49,831	$47,996
6-10 Years Experience	$51,970	$52,297	$50,459
11-20 Years Experience	$54,045	$54,802	$53,794
Over 20 Years Experience	$63,737	$62,898	$60,613
Average Actual Salaries (regular duties only):			
Teachers	$53,890	$54,691	$51,891
Professional Support	$62,946	$65,380	$61,145
Campus Administration (School Leadership)	$74,580	$78,745	$75,654
Instructional Staff Percent:	n/a	66.3%	64.5%
Contracted Instructional Staff (not incl. above):	0.3	5.6	1,914.4

District Name: MONTGOMERY ISD
Campus Name: LONE STAR EL
Campus Number: 170903105

Total Students: 875
Grade Span: PK - 04
School Type: Elementary

Program Information	Campus Count	Campus Percent	District	State
Student Enrollment by Program:				
Bilingual/ESL Education	11	1.3%	2.5%	18.3%
Career & Technical Education	0	0.0%	34.1%	24.3%
Gifted & Talented Education	23	2.6%	5.8%	7.7%
Special Education	44	5.0%	6.3%	8.6%
Teachers by Program (population served):				
Bilingual/ESL Education	0.0	0.0%	0.8%	5.9%
Career & Technical Education	0.0	0.0%	6.5%	4.4%
Compensatory Education	2.5	4.8%	3.5%	2.9%
Gifted & Talented Education	0.0	0.0%	0.1%	1.9%
Regular Education	48.0	91.2%	78.5%	72.6%
Special Education	2.1	4.1%	9.4%	8.8%
Other	0.0	0.0%	1.2%	3.4%

Link to:
PEIMS Financial Standard Reports/
2014-2015 Financial Actual Report

'^' Indicates that ELL rates at met or exceeded standard and exceeded standard include current and monitored students.
'*' Indicates results are masked due to small numbers to protect student confidentiality.
'-' Indicates zero observations reported for this group.
'n/a' Indicates data reporting is not applicable for this group.
'**' Indicates that rates for Reading and Mathematics are based on the cumulative results from the first and second administrations of STAAR.
'?' Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.
'##' Indicates that PID Error rate information cannot be reported in 2015-16 due to the transition from PEIMS Edit+ to TSDS.

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2015-16 Texas Academic Performance Report

District Name: **MONTGOMERY ISD**

Campus Name: **MADELEY RANCH EL**

Campus Number: **170903106**

2016 Accountability Rating: **Met Standard**

Distinction Designations:

Top 25 Percent: Closing Performance Gaps

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TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2015-16 Campus Performance

District Name: MONTGOMERY ISD
Campus Name: MADELEY RANCH EL
Campus Number: 170903106

Total Students: 569
Grade Span: KG - 04
School Type: Elementary

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent at Level II Satisfactory Standard or Above														
Grade 3														
Reading	2016	73%	86%	**88%**	-	82%	88%	*	*	-	*	70%	85%	-
Mathematics	2016	75%	87%	**88%**	-	91%	88%	*	*	-	*	80%	85%	-
STAAR Percent at Level II Satisfactory Standard or Above														
Grade 4														
Reading	2016	75%	87%	**91%**	*	93%	89%	*	*	-	*	62%	95%	*
Mathematics	2016	73%	89%	**88%**	*	100%	85%	*	*	-	*	69%	81%	*
Writing	2016	69%	82%	**84%**	*	80%	84%	*	*	-	*	36%	86%	*
STAAR Percent at Level II Satisfactory Standard or Above														
All Grades														
All Subjects	2016	75%	86%	**88%**	89%	90%	87%	100%	100%	-	95%	62%	87%	*
Reading	2016	73%	85%	**90%**	*	88%	89%	*	*	-	100%	65%	90%	*
Mathematics	2016	76%	89%	**88%**	*	96%	87%	*	*	-	88%	74%	83%	*
Writing	2016	69%	81%	**84%**	*	80%	84%	*	*	-	*	36%	86%	*
STAAR Percent at Postsecondary Readiness Standard														
All Grades														
Two or More Subjects	2016	45%	60%	**56%**	*	60%	56%	*	*	-	63%	*	39%	-
Reading	2016	46%	61%	**61%**	*	64%	61%	*	*	-	63%	*	48%	-
Mathematics	2016	43%	60%	**60%**	*	68%	60%	*	*	-	75%	36%	38%	-
Writing	2016	41%	53%	**57%**	*	50%	59%	*	*	-	*	*	57%	-
STAAR Percent at Advanced Standard														
All Grades														
All Subjects	2016	18%	24%	**32%**	*	37%	32%	*	*	-	35%	*	23%	*
Reading	2016	17%	24%	**35%**	*	42%	35%	*	*	-	*	*	22%	*

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2015-16 Campus Performance

District Name: MONTGOMERY ISD
Campus Name: MADELEY RANCH EL
Campus Number: 170903106

Total Students: 569
Grade Span: KG - 04
School Type: Elementary

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent at Advanced Standard														
All Grades														
Mathematics	2016	19%	27%	**33%**	*	42%	32%	*	*	-	*	*	22%	*
Writing	2016	15%	18%	**24%**	*	*	23%	*	*	-	*	*	27%	*
STAAR Percent Met or Exceeded Progress														
All Grades														
All Subjects	2016	62%	66%	**56%**	*	63%	56%	*	*	-	*	65%	65%	*
Reading	2016	60%	60%	**62%**	*	*	59%	*	*	-	*	*	*	*
Mathematics	2016	63%	72%	**51%**	*	*	53%	*	*	-	*	62%	*	*
STAAR Percent Exceeded Progress														
All Grades														
All Subjects	2016	17%	17%	**13%**	*	20%	12%	*	*	-	*	31%	15%	*
Reading	2016	16%	14%	**15%**	*	*	14%	*	*	-	*	*	*	*
Mathematics	2016	17%	20%	**11%**	*	*	10%	*	*	-	*	38%	*	*
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2016	35%	43%	**46%**	-	-	42%	*	-	-	-	*	*	-

TEXAS EDUCATION AGENCY

District Name: MONTGOMERY ISD
Campus Name: MADELEY RANCH EL
Campus Number: 170903106

Texas Academic Performance Report
2015-16 Campus Performance
Bilingual Education/English as a Second Language

Total Students: 569
Grade Span: KG - 04
(Current Year ELL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
STAAR Percent at Level II Satisfactory Standard or Above															
All Grades															
All Subjects	2016	75%	86%	**88%**	-	-	-	-	-	*	*	-	-	*	*
Reading	2016	73%	85%	**90%**	-	-	-	-	-	*	*	-	-	*	*
Mathematics	2016	76%	89%	**88%**	-	-	-	-	-	*	*	-	-	*	*
Writing	2016	69%	81%	**84%**	-	-	-	-	-	*	*	-	-	*	*
STAAR Percent at Postsecondary Readiness Standard															
All Grades															
Two or More Subjects	2016	45%	60%	**56%**	-	-	-	-	-	-	-	-	-	-	-
Reading	2016	46%	61%	**61%**	-	-	-	-	-	-	-	-	-	-	-
Mathematics	2016	43%	60%	**60%**	-	-	-	-	-	-	-	-	-	-	-
Writing	2016	41%	53%	**57%**	-	-	-	-	-	-	-	-	-	-	-
STAAR Percent at Advanced Standard															
All Grades															
All Subjects	2016	18%	24%	**32%**	-	-	-	-	-	*	*	-	-	*	*
Reading	2016	17%	24%	**35%**	-	-	-	-	-	*	*	-	-	*	*
Mathematics	2016	19%	27%	**33%**	-	-	-	-	-	*	*	-	-	*	*
Writing	2016	15%	18%	**24%**	-	-	-	-	-	*	*	-	-	*	*
STAAR Percent Met or Exceeded Progress															
All Grades															
All Subjects	2016	62%	66%	**56%**	-	-	-	-	-	*	*	-	-	*	*
Reading	2016	60%	60%	**62%**	-	-	-	-	-	*	*	-	-	*	*
Mathematics	2016	63%	72%	**51%**	-	-	-	-	-	*	*	-	-	*	*

District Name: MONTGOMERY ISD
Campus Name: MADELEY RANCH EL
Campus Number: 170903106

Texas Academic Performance Report
2015-16 Campus Performance
Bilingual Education/English as a Second Language

Total Students: 569
Grade Span: KG - 04
(Current Year ELL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
STAAR Percent Exceeded Progress															
All Grades															
All Subjects	2016	17%	17%	**13%**	-	-	-	-	-	*	*	-	-	*	*
Reading	2016	16%	14%	**15%**	-	-	-	-	-	*	*	-	-	*	*
Mathematics	2016	17%	20%	**11%**	-	-	-	-	-	*	*	-	-	*	*
Progress of Prior-Year Non-Proficient Students															
Sum of Grades 4-8															
Reading	2016	35%	43%	**46%**	-	-	-	-	-	-	-	-	-	-	-

TEXAS EDUCATION AGENCY

District Name: MONTGOMERY ISD
Campus Name: MADELEY RANCH EL
Campus Number: 170903106

Texas Academic Performance Report
2015-16 Campus Participation

Total Students: 569
Grade Span: KG - 04
School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
2016 STAAR Participation (All Grades)													
All Tests													
Test Participant	99%	99%	**99%**	100%	100%	98%	100%	100%	-	100%	97%	96%	*
Included in Accountability	94%	95%	**93%**	100%	94%	93%	100%	100%	-	100%	86%	91%	*
Not Included in Accountability													
Mobile	4%	3%	**5%**	0%	6%	5%	0%	0%	-	0%	6%	2%	*
Other Exclusions	1%	0%	**1%**	0%	0%	1%	0%	0%	-	0%	6%	4%	*
Not Tested	1%	1%	**1%**	0%	0%	2%	0%	0%	-	0%	3%	4%	*
Absent	1%	1%	**1%**	0%	0%	1%	0%	0%	-	0%	3%	2%	*
Other	0%	0%	**0%**	0%	0%	0%	0%	0%	-	0%	0%	2%	*

TEXAS EDUCATION AGENCY

District Name: MONTGOMERY ISD
Campus Name: MADELEY RANCH EL
Campus Number: 170903106

Texas Academic Performance Report
2015-16 Campus Attendance and Postsecondary Readiness

Total Students: 569
Grade Span: KG - 04
School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
Attendance Rate													
2014-15	95.7%	95.3%	**95.8%**	*	95.7%	95.8%	*	*	*	96.1%	94.3%	94.6%	94.2%
2013-14	95.9%	95.5%	**96.1%**	*	95.3%	96.2%	*	99.1%	*	96.3%	94.1%	95.0%	96.6%

District Name: MONTGOMERY ISD
Campus Name: MADELEY RANCH EL
Campus Number: 170903106

Texas Academic Performance Report
2015-16 Campus Profile

Total Students: 569
Grade Span: KG - 04
School Type: Elementary

Student Information	Campus Count	Campus Percent	District	State
Total Students:	569	100.0%	8,157	5,284,252
Students by Grade:				
Early Childhood Education	0	0.0%	0.2%	0.2%
Pre-Kindergarten	0	0.0%	0.8%	4.2%
Kindergarten	90	15.8%	6.3%	7.1%
Grade 1	96	16.9%	6.7%	7.8%
Grade 2	110	19.3%	7.0%	7.8%
Grade 3	127	22.3%	7.7%	7.7%
Grade 4	146	25.7%	7.7%	7.5%
Grade 5	0	0.0%	8.2%	7.5%
Grade 6	0	0.0%	8.2%	7.4%
Grade 7	0	0.0%	8.4%	7.4%
Grade 8	0	0.0%	8.1%	7.3%
Grade 9	0	0.0%	8.2%	8.1%
Grade 10	0	0.0%	8.9%	7.3%
Grade 11	0	0.0%	7.0%	6.7%
Grade 12	0	0.0%	6.7%	6.1%
Ethnic Distribution:				
African American	4	0.7%	3.0%	12.6%
Hispanic	59	10.4%	13.9%	52.2%
White	482	84.7%	79.4%	28.5%
American Indian	2	0.4%	0.6%	0.4%
Asian	5	0.9%	1.0%	4.0%
Pacific Islander	0	0.0%	0.1%	0.1%
Two or More Races	17	3.0%	2.0%	2.1%
Economically Disadvantaged	90	15.8%	23.5%	59.0%
Non-Educationally Disadvantaged	479	84.2%	76.5%	41.0%
English Language Learners (ELL)	6	1.1%	2.4%	18.5%
Students w/ Disciplinary Placements (2014-2015)	0	0.0%	0.7%	1.4%
At-Risk	88	15.5%	25.3%	50.1%
Mobility (2014-2015)	87	15.5%	10.8%	16.5%

District Name: MONTGOMERY ISD
Campus Name: MADELEY RANCH EL
Campus Number: 170903106

Total Students: 569
Grade Span: KG - 04
School Type: Elementary

Student Information	Non-Special Education Rates			Special Education Rates		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	1.3%	2.2%	1.9%	0.0%	0.0%	8.2%
Grade 1	5.5%	5.3%	4.1%	8.3%	6.9%	7.4%
Grade 2	8.6%	3.1%	2.7%	0.0%	2.6%	3.4%
Grade 3	0.0%	1.3%	2.0%	0.0%	2.1%	1.6%
Grade 4	0.8%	0.5%	1.0%	0.0%	0.0%	0.8%
Grade 5	-	0.3%	0.9%	-	2.4%	1.0%
Grade 6	-	0.2%	0.6%	-	0.0%	0.8%
Grade 7	-	0.5%	0.8%	-	0.0%	0.9%
Grade 8	-	0.7%	0.8%	-	0.0%	1.3%

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	18.0	20.4	18.9
Grade 1	19.2	18.8	19.1
Grade 2	18.0	18.8	19.1
Grade 3	17.7	19.5	19.1
Grade 4	20.7	19.3	19.0
Grade 5	-	23.2	20.8
Grade 6	-	23.4	20.4
Secondary:			
English/Language Arts	-	16.3	17.1
Foreign Languages	-	15.0	19.1
Mathematics	-	17.9	18.1
Science	-	16.7	19.1
Social Studies	-	19.4	19.5

District Name: MONTGOMERY ISD
Campus Name: MADELEY RANCH EL
Campus Number: 170903106

Total Students: 569
Grade Span: KG - 04
School Type: Elementary

Staff Information	Campus Count/Average	Campus Percent	District	State
Total Staff	52.7	100.0%	100.0%	100.0%
Professional Staff:	43.7	82.9%	66.4%	64.3%
Teachers	38.0	72.1%	56.0%	50.5%
Professional Support	3.7	7.0%	6.5%	9.8%
Campus Administration (School Leadership)	2.0	3.8%	2.8%	2.9%
Educational Aides:	9.0	17.1%	7.2%	9.6%
Total Minority Staff:	1.0	1.9%	11.1%	48.2%
Teachers by Ethnicity and Sex:				
African American	1.0	2.6%	1.8%	10.1%
Hispanic	0.0	0.0%	4.9%	26.0%
White	37.0	97.4%	92.0%	60.8%
American Indian	0.0	0.0%	0.2%	0.4%
Asian	0.0	0.0%	0.2%	1.5%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	0.0	0.0%	1.0%	1.1%
Males	1.1	3.0%	16.3%	23.5%
Females	36.8	97.0%	83.7%	76.5%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.3%	1.0%
Bachelors	27.6	72.8%	76.9%	74.7%
Masters	10.3	27.2%	22.2%	23.6%
Doctorate	0.0	0.0%	0.6%	0.6%
Teachers by Years of Experience:				
Beginning Teachers	1.0	2.6%	4.2%	8.1%
1-5 Years Experience	8.0	21.1%	17.0%	27.3%
6-10 Years Experience	10.5	27.6%	22.7%	21.7%
11-20 Years Experience	9.5	25.0%	35.4%	27.3%
Over 20 Years Experience	9.0	23.7%	20.7%	15.7%
Number of Students per Teacher	15.0	n/a	15.9	15.2

District Name: MONTGOMERY ISD
Campus Name: MADELEY RANCH EL
Campus Number: 170903106

Total Students: 569
Grade Span: KG - 04
School Type: Elementary

Staff Information	Campus	District	State
Average Years Experience of Teachers:	12.5	13.3	10.9
Average Years Experience of Teachers with District:	6.0	6.8	7.3
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$47,000	$45,803	$45,507
1-5 Years Experience	$49,055	$49,831	$47,996
6-10 Years Experience	$52,116	$52,297	$50,459
11-20 Years Experience	$54,253	$54,802	$53,794
Over 20 Years Experience	$60,298	$62,898	$60,613
Average Actual Salaries (regular duties only):			
Teachers	$53,809	$54,691	$51,891
Professional Support	$59,738	$65,380	$61,145
Campus Administration (School Leadership)	$77,576	$78,745	$75,654
Instructional Staff Percent:	n/a	66.3%	64.5%
Contracted Instructional Staff (not incl. above):	0.8	5.6	1,914.4

District Name: MONTGOMERY ISD
Campus Name: MADELEY RANCH EL
Campus Number: 170903106

Total Students: 569
Grade Span: KG - 04
School Type: Elementary

Program Information	Campus Count	Campus Percent	District	State
Student Enrollment by Program:				
Bilingual/ESL Education	5	0.9%	2.5%	18.3%
Career & Technical Education	0	0.0%	34.1%	24.3%
Gifted & Talented Education	36	6.3%	5.8%	7.7%
Special Education	44	7.7%	6.3%	8.6%
Teachers by Program (population served):				
Bilingual/ESL Education	0.3	0.9%	0.8%	5.9%
Career & Technical Education	0.0	0.0%	6.5%	4.4%
Compensatory Education	0.5	1.3%	3.5%	2.9%
Gifted & Talented Education	0.0	0.0%	0.1%	1.9%
Regular Education	35.0	92.1%	78.5%	72.6%
Special Education	2.2	5.7%	9.4%	8.8%
Other	0.0	0.0%	1.2%	3.4%

Link to:
PEIMS Financial Standard Reports/
2014-2015 Financial Actual Report

'^' Indicates that ELL rates at met or exceeded standard and exceeded standard include current and monitored students.
'*' Indicates results are masked due to small numbers to protect student confidentiality.
'-' Indicates zero observations reported for this group.
'n/a' Indicates data reporting is not applicable for this group.
'**' Indicates that rates for Reading and Mathematics are based on the cumulative results from the first and second administrations of STAAR.
'?' Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.
'##' Indicates that PID Error rate information cannot be reported in 2015-16 due to the transition from PEIMS Edit+ to TSDS.

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MONTGOMERY I.S.D.

2014-2015

PEIMS FINANCIAL STANDARD REPORT

2015-2016 Budgeted Financial data

Totals for Montgomery ISD (170903)

Total Membership: 8,157

	General Fund	%	Per Student	All Funds	%	Per Student
Receipts						
Total Revenue	63,667,210	100.00%	7,805	81,524,939	100.00%	9,994
Local Tax	48,830,499	76.70%	5,986	62,702,228	76.91%	7,687
Other Local and Intermediate	395,600	0.62%	48	2,924,340	3.59%	359
State	14,441,111	22.68%	1,770	14,461,111	17.74%	1,773
Federal	0	0.00%	0	1,437,260	1.76%	176
Total Receipts	63,817,210	100.00%	7,824	81,674,939	100.00%	10,013
Total Revenue	63,667,210	99.76%	7,805	81,524,939	99.82%	9,994
Equity Transfers	150,000	0.24%	18	150,000	0.18%	18
Total Other Resources	0	0.00%	0	0	0.00%	0
Disbursements						
Total Expenditures						
BY OBJECT	63,123,505	100.00%	7,739	80,981,234	100.00%	9,928
Payroll	50,693,882	80.31%	6,215	52,482,322	64.81%	6,434
Other Operating	11,474,623	18.18%	1,407	13,662,183	16.87%	1,675
Debt Service	0	0.00%	0	13,871,729	17.13%	1,701
Capital Outlay	955,000	1.51%	117	965,000	1.19%	118
BY FUNCTION (Objects 6100-6400 only)						
Community Services (61)	73,841		9	73,841		9
Total Operating Expenditures	62,094,664	100.00%	7,612	66,070,664	100.00%	8,100
Instruction (11,95)	38,918,002	62.68%	4,771	38,918,002	58.90%	4,771
Instructional Res Media (12)	731,978	1.18%	90	731,978	1.11%	90
Curriculum/Staff Develop (13)	663,525	1.07%	81	663,525	1.00%	81
Instructional Leadership (21)	358,068	0.58%	44	358,068	0.54%	44
School Leadership (23)	3,406,747	5.49%	418	3,406,747	5.16%	418
Guidance Counseling Svcs (31)	1,882,897	3.03%	231	1,882,897	2.85%	231
Social Work Services (32)	0	0.00%	0	0	0.00%	0
Health Services (33)	613,436	0.99%	75	613,436	0.93%	75
Transportation (34)	3,396,548	5.47%	416	3,396,548	5.14%	416
Food (35)	0	0.00%	0	3,976,000	6.02%	487
Extracurricular (36)	1,519,063	2.45%	186	1,519,063	2.30%	186
General Administration (41,92)	1,870,198	3.01%	229	1,870,198	2.83%	229
Plant Maint/Operation (51)	7,341,107	11.82%	900	7,341,107	11.11%	900
Security/Monitoring (52)	465,659	0.75%	57	465,659	0.70%	57
Data Processing Services (53)	927,436	1.49%	114	927,436	1.40%	114
Total Disbursements	63,817,200	100.00%	7,824	81,674,929	100.00%	10,013
Total Expenditures	63,123,505	98.91%	7,739	80,981,234	99.15%	9,928
Equity Transfers	150,000	0.24%	18	150,000	0.18%	18
Total Other Uses	0	0.00%	0	0	0.00%	0
Intergovernmental Charge	543,695	0.85%	67	543,695	0.67%	67

Program Expenditures

Operating Expenditures - Program	48,183,147	100.00%	5,907	48,183,147	100.00%	5,907
Regular	33,023,270	68.54%	4,048	33,023,270	68.54%	4,048
Gifted and Talented	1,717,455	3.56%	211	1,717,455	3.56%	211
Career and Technical	2,395,545	4.97%	294	2,395,545	4.97%	294
Students with Disabilities	6,684,167	13.87%	819	6,684,167	13.87%	819
Accelerated Education	2,020,075	4.19%	248	2,020,075	4.19%	248
Bilingual	73,307	0.15%	9	73,307	0.15%	9
Nondisc Alt Ed-AEP Basic Serv	0	0.00%	0	0	0.00%	0
Disc Alt Ed-DAEP Basic Serv	155,361	0.32%	19	155,361	0.32%	19
Disc Alt Ed-DAEP Supplemental	0	0.00%	0	0	0.00%	0
T1 A Schoolwide-St Comp>=40%	383,311	0.80%	47	383,311	0.80%	47
High School Allotment	231,212	0.48%	28	231,212	0.48%	28
Athletics/Related Activities	1,222,478	2.54%	150	1,222,478	2.54%	150
Prekindergarten	276,966	0.57%	34	276,966	0.57%	34

MONTGOMERY I.S.D.

2015-16 DISTRICT ACCREDITATION STATUS

2015-2016 Accreditation Statuses

The Texas Education Agency awards an accreditation status to each public school district and charter school. The accreditation status is based on the academic accountability rating and financial ratings from the Financial Integrity Rating System of Texas. A district or charter must be accredited by the state to operate as a public school.

The district accreditation statuses for 2015-2016 are listed below:

Show/Hide columns:
CDN | Name | ESC | District Type | 2011 FIRST Rating | 2011 Accountability Rating | 2012 FIRST Rating | 2012 Accountability Rating | 2013 FIRST Rating | 2013 Accountability Rating | 2014 FIRST Rating | 2014 Accountability Rating | 2015 FIRST Rating | 2015 Accountability Rating | 2015-2016 Accreditation Status | Reason For Status | Notes

Show 100 entries Search: Montgomery

CDN	ESC	2015 FIRST Rating	2015 Accountability Rating	2015-2016 Accreditation Status	Reason For Status	Notes
170903	6	Pass	Met Standard	ACCREDITED		

Showing 1 to 1 of 1 entries (filtered from 1,205 total entries) Previous 1 Next

MONTGOMERY I.S.D.

2016-2017

CAMPUS PERFORMANCE OBJECTIVES

2016-2017 MISD Campus Performance Objectives

The *Texas Education Code* §11.253 requires that each campus improvement plan set objectives based on the Texas Academic Performance Report (TAPR) and periodically measure progress toward the performance objectives. These objectives must be approved by the local board of trustees and must be included in the published TAPR.

The Campus Improvement Plans for all campuses can be found using the following hyperlinks:

Madeley Ranch Elementary School

Montgomery Elementary School

Lone Star Elementary School

Stewart Creek Elementary School

Montgomery Intermediate School

Montgomery Middle School

Montgomery Junior High School

Montgomery High School

Montgomery Independent School District

Montgomery High School

2016-2017 Campus Improvement Plan

Mission Statement

Montgomery High School, with an unyielding commitment to excellence, will provide a premier academic program that recognizes the unique potential of each student and integrates the intellectual, social and physical aspects of learning. This program will empower each student to become an eager lifelong learner committed to academic excellence, integrity, responsible citizenship and service to others.

Vision

Montgomery High School will be the Premier High School in the State of Texas

Core Beliefs

Montgomery High School believes that all students can learn.

Montgomery High School believes that every student can graduate.

Montgomery High School believes that all students can have a post graduation plan that includes going to college, getting a certification, entering the work force, or entering the service.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Montgomery High School is a growing, successful high school, with a total enrollment of 2429. Enrollment predictions for the 2016-17 school year put enrollment just under 2600.

Campus Profile Data

Ethnicity		Percent
White	1,923	81%
Hispanic	272	12%
African American	81	3%
Two or More Races	38	1.61%
Asian	32	1.35%
American Indian/Alaskan	13	0.55%
Hawaiian or Other Pacific	3	0.13%
Total Enrollment	**2,362**	

The majority of students at Montgomery High School perform well in their courses and on state assessments. Enrollment in Advanced Placement and Dual Credit classes is growing, and above average, leading to students obtaining college credit while still in high school. Many of our students take the SAT/ACT and have a post-graduation plan in place.

As Montgomery High School grows in population, the number of students At-Risk also grows. Currently, we have 629 students At Risk, which is 27% of our total population. We need a plan to serve these students and keep them, not only from dropping out, but help them develop post graduation goals and plans.

Student Achievement

Student Achievement Summary

Montgomery High School received the rating of Met Standard for the 2014-15 School Year. Our scores were well above the Target Scores in the 3 Indexes that were measured. Student Progress will be measured at the high school during the 2015-16 school year. When all of our students are measured as a whole group, our scores are outstanding; however, there are areas that need work when the data is broken down into subgroups.

The 2014-2015 Index scores for MHS were the following:

Index 1= Student Achievement = 92 (Target 60)

Index 2= Student Progress= 27 (Target 15)

Index 3= Closing Performance Gaps= 52 (Target 31)

Index 4- Postsecondary Readiness= 81 (Target 57)

In order to close the achievement gap and have more of our students earning Level III/Advanced, we need to focus on better serving the following student groups:

- SPED students
- LEP students
- African American students
- GT student

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- STAAR End-of-Course current and longitudinal results, including all versions
- Student failure and/or retention rates

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance and mobility
- Section 504 data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records

Employee Data

- Professional Learning Communities (PLC) data
- Highly qualified staff data
- Campus department and/or faculty meeting discussions and data
- PDAS and/or T-TESS

Goals

Goal 1: MISD will provide a challenging curriculum, assess individual student achievement and support efforts to ensure student success.

Performance Objective 1: 90% of all students combined over all subject areas will meet Level II performance standards within the state accountability system; with a minimum increase of 10% in Level III.

Summative Evaluation: Common Assessment Data; Classroom Observations; STAAR Scores and Accountability Index

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
Critical Success Factors CSF 1 CSF 2 1) Revise Scope and Sequence for each course taught at Montgomery High School, based on student data.	Principal; Associate Principal of C&I Department Chairs; Teachers; Administrative Liaisons	Scope and Sequence documents in MAC				
Critical Success Factors CSF 1 2) Provide PLC Period for core teachers to align lesson plans with scope and sequence, create common assessments, and integrate technology using LMS.	Principal, Associate Principal of C&I, Instructional Technologist, Department Chairs, Teachers	PLC Agendas and sign in sheets, common assessments				
Critical Success Factors CSF 1 CSF 2 3) Utilize common assessment data and state assessment data to analyze curriculum efficiency for all learners.	Associate Principal of C&I, Administrative Liaison, Department Chairs, Instructional Technologist	Common Assessment Data Reports				
Critical Success Factors CSF 1 4) Develop instructional strategies by department to focus on curriculum, differentiated instruction, and technology.	Principal, Associate Principal of C&I Administrative Liaisons, Instructional Technologist	LMS Usage				
Critical Success Factors CSF 1 5) Review Accountability expectations and strategies for success with entire staff.	Principal, Associate Principal of C&I	State Accountability Data				

Critical Success Factors CSF 1 CSF 6 6) Administrators will utilize coaching day, each week, to complete walk throughs, meet with Department Chairs, and attend PLC Meetings.	Principal,Associate Principal of C&I	Weekly Check List				
Critical Success Factors CSF 1 CSF 2 7) Vertically and horizontally align Advanced Courses to promote students reaching Advanced Level III on STAAR and Level 3, 4, and 5 on AP Exams.	Associate Principal of C&I, Department Chairs, Admin Liaisons	student data reports, scope and sequence				
8) Provide class for GT identified students to complete projects based on interest.	Associate Principal of C&I, GT Teacher	Projects				
9) Increase participation in Dual Credit Classes by increasing course offerings and streamlining registration and testing process.	College and Career Counselor,Associate Principal of C&I	Course Enrollment				
Critical Success Factors CSF 1 10) Increase participation in AP Classes by increasing course offerings, training staff, and rewarding students scoring 3, 4, or 5 on the test.	Associate Principal of C&Is, AP Counselor	Course enrollment				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

Goal 1: MISD will provide a challenging curriculum, assess individual student achievement and support efforts to ensure student success.

Performance Objective 2: 90% economically disadvantages students and two lowest performing racial/ethnic groups from the prior year (African American and Hispanic) will meet the weighted performance (Level II and III)

Summative Evaluation: STAAR scores and benchmark assessments

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Provide staff development and training to all staff on the use of Eduphoria to analyze student data, including demographics	Instructional Technologist, TIMS, Associate Principal of C&I	Student Data Reports				
Critical Success Factors CSF 1 2) Provide Study Skills Classes to increase student success with all courses; students assigned to class will be identified by specific criteria.	PAC Team, 504 Coordinators, Department Chairs	Failure Rate Report				
Critical Success Factors CSF 1 CSF 2 3) Provide EOC Prep and Remediation Classes for students who did not achieve Level II during the previous year.	Associate Principal of C&I, Counselors, Administrative Liaisons	Student Data Reports				
Critical Success Factors CSF 1 CSF 2 4) Provide ESOL classes for LEP students to increase performance in all courses and on state assessments.	Associate Principal of C&I, ESL Coordinator	Failure Rate Reports, Student Data Reports				
State System Safeguard Strategy **Critical Success Factors** CSF 1 5) Provide writing intervention period to sped students in ELA, who did not meet Level II performance on STAAR the previous year.	Associate Principal of C&I	Student Schedules				

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 1: MISD will provide a challenging curriculum, assess individual student achievement and support efforts to ensure student success.

Performance Objective 3: 90% of all students including racial/ethnic groups will meet final Level II standard on one or more tests combined over all subject areas; thus meeting criteria for College and Career Readiness

Summative Evaluation: Common Assessments, STAAR data

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
Critical Success Factors CSF 1 CSF 2 1) Track and increase College Readiness; defined in MISD as a score of 80% or higher on state assessments.	Associate Principal of C&I, College and Career Counselor, Counselors	STAAR Scores, SAT/ACT Scores				
Critical Success Factors CSF 1 CSF 4 2) Provide SAT/ACT Prep Classes to increase number of students taking SAT/ACT, and increase scores to 5% above state average.	College and Career Counselor, Prep Teachers, Associate Principal of C&I	SAT/ACT Reports				
	Funding Sources: 199 General Fund - $5000.00					
Critical Success Factors CSF 2 3) Utilize Career Cruiser Program data to help students identify endorsement based on strengths.	College and Career Counselor	Endorsements				
4) Provide up-to-date information on careers, certifications, colleges and financial aid through the College and Career Center.	College and Career Counselor	College and Career Website Student Sign in Sheets				

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 1: MISD will provide a challenging curriculum, assess individual student achievement and support efforts to ensure student success.

Performance Objective 4: Continue implementation of Dropout and Completion rate improvement plan, in order to reduce the drop out rate to less tan 1%. (Currently 2.4 % based on 2013-14 data).

Summative Evaluation: Attendance Rate, Drop Out and Leaver Reports, 2016 Accountability Report

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
Critical Success Factors CSF 2 1) Increase 4 year graduation rate from 91 % to 95%, by providing additional credit recovery options through Compass Lab and Texas Tech High School for students.	Associate Principal of C&I, Compass Teacher and Counselors	Course completion rate of students in Compass or Texas Tech, 4 year graduation rate, decrease in number of drop outs				
Critical Success Factors CSF 2 CSF 6 2) Identify students who are At-Risk and provide mentor teachers to monitor attendance, grades, and behavior (RtI).	Principal, Associate Principals, Assistant Principals, Counselors, Mentor Teachers	Failure Reports, Attendance Reports, Discipline Reports				
3) Monitor Leaver Report weekly; make contact to encourage students to return to school or obtain GED/ File on students that are under age 19.	Associate Principal of Administration, Assistant Principals, MISD Officers	Leaver Report, Reduction in Drop out Rate				
4) PAC Team will participate in a Saturday Round Up (Sept. 12th) to recover drop outs.	Principal, Associate Principals, Assistant Principals, Counselors, MISD Police	Leaver Report, Percentage of students re-enrolled, Completion Rate				
Critical Success Factors CSF 2 5) Monitor Failure Rate by Teacher, Subject, and Department each grading period; have Student Success meetings with teachers above 10% failure rate.	Principal,Associate Principal of C&I Brandi Hendrix, Counselors, Department Chairs	6 Week Failure Reports, Student Academic Success Plans				
Critical Success Factors CSF 1 CSF 2 6) Create Student Success team to monitor RtI interventions and student progress.	Principal,Associate Principals, Department Chairs, Counselors, Admin Liaisons, 504 Coordinators	Improved grades, improved attendance for at risk students				

7) Truancy Prevention Plan: Measure 1: Meeting with students after 3 absences. Measure 2: Contacting parents by phone and letter, and assigning Saturday School after 5 absences. Measure 3: Welfare Check by MISD Police after 7 absences. Measure 4: File on students after 10 absences.	Associate Principal of Admin and 4 Assistant Principals	Increase attendance rate from 94.7% to 96.5%.				
8) Daily calls will be made to absent students through School Messenger.	Associate Principal of Admin, Assistant Principal, Attendance Clerks	Increase attendance rate from 94.7% to 96.5%.				
9) Coordinate with Leaders of Student Clubs to promote School wide Attendance Improvement. (Post attendance rates by grade levels in cafeteria, publicize at pep rallies, promote through social media, and etc.)	Associate Principal of Adminy, Student Council, Student Groups, assistant principals	Increase attendance rate from 94.7% to 96.5%.				
10) Publicize Montgomery High School focus on attendance, by sending letters, posting on website, sending notes on report cards, School Messenger, and etc.	Associate Principal of Admin, Assistant Principals	Increase attendance rate from 94.7% to 96.5%.				

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 2: MISD will vigorously enforce policies and procedures that promote a safe and orderly environment.

Performance Objective 1: By thoroughly informing and training 100% of the staff and students on safety policies and procedures and by rigorously enforcing all safety policies and procedures 100% of the time, MISD will provide a safe and orderly learning environment

Summative Evaluation: Student/Parent Handbooks Pre K-5, Classroom Training, Parent Signature Page. Student/Parent Handbooks 6-12, Campus Training & Student/Parent Signature Pages, Staff Development Agendas & Signature Pages

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Provide training for teachers on suicide prevention, conflict resolution, dating violence prevention, sexual abuse of children and anti-bullying strategies.	Associate Principal, Assistant Principals, Counselors	Sign in Sheets				
2) Update students, staff, and parents on student code of conduct	Associate Principal, Assistant Principals	Sign in Sheets from Class Meetings Signature page from parents				
3) Review and/or revise action plan for safety and security.	Associate Principal, Designated Assistant Principal	Updated Plan				
4) Continue working with District Police and local law enforcement.	Associate Principal, Assistant Principals	Sign In Sheets from meetings				
5) Continue to train appropriate staff on CPR and AED (Automated External Defribrillators)	Nurse, Athletic Trainers	Sign in sheets				
6) Provide information to students on suicide prevention, conflict resolution, dating violence prevention, sexual abuse of children, and anti-bullying strategies.	Counselors, Associate Principal, Assistant Principals	Presentation dates				
7) Review Discretionary DAEP Placements of all students to ensure that positive behavior supports are implemented.	Associate Principal, Assistant Principals	Sign in sheets from meetings				
8) Train employees on hazardous materials, blood-borne pathogens, sexual harassment, drug/alcohol abuse, and integrated pest management.	Principal, Nurse, HR	Eduphoria sign in sheet				
9) Update staff on fire, disaster, lock-down, evacuation, and other emergency drills.	Associate Principal, Designated Assistant Principal	Agenda				
10) Continue the use of V-Soft Security Program to screen visitors to MHS.	Receptionists	Logs				
11) Keep outside doors and classroom doors locked at all times.	Associate Principal, Assistant Principals	Monitor regularly				
12) Maintain Tardy Stations on both campuses to assign tardies and associated consequences.	Associate Principal, Assistant Principals	Google Docs Spreadsheet				

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 3: MISD will improve the technology infrastructure and strategically plan for the deployment of 21st century technology for teacher and student use.

Performance Objective 1: MHS will provide anytime, anywhere learning for their students by utilizing a Learning Management System.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Provide training for teachers in the implementation of the Learning Management System, or LMS.	Instructional Technologist, TIMS	Sign in sheets for trainings				
2) Teachers will utilize the LMS to provide a digital learning environment for students.	Associate Principal of C&I, Principals, Instructional Technologist	Lesson Plans, Walk Throughs				

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 3: MISD will improve the technology infrastructure and strategically plan for the deployment of 21st century technology for teacher and student use.

Performance Objective 2: MHS will train teachers in the use of 21st Century Learning activities to enhance the learning environment.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Utilize Instructional Technologist and TIMS to provide weekly trainings and coaching for integrating technology into the curriculum.	Instructional Technologist, TIMS, Associate Principal of C&I	Sign in sheets				
2) Utilize SMART Board and SMART notebook to increase student engagement.	Principals	Walk Throughs				
3) Incorporate BYOD activities to increase student engagement.	Principals	Walk Throughs				
4) Utilize Turnitin.com for writing assignments to reduce plagiarism.	Associate Principal of C&I, Department Chairs	Program Usage				

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 3: MISD will improve the technology infrastructure and strategically plan for the deployment of 21st century technology for teacher and student use.

Performance Objective 3: MHS will use technology to enhance professional practices.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Utilize TxEIS to provide reports on failure rates, attendance rates, demographics, At Risk, and etc.	Principals, Registrars, Counselors	Reports				
2) Utilize Eduphoria to create e-courses for staff development.	Associate Principal of C&I	Eduphoria sign in sheet				
Critical Success Factors CSF 1 3) Utilize Eduphoria to analyze student data and monitor student performance on common assessments.	Associate Principal of C&I, Teachers	Data Reports/binders				
4) Utilize Eduphoria to distribute IEP and 504 documentation.	Director of Sped, Sped DC, 504 Coordinators	Teacher signatures in Eduphoria				
5) Use Google Forms to collect teacher responses, complete online parking, and etc.	Principals, Assistant Principals	Google Drive				

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 4: MISD will establish procedures to allocate existing resources to areas of greatest need and actively pursue alternative sources of revenue.

Goal 5: MISD will monitor growth and plan for an orderly, systemic process to ensure quality programs and facilities.

Performance Objective 1: MHS will develop systems to orient students who are newly enrolled on our campus and provide the most recent academic assessment information to the core academic teachers.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
Critical Success Factors CSF 6 1) MHS will hold new student breakfast, each grading period, to welcome new students, inform them of activities and clubs, and encourage involvement on our campus.	Associate Principal for Administration, StuCo, Counselors	Sign in Sheets				
Critical Success Factors CSF 2 CSF 6 2) Provide teachers with detailed information on students enrolling, including grades, assessment information, demographics, and etc.	Registrars, Counselors	Information sheets				

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 5: MISD will monitor growth and plan for an orderly, systemic process to ensure quality programs and facilities.

Performance Objective 2: MHS will create a master schedule that addresses changing state standards and a growing and diverse population of students.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Add CTE courses to meet the requirements of HB5, including additional PLTW, Business, and Health Science courses.	Principal, Associate Principal of C&I, College and Career Counselor	Course enrollment				
2) Add additional core elective classes, including Aquatic Science, European History, and etc.	Principal, Associate Principal of C&I	Course enrollments				
3) Hire additional staff in all departments to accommodate growth in enrollment.	Principal, Associate Principal	Class size below 30 in all classes				

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 6: MISD will recruit and retain excellent personnel and continually provide quality staff development.

Performance Objective 1: MHS will plan activities throughout the year to foster teacher retention, development, and appreciation

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
Critical Success Factors CSF 6 CSF 7 1) Hold New Teacher Meetings throughout the year to orient new teachers, provide training, and answer questions.	Associate Principal of C&I	Sign in sheets retention of new teachers				
Critical Success Factors CSF 6 2) Hold teacher celebrations quarterly to foster team building: 1.Burgers for Lunch 2.Ice Cream Sundaes 3.Cocoa Bar 4.Coke Floats	Principal,Associate Principal of C&I,Associate Principal of Administration, Assistant Principals, Counselors	Teacher Rapport				
Critical Success Factors CSF 6 CSF 7 3) Provide Mentors and Buddies to all new teachers.	Principal, Associate Principal of C&I	Staff Assignments				
Critical Success Factors CSF 7 4) Provide opportunities for teachers to attend staff development at Region Centers.	Principal, Associate Principal of C&I	Training Certificates				

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 6: MISD will recruit and retain excellent personnel and continually provide quality staff development.

Performance Objective 2: MHS will recruit strong, highly qualified educators from across the state.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Attend job fairs/recruitment fairs with HR to attract HQ staff	Associate Principal of C&I	Quality Applicants				
2) Participate in Montgomery Job Fair with multiple representatives from our school to meet the demands of the large crowds.	Principal, Associate Principal of C&I	Quality Applicants				
3) Coordinate with HR to ensure that candidates are highly qualified.	Associate Principal of C&I	100% Highly Qualified staff				

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 7: MISD will establish a process that ensures open, honest, and frequent communication with the public.

Performance Objective 1: MHS will utilize all resources to communicate with the public

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
Critical Success Factors CSF 5 1) Increase the use of School Messenger to communicate school happenings and infromation with the community and stakeholders.	School Messenger Coordinator	Survey				
Critical Success Factors CSF 5 2) Promote positive communication between the school, home, and community through campus websites.	Principal, Webmaster, Coaches and Sponsors	Website				
Critical Success Factors CSF 5 3) Teachers will update calendars on websites weekly to inform students and parents of class activities and assignments.	PAC	Monitor spreadsheet				
Critical Success Factors CSF 5 4) Coordinate school announcements with PTO to include all announcements in PTO Blast.	Receptionist, Principal's secretary	Email Blast				

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 8: MISD will encourage and promote a climate that fosters parental participation in the education of our children.

Performance Objective 1: MHS will support the Parent Teacher Organization and offer opportunities to educate and involve parents in the education of our students.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
Critical Success Factors CSF 5 1) Attend all scheduled PTO meetings and give brief overview of what is happening on our campus.	Principal, Associate Principal of C&I	Sign in sheets				
Critical Success Factors CSF 5 2) Encourage staff to join PTO.	Associate Principal of C&I, PTO	Membership				
Critical Success Factors CSF 5 3) Encourage staff to join PTO.	Associate Principal of C&I, PTO	Membership				
Critical Success Factors CSF 5 4) Hold annual Meet the Teacher to welcome parents to the school and communicate school expectations.	Principal	Sign in sheets				
Critical Success Factors CSF 5 5) Provide Fish Camp and Senior Summit Presentations before school starts to prepare students and parents for the year to come.	Principals, Counselors	Attendance				
Critical Success Factors CSF 5 6) Provide a variety of Parent Meetings on relevant topics, such as Transition to High School, Advanced Course Offerings, HB5, and etc.	Counselors and Principals	Attendance				

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

State System Safeguard Strategies

Goal	Objective	Strategy	Description
1	2	5	Provide writing intervention period to sped students in ELA, who did not meet Level II performance on STAAR the previous year.

Campus Funding Summary

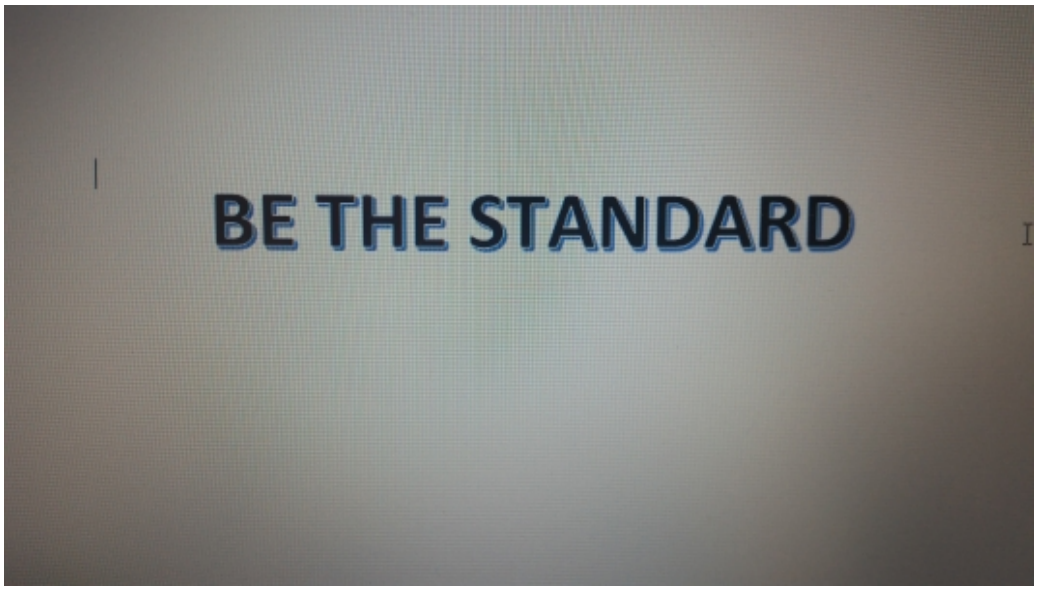
199 General Fund					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	3	2	Prep Class teacher pay and materials		$5,000.00
				Sub-Total	$5,000.00
				Grand Total	$5,000.00

Montgomery Independent School District

Montgomery Junior High School

2016-2017 Campus Improvement Plan

Accountability Rating: Met Standard



Board Approval Date: July 19, 2016

Mission Statement

*The mission of Montgomery Junior High School is to **encourage, educate, and empower** students to become productive individuals, challenge them to achieve their personal bests, and prepare them to become future leaders.*

Vision

To provide a learning environment that fosters academic growth, citizenship, and character.

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Comprehensive Needs Assessment

Needs Assessment Overview

Demographics

Demographics Summary

Montgomery Junior High School is a 7th and 8th grade campus with an enrollment of 1345 students. 7th grade - 682 and 8th grade - 663. Of those 1345 students, the ethnic distribution breaks down as follows:

1106 White (79.26%)

37 African American (2.75%)

186Hispanic (13.83%)

12 American Indian (.89%)

18 Asian (1.34%)

3 Pacific Islander (.22%)

23 Two or more (1.71%)

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325 Economically Disadvantaged 24.16%

15 Limited English Proficiency 1.12%

13 English Second Language 0.97%

78 Special Education 5.8%

125 Mobility rate (2013-2014) - 9.4%

300 Career and Technical - 22.30%

Presently in our special programs, we have an enrollment of 13 ESL students, 100 G/T students, 78 special education students. Our students on Free and Reduced lunch total 325 (24.16%) and those At Risk students total 460 (34.20%).

We currently have 108 staff at MJH: 4 Administrators, 78 teachers, 9 Instructional Aides, 11 Support Staff, 1 Librarian, 2 Maintenance, 2 part time Diagnosticians, 2 housed custodian

Demographics Strengths

Attendance rate among all populations is 95.88% - very strong. We believe at MJH that if your not at school, you don't learn. MJH has a very low mobility rate that has stayed constant. The teaching staff continues to strengthen skills through the use of technologies, aligned curriculum, and best practices to improve instruction. The campus will continue to provide high-quality and on-going professional development and opportunities for teacher collaboration of vertical and horizontal alignment.

Demographics Needs

With consistent growth and a full facility, there is a need for another Junior High School which is projected to be built and completed the 2017 school year. As MJH continues to grow our student population, programs and facilities will be stretched to accommodate the student numbers. Portables have accomodated our classroom need. As student class size grows, teachers will be responsible to teach an increased total number of students as well as larger number of students in each period they teach. The number of students in the athletic periods for boys cause a serious strain on the facility space. Now that the MISD Bond has passed for the proposed building and renovation of schools, the strain from our continued growth will be alleviated. Renovations began this summer and will continue throughout this school year.

Student Achievement

Student Achievement Summary

MJHS continues to perform at high levels. This year, Montgomery Junior High School "Met Standards" in all three index areas: Index 1 - Student Achievement __, Index 2 - Student Progress __, Index 3 - Closing Performance Gaps __, Index 4 - Post Secondary Readiness __.

Continuous and focused data analysis is a fundamental process at MJH. We will continue to use our math and reading remediation classes, tutoring, and teacher mentoring as interventions to increase student success.

We will also continue to raise expectations and standards for student achievement and reinforce our commitment to increasing student performance for all students while closing the gap in achievement by race and ethnicity, as well as other student groups: e.g. limited English proficient, economically disadvantaged, at-risk, and students receiving any level of special education services.

Student Achievement Strengths

Implementation of the district aligned curriculum.

Implementation of campus vertical and horizontal alignment.

100% of students passed the STAAR Algebra I End of Course test and Level III increased.

8th grade Math and Reading scores are over 90%.

55 students met the qualifications to participate in the Duke Talent Search program. From those students, they are offered the opportunity to take SAT/ACT. 17 were state recognized.

Student Achievement Needs

8th grade Science increased from 84% in 2014 to 85% in 2015 and increased their level III by 11 points. Algebra I EOC remains 100% passing with an increase in level III 4 points. 8th grade Math remains strong with a 92% and 8th grade Reading with a 93% overall. We were very pleased to see our scores increase as this was a focus this past year; however, we are still committed to increase all scores to 90%.

8th Social Studies decreased from 85% in 2015 to 81% in 2016. We are focusing on this area through staff development and increased knowledge of the new social studies curriculum. We are committed to increase our score to 90% as well.

7th ELA decreased from 86% in 2015 to 81% in 2016 and in 7th Writing we decreased from 87% in 2015 to 82% in 2016. Our 7th grade ELA team will be focusing their attention on reporting categories and objectives through data analysis and disegregation at staff development, team meetings and curriculum alignment. We will continue to analysis our data in many areas/pre released tests/test scores/preparation/interventions that will drive our planning/teaching. We are committed to increase our scores to 90%.

Close the achievement gap between all students and economically disadvantaged by increasing scores in 7th grade math, reading, and writing and 8th grade social studies and science to 90%.

Overall the discipline at MJH shows an decrease from 315 referrals in 2015 to 283 in 2016 in the number of incidences. We will continue to use positive reinforcement and continue to build relationships with our students to try and decrease the number of discipline referrals. Administrators and teachers continue to improve meeting the academic, social and emotional needs of our students.

For the students that qualify to participate in Duke Talent Search, our goal is to have a MJHS student nationally recognized.

School Culture and Climate

School Culture and Climate Summary

MJH strives to have a well-rounded school culture and positive school climate. Campus training will focus on promoting a caring climate that emphasizes building relationships to maximize learning and to develop procedures and activities that will address junior high bullying.

Teachers and staff report that this is a great place to work.

All students, faculty and staff participate in safety drills monthly. The faculty participates in safety drills concerning intruder and bad weather with MISD police. Staff report they feel this is a safe and secure environment to work in. The district is looking at all campuses to improve each campus in areas of safety and security.

Students can earn the right to participate in Honor Break each six weeks for grades specified. We will have a 8th grade celebration as an incentive to our 8th grade class graduating to high school and to motivate and increase good behavior. We are reviewing other incentives this year to encourage student participation and motivation. Students are also given a variety of clubs and activities to be involved in such as Student Council, FCA, Service Club, Coding Club, Media Club, Chess Club, Book Club, Cheerleading, Drill team, NJHS, Yearbook, UIL, Basketball, Volleyball, Tennis, Golf, Football, Soccer, Track, Cross Country.

At MJH, we believe it is important to affirm and celebrate our faculty throughout the year with gold cards, weekly "Going the Extra Mile" award, luncheons, outings, and annual celebration days such as counselors day, diagnostician day, nurses day, paraprofessional day, secretary's day, and daily birthday announcements. Our weekly Bear Buzz video celebrations recognize our student participation/projects/activities/celebrations, etc. Our students groups/athletics and afterschool activities are recognized through pep rallies, six week honor breaks, end of year awards, NJHS and verbal appreciation for hard work and effort. Individual students are celebrated as "student of the week" by each teacher and recognized on the Bear Buzz video each Friday.

School Culture and Climate Strengths

Campus Security cameras increase visibility in hallways and continue to assist in ensuring MJH is a safe environment

Parents and guests are hosted well and their needs addressed efficiently and effectively

Strong administrative presence in common areas of the campus

New students are brought into the campus through a very warm and helpful process in the counseling office

Major disciplinary incidents are minimal

MJH has high expectations for staff and student success. Teachers provide an atmosphere that promotes a positive and caring climate to maximize learning. Forming healthy relationships with students is a goal we strive for each year.

Celebrating teachers, staff, and students.

School Culture and Climate Needs

Consistent enforcement of campus rules by all staff members

Campus administrators and counselors understand the importance of researching the trends of bullying in schools and reviewing current strategies that will promote a positive learning environment for all students

The campus theme is introduced at the beginning of the year and reinforced throughout the year as a team building tool and annual vision for staff and students.

Staff recognition, support, affirmation and celebrations are communicated via announcements, verbal communication and weekly email blasts.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

MJH Campus Administrators actively seek out only the best and brightest to work with and nurture MJH students. MJH continues to hire highly qualified teachers in accordance with the district goal to remain 100% highly qualified. The result was continuing to perform at high levels in each of the performance index categories.

Hiring and retaining quality teachers on our campus is a critical element of excellence. Our goal is to recruit, retain and develop talented teachers who provide quality instruction for students.

Over half of our teachers have over 10 years experience, 1 teacher is working on her Doctorate, 3 on their Master's Degree in administration and over a dozen staff members have their Master's Degrees.

Retaining quality staff is successful at MJH.

Staff Quality, Recruitment, and Retention Strengths

We remain with 3 assistant principals and 3 counselors.

We were given no growth positions this year.

Continued opportunities for collaboration and teamwork

100% Highly Qualified Staff

Increased training aligned to district and campus priorities/new programs

New teacher/Mentor meetings scheduled throughout the year

Broad range of teacher experience

Staff Quality, Recruitment, and Retention Needs

Train new teachers to use new programs such as T-TESS, Eduphoria, TxEIS and new curriculum software, Kurzweil, Gradebook, Webpage

Meet with all new teachers and mentors to discuss needs, supports and concerns

Meet with all teams to discuss instructional and curricular needs

Train existing staff at in-service on any program they need more training on

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

MJH has worked to ensure the aligned district curriculum is clearly implemented in the classroom. We have team meetings regularly for collaboration opportunities. PLC's are 4 times a year to allow teachers the opportunity to plan, review and revise curriculum and explore data. Our teachers are then able to ensure a timely implementation of the curriculum and an accurate assessment of what is taught.

MJH will use the assessment data from STAAR, LAT, TELPAS and Eduphoria to identify the instructional and curriculum areas in which we need improvement. Teachers will desegregate data from the STAAR results to remediate and teach students where there are gaps in achievement.

Ongoing staff development, professional development and curriculum review will continue of the TEKS in each core area and will start with the horizontal and vertical alignment of the campus and that of the 6th grade and high school campus.

Administrators and teachers will attend training on information concerning the STAAR assessment and trainings that improve data analysis and curriculum development from the district. Department meetings throughout the year will align the TEKS objectives with the instructional calendar for the year.

Our curriculum is aligned with the state TEKS and is consistently being aligned district-wide horizontally and vertically.

Our teachers teach the aligned curriculum as is evidenced by the lesson plans, planning meetings, the assessments and the observations of classrooms.

Assessments are common and consistent among the core teachers and developed by the teachers.

Final exams were created by teachers and are consistent providing strong data aligned with curriculum.

STAAR scores remain strong and are consistent or increasing in all STAAR tested areas.

Our focus on each core subject will include analyzing the STAAR data to identify deficiencies in specific objectives to address during the year.

The new T-TESS appraisal system will be implemented and staff and administration will be trained on this new system.

Continue to make the master schedule to accommodate all same subject staff to have lunch together to encourage collaboration and team meetings.

Family and Community Involvement

Family and Community Involvement Summary

Parent involvement at MJH takes many forms. The strongest area of parental involvement is through organized parental entities that interact with the campus on a regular basis. Montgomery Junior High has a active PTO and Parent volunteer support. We also have multiple opportunities for parent and community volunteer support through various programs and activities throughout the year such as Veterans Day Celebration, The Constitutional Convention, Athletic events, Award ceremonies, Dances, Meet the Teacher, Cheerleading, Drill Team, Band, Theatre, Choir, ESL and Theatre events.

MJH plans a number of parent/family events in the evenings to encourage student and parent involvement as well.

It is important the we provide parents with information that is pertinent to their child's educational experience at MJH as well as the expectations they will need for the transition to MHS. Our campus maintains communication to families through emails, parent letters, school messenger, and the campus and district website.

School Context and Organization

School Context and Organization Summary

The expectation for Montgomery Junior High is to provide the best place possible to experience junior high.

MJH takes pride in offering safe and quality facilities for students, parents and staff. Emphasis is placed on providing a clean and orderly learning environment in each classroom. The cafeteria and restroom facilities are cleaned throughout the school day to offer accessible use and proper sanitation.

Student traffic flow before school, between classes and after school is monitored by staff during the day to assure the safe and timely transition to classes.

Due to the continual student growth on our campus, facility studies are ongoing to evaluate the need for increased space in our athletic facilities, classroom areas, and cafeteria.

Maintenance request procedures and the communication process with the district maintenance department is consistently used in order to keep the facility clean, safe, and updated.

Faculty and campus officers attend extra curricular events throughout the year such as Grade level dances, athletic events, Choir, Band and Theatre events in which students choose to be involved.

There is high student participation in extracurricular activities.

Technology

Technology Summary

The district is keeping technology updated and accessible to students. The district goal is to improve the infrastructure and equipment to support learning and teaching. MJH has a teacher computer, 3 student computers in all classrooms, projectors, mobi's, smart boards and elmos in a majority of classroom. Teachers and students have daily internet access in the classrooms and in computer labs and all classes have internet access points. Classes may sign up for three computer labs and 4 computer laptop mobile labs designated specifically for subject needs. Teachers regularly attend training for technology updates and the newest methods, strategies and information that can be used to integrate in the classroom by our campus TIM.

MJH will research financial possibilities to support technology on campus and visit with each core team concerning technology needs and ways to incorporate technology in the classroom every year.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Federal Report Card Data
- Community and student engagement rating 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
- STAAR Released Test Questions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Student failure and/or retention rates

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc
- Section 504 data
- Gifted and talented data

- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Annual dropout rate data
- Attendance data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Class size averages by grade and subject

Employee Data

- Professional Learning Communities (PLC) data
- Staff surveys and/or other feedback
- Highly qualified staff data
- Teacher/Student Ratio
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- PDAS and/or T-TESS

Goals

Goal 1: MISD will provide a challenging curriculum, assess individual student achievement and support efforts to ensure student success.

Performance Objective 1: 90% of all student groups will meet or exceed performance standards on Texas statewide assessments.

Summative Evaluation: The measure of impact will be determined through the students' scores on the STAAR tests and EOC exams.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Continue to analyze test data from previous years for all subgroups to identify students with deficiencies and their areas of weakness.	Department Head Teachers Counselor RTI coordinator	List of students with deficiencies Data chart showing areas of weakness				
2) Early identification for students needing targeted reading and math remediation/intervention. (Use previous year STAAR scores)	Remediation teacher Teachers	Classroom unit assessments B,M,E of year AR STAR screening Test Universal Screener 3xyear for Mth Eduphoria data STAAR data Compass Learning software				
3) ELA and Math implement common assessments from released STAAR tests, Social Studies implements daily warm ups and Science implements mini-benchmarks each 6 weeks to target strengths, weakness, and disaggregate data to identify student needs.	ELA, Math, Science, History Teachers Remediation teachers	Benchmark results disaggregated and reviewed Eduphoria data				
4) Continue to offer additional tutorials before and after school to students that need additional assistance or are unsuccessful on the STAAR benchmark exams.	Teachers Mentor tutors	Master schedule List of student with deficiencies				
5) Continue to provide a weekly sessions of STAAR tutorial rotations after school on specific objectives in Science and Social Studies subject areas the month prior to the STAAR test.	Teachers Principal	Tutorial participation Successful completion of STAAR test				
6) Provide professional development in technology integration, differentiated instruction, and various interventions and strategies in all subject areas.	Administrators TIM RTI/Dyslexia coordinator Special Ed. Team Leader	Lesson Plans Walk Throughs/Observations Team Meetings				
7) Continue ELA (general and Pre AP) and Math (general and Pre AP) with both 6-12 vertical alignment.	ELA and Math Teachers	Observations Team Meetings Lesson plans				

8) 8th grade Science classes provide a "March Madness Challenge" during the month of March. This is a 4-week review with mini-assessments designed to target specific STAAR objectives.	Science teachers	STAAR assessment Mini benchmark assessment results				

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 1: MISD will provide a challenging curriculum, assess individual student achievement and support efforts to ensure student success.

Performance Objective 2: 80% of all student groups used for accountability will demonstrate college readiness for Texas statewide assessments.

Summative Evaluation: The measure of impact will be determined through student scores and teacher participation.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Continue to implement both weekly and daily Co-teach class opportunities in the ELA, Math, Science and Social Studies for identified students.	Principal Special Ed Teachers Director of Special Programs	Master Schedule Lesson plans and IEP's will be written using grade level TEKS and expectations				
2) Continue implementation of RTI. The RTI team will evaluate and monitor referral to special education.	RTI coordinator Campus Administrators	RTI meetings Number of referrals and entrances				
3) Continue to provide additional support for academic success through: a. Before and after school tutoring b. Small group tutoring c. Mentoring.	Principal Teachers mentors	Report cards Progress reports Tutoring participation				
4) Provide staff development on accommodations and interventions used in the classroom.	Diagnostition Special Education Team Leader RTI Coordinator	Special Ed Services Decrease number of referral to RTI				
5) ELA classes target specific TEKS and conventions of grammar in mini lessons to reinforce grade level to grade level skills and continue to develop the use of these skills in increasingly complex writing and reading situations.	ELA Teachers	STAAR assessment data Unit assessments				
6) Implement a writing portfolio each student will complete annually that 6th - 11th grade will incorporate as well.	ELA/Writing Teachers	Writing STAAR Teacher feedback				
7) 8th History teachers will all use the (ERA) Examine, Recall, and Apply approach - Strategies used to recall important concept and information.	8th grade history teachers	STAAR test Unit exams				
8) 8th grade Science teachers will implement In-class STAAR tutorial sessions for 1 week to provide additional remediation to students who score low during the month of the "March Madness" challenge.	8th grade Science teachers	Science STAAR data				
9) Use of Renaissance STAR test and STAAR assessment to monitor students twice a year.	ELA teachers Principal	STAAR test data Renaissance STAR test				
10) Personal Graduation Plans will be developed for 8th grade students.	Administrators Counselors	STAAR results reviewed Scheduling				

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 1: MISD will provide a challenging curriculum, assess individual student achievement and support efforts to ensure student success.

Performance Objective 3: 80% of all student will meet minimum of one Healthy Fitness Zone Standard as measured by the Fitness Gram assessment and monitored by the School Health Advisory Committee.

Summative Evaluation: Fitness Gram Results

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) To ensure that the student/teacher ratios meet the state standards.	Principal	Enrollment				
2) To provide state approved Coordinated School health components into the curriculum.	PE/Coach Administrators	Observations Walk-Throughs Lesson plans				
3) To ensure a safe and enjoyable climate for all students.	Administrators PE/Coach	Observations Walk-Throughs				
4) To integrate core curriculum content into physical education curriculum.	Principal Assistant Principal PE/Coach	Observations Walk-Throughs				
5) To ensure that 50% of class time, students are engaged in Moderate to Vigorous Physical Activity (MVPA).	Principal PE/Coach	Observations Walk-Throughs				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

Goal 1: MISD will provide a challenging curriculum, assess individual student achievement and support efforts to ensure student success.

Performance Objective 4: MJH special education students will meet system safeguards on the reading indicator

Summative Evaluation: Texas Education Agency 2015 System Safeguards Report

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
State System Safeguard Strategy 1) English teachers and co-teachers will identify At Risk readers through vertical alignment meeting between 6th, 7th and 8th grade teachers.	English teachers Co-teachers English Dept. Head Special Ed. Dept. Head	Vertical Alignment meetings STAAR test Semester Exams				
State System Safeguard Strategy 2) English teachers and ELA Sped teachers will utilize and integrate nonfiction reading each six weeks to implement reading strategies.	English teachers Special ed. ELA teachers	Writing journals Lesson plans Reading Logs Common Assessments				
State System Safeguard Strategy 3) Reading remediation using compass learning for Sped. students that did not pass STAAR reading.	Reading Lab teachers	Pre-Assessment Quizzes Tracked TEKS, they have mastered along the way				
State System Safeguard Strategy 4) Evaluate STAAR-A qualification for Sped. students, and how needs are accessed.	Diagnosticians: diagnostic data Sped. Dept. Head	STAAR-A/STAAR indicated in students IEP, related in their disability				
State System Safeguard Strategy 5) Ensure hands on computer testing and training for students taking STAAR-A	ELA teachers Sped teachers	ELA dept. meetings Sped. Dept. Meeting Align eligibility to the IEP goals/ARD committee				
State System Safeguard Strategy 6) Book share and Kurzweil for Sped. students that qualify based off specific learning disability or dyslexia	ELA teachers Sped. Teachers Monitor teachers	Meetings with case managers ARD committee aware of specific use of this technology, provided from diagnosticians and special ed. Monitor Teachers				
State System Safeguard Strategy 7) All students needing oral testing or small group will be using the new Kurzweil lab.	Instructional aide in lab I teacher per lab	STAAR A and STAAR assessment data IEP's and accommodations reviewed and implemented				
State System Safeguard Strategy 8) The Fast forWORD computer program will be utilized for special education students that qualify based off specific learning disability.	ELA and Special Education teachers Reading lab teachers Monitor teacher RTI Coordinator	STAAR assessment Report card grades Meeting with Case Manager and ARD committee data				

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 2: MISD will vigorously enforce policies and procedures that promote a safe and orderly environment.

Performance Objective 1: All students and staff will be provided a safe and orderly environment in which all can learn and work.

Summative Evaluation: The classroom environment will be safe and conducive to learning for all students.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Continue the DAEP program that will serve as a deterrent for student misbehavior and focus on character building and right choices.	Assistant Principals Instructional staff	Analyze number of student in DAEP compared to previous year.				
2) Continue to use Theatre class to create plays about how to handle bullies, cyber bullies and ethical dilemmas common to junior high age students.	Theatre Arts teacher Principal	Programs				
3) Implementation of class meetings each year to discuss major school rules, procedures and consequences.	Principal Assistant Principals	Reduction in discipline referrals				
4) Continue to celebrate "Safe and Drug Free School Week" with a theme each day for students to be involved with.	Principal Assistant Principals Teachers	List of activities Reduction of number of long term AEP assignments				
5) Continue implementation of the V-Soft software into the junior high for monitoring and tracking campus visitors and student pick-ups.	Principal Attendance Clerk Receptionist	Program operational during school day				
6) Continue to review the placement of all students and student groups in discretionary DAEP for students with and without disabilities. Ensure that positive behavior supports identified in students' IEPs are implemented.	Principals Assistant Principals	Discretionary Placements will be reviewed				
7) Continue to review and update crisis management plan and provide staff the opportunity to practice that plan.	Principal Assistant Principals Campus Police Dept.	Spring and Fall practice				
8) Continue implementation of health plans for those that may need accommodations due to health concerns.	Nurse AP's	100% completion of health care plan for individual students. Evacuation plan for disabled students				
9) The counselors will promote healthy choices, character education, dating violence awareness, and non-violent resolution.	Counselors teachers	Discipline records Counseling feedback				
10) Administrators and several teachers will continue to be CPI trained.	Administrators CPI trainers	Training will be successful				
11) Employ program interventions to promote discipline and attendance In-school detention Lunch detention Saturday School After School detention	Administrators ISS aide Teachers	PEIMS report Saturday school roster Referrals				
12) Coordinate with MMS and MHS to provide orientation and expectations to facilitate the transition to MJH and MHS	Principal MMS, MJH, MHS Counselors	Counseling orientation scheduled MHS Orientation scheduled Student transition Smoothly				

13) Continue using the campus police officer to maintain high levels of security at school.	Principal	Reduction in incident referrals				
14) Continue to review campus cameras to keep students and staff safe and prevent behavior concerns.	Assistant Principal	Conferences with parents, students, or staff that are related to behavior or concerns that can be resolved with use of camera				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

Goal 2: MISD will vigorously enforce policies and procedures that promote a safe and orderly environment.

Performance Objective 2: To increase student attendance to 95% or higher.

Summative Evaluation: Review student attendance and reports.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Continue to enforce the state-mandated attendance laws.	Attendance clerk Assistant Principals	Student attendance monitored every 3 weeks Attendance meetings				
2) Contact parents and visit with students regarding attendance after excessive absences.	Assistant Principals	Student attendance monitored regularly				
3) Students will be offered the opportunity to make up STAAR when absent.	Counselors Attendance Clerk	Attendance on STAAR days will be monitored				
4) Student and parent will meet with the Montgomery County attendance designee with the assistant principal to discuss attendance concerns and begin interventions.	Assistant Principal	Attendance monitored by AP every 3 weeks End of year attendance report				

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 2: MISD will vigorously enforce policies and procedures that promote a safe and orderly environment.

Performance Objective 3: Continue implementation of the Dropout Prevention Program.

Summative Evaluation: PEIMS Report data

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Utilize consistent procedures to identify, intervene and monitor the progress of At-Risk students PK-12.	Counselors Principal	observations At-risk reports				
2) Utilize procedures and strategies within best practices for meeting the needs of students in At-Risk situation.	Counselors Principal	observations				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

Goal 3: MISD will improve the technology infrastructure and strategically plan for the deployment of 21st century technology for teacher and student use.

Performance Objective 1: Use of technology to enhance professional practices.

Summative Evaluation: Active campus and teacher websites to improve communication with parents, students and community.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) All teachers will continue design and develop a teacher website to be updated for parent and student use.	Principal Teachers	Active teacher web page				
2) Staff development during in service for new teachers that need assistance or training.	Principal TIM	Active teacher web page				
3) Campus website updated on a regular basis with campus news, calendar, upcoming events, forms, etc.	Principal Campus web master	Active and useful website				

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 3: MISD will improve the technology infrastructure and strategically plan for the deployment of 21st century technology for teacher and student use.

Performance Objective 2: Provide a quality technology program to maximize teaching and learning.

Summative Evaluation: Teachers will incorporate technology into their classroom.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Continue to have Tech 20 meetings after school taught by our TIM to assist and support teachers who need training with a variety of technology software.	Administrators TIM	Teacher feedback				
2) Meet with Grade level teams to discuss additional technology resources needed for teachers and students.	Principal	Library reports/inventory Observations				
3) Three computer labs and 4 laptop carts are available to teachers for instructional purposes.	Administrators Teachers	Teacher feedback Administrator feedback TIM feedback				
4) Each department head is annually given a technology survey to assist administration with an understanding of the technology needs for each team.	Principal	Teacher/Team feedback				

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 3: MISD will improve the technology infrastructure and strategically plan for the deployment of 21st century technology for teacher and student use.

Performance Objective 3: MJH will maximize individual academic excellence by a challenging, relevant curriculum utilizing technology.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Students will be scheduled into computer to receive additional reinforcement of STAAR instruction using a math and reading (Compass Learning) research based intervention software.	Reading Lab teacher Math Lab teacher RTI teacher	6 week grade reports Less failures on STAAR				
2) Provide a continuum of placement options for all students.	Principal GT coordinator Special Ed. Director	Reduction in failure rate Reduction in discipline referrals				
3) Provide support for students in the general education setting who are identified as special populations.	Principal Special Education director GT Coordinator	Reduction in failure rate Reduction in discipline referrals				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

Goal 4: MISD will establish procedures to allocate existing resources to areas of greatest need and actively pursue alternative sources of revenue.

Performance Objective 1: We will increase the quantity and quality of our technology resources available.

Summative Evaluation: Survey/Teacher Feedback

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Survey all grade level subject area teachers to find out technology needs that will provide daily support and enrichment for student learning.	Principal Classroom teachers	Survey results Teacher feedback				
2) We will continue to decrease/revise the number of forms for parents and ensure the forms are available online via district and campus website.	Principal District Webmaster Campus webmaster	Online forms available				

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 5: MISD will monitor growth and plan for an orderly, systemic process to ensure quality programs and facilities.

Performance Objective 1: We will monitor growth and plan accordingly to ensure quality programs are in place and facilities accommodate our student population.

Summative Evaluation: PEIMS report/enrollment numbers

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Monitor regularly short term and long term needs for MJH due to the continual student growth and facility capacity.	Principal	Enrollment numbers PEIMS report				
2) We will continue to monitor the PLTW engineering pathway and begin monitoring the new computer science PLTW elective added to electives to prepare students for their high school years and future career plans.	Administrators	Teacher feedback Observations Walk-Throughs Student enrollment				
3) MJH will organize the master schedule to accommodate growth patterns.	Administration Counselor a	Master schedule				

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 6: MISD will recruit and retain excellent personnel and continually provide quality staff development.

Performance Objective 1: Maintain an effective line of communication with faculty using a variety of methods.

Summative Evaluation: Teacher feedback/survey.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) A weekly email blat from the Principal of upcoming activities, events and important dates and information to keep staff up to date and informed on a daily basis.	Principal	Informed staff Weekly Bear Blast				
2) Faculty meeting and team meetings held to communicate information needs.	Principal	Agenda Informed staff				
3) Collaborate with Department Head by email and a once a six week Department Head meeting to communicate important information.	Principal	Agenda				

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 6: MISD will recruit and retain excellent personnel and continually provide quality staff development.

Performance Objective 2: 100% of the teachers and instructional aides will be HQ.

Summative Evaluation: HQ report

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Continue to ttend job fairs/recruitment fairs for HR as requested to attract HQ staff to campus.	Principal Human Resources	Registration at fair				
2) Coordinate with the Curriculum Department to provide quality staff development to train staff on identified needs. (Discipline, etc.)	Principal Curriculum Director of Secondary Education	Development of appropriate staff development for identified needs.				
3) Coordinate with the HR department to maintain HQ teachers and paraprofessionals.	Principal Curriculum Director or Secondary Education	Instruction will reflect strategies learned Sign in sheets from training				
4) Effective Mentor and Buddy program for any new or transferring teachers to provide support and encourage stability of staff.	Principal Assistant Principals teachers	teacher feedback Meetings with all new teachers on a regular basis 100% quality staff				
5) Maintain a strong sense of team through staff meetings, department meetings, and admin meetings	Principal Administration	Strong communication and team support				
6) Prior to being hired, certifications will be carefully examined for the position being filled.	Human Resources Principal	Hiring Process				
7) Instructional aides who do not meet the requirements for the classification of Highly Qualified will participate in the Paraprofessional Assessment of Knowledge and Skills (PAKS) evaluation process to earn the classification of Highly Qualified.	Human Resources Principal	Hired Highly qualified				
8) In the case of losing a teacher after the first of the year, the district will post the position and communicate with certified teachers on the MISD list of substitutes for a possible replacement who in Highly Qualified.	Human Resources Principal	Hired Highly qualified				
9) Any teacher hired who is not Highly Qualified in their assigned position will be given until the end of the semester in which they were hired to pass the appropriate certification test. All information regarding certification can be accessed at http://cms.texes-ets.org/ .	Human Resources Principal	Professional Certification on TEA				

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 7: MISD will establish a process that ensure open, honest, and frequent communication with the public.

Performance Objective 1: Communicate effectively with parents/stakeholders using a variety of methods.

Summative Evaluation: Maintain meaningful relationships with parents and community.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Promote positive communication between the school, home and community through the campus website, school reach, parent letters and the PTO email blast.	Principal	Website feedback Parent survey				
2) Encourage parents to sign in on the TxConnect Parent Portal to view online gradebook	Principal	TxConnect report				
3) Inform parents of school policies through: Student handbook, Student Code of Conduct, Web Page, Parent Connect	Administration Counselors Webmaster	Feedback from parents and community members				
4) Communicate with parents regarding student progress through the following: Phone calls, emails, teacher-parent conferences, progress reports, report cards, school messenger.	Administrators Counselors Teachers Team Leaders	Parent contact sheets				
5) Host a Curriculum night to inform and educate upcoming 7th & 8th grade parents about curriculum, extra curricular, and clubs.	Faculty and Staff Administration	Teacher and parent feedback Parent and PTO volunteers				

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 8: MISD will encourage and promote a climate that fosters parental participation in the education of our children.

Performance Objective 1: Increase involvement and participation throughout the school community by communicating with campus parents.

Summative Evaluation: Administration will analyze parent participation data and methods used to communicate and encourage our campus parents.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Increase opportunity for parents to volunteer in our school such as: Book Fair volunteers, Fundraisers, Chaperones, Veterans Day, Constitutional Convention, schedule pickup, concession stand during games, band and choir performances, coarse selection, school dances.	Administrators	PTO minutes Sign in sheets				
2) Recognize and encourage the efforts and support of PTO members through Volunteer Appreciation Week, thank you notes and having staff member at all PTO meetings.	Principal Assistant Principals	parent feedback teacher feedback				
3) Counselors and Administration will meet new families personally when they register and welcome them to the campus.	Administration Counselors	Parent feedback				
4) Counselors have a "Meet and Greet" for all new students and parents during Schedule Pickup dates to encourage students and help parents become better informed of campus expectations and procedures.	7th and 8th grade Counselors	Enrollment at Meet and Greet Positive parent and student communication				

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

State System Safeguard Strategies

Goal	Objective	Strategy	Description
1	4	1	English teachers and co-teachers will identify At Risk readers through vertical alignment meeting between 6th, 7th and 8th grade teachers.
1	4	2	English teachers and ELA Sped teachers will utilize and integrate nonfiction reading each six weeks to implement reading strategies.
1	4	3	Reading remediation using compass learning for Sped. students that did not pass STAAR reading.
1	4	4	Evaluate STAAR-A qualification for Sped. students, and how needs are accessed.
1	4	5	Ensure hands on computer testing and training for students taking STAAR-A
1	4	6	Book share and Kurzweil for Sped. students that qualify based off specific learning disability or dyslexia
1	4	7	All students needing oral testing or small group will be using the new Kurzweil lab.
1	4	8	The Fast forWORD computer program will be utilized for special education students that qualify based off specific learning disability.

2016-2017 Campus Advisory Team

Committee Role	Name	Position
Administrator	Angie Chapman	Principal
Administrator	Jennifer Newton	Assistant Principal
Administrator	Scott See	Assistant Principal
Administrator	Kevin Winfield	Assistant Principal
Business Representative	Martha Ellis	2016-2017 Member
Classroom Teacher	Amanda Fancher	ELA Department Head
Classroom Teacher	Toby Hendrix	Math teacher
Classroom Teacher	Candice Price	Special Education Department Head
Community Representative	Marilyn Wood	2016-2017 Community Member
District-level Professional	Beth Klammer	Instructional Curriculum Director
Non-classroom Professional	Barbara Gagliano	Counselor
Paraprofessional	Jean Lahue	Nurse aide
Parent	Angela Downs	2016-2017 Member

Montgomery Independent School District

Montgomery Middle School

2016-2017 Campus Improvement Plan

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Montgomery Middle School is a sixth grade campus with an enrollment of 665 students. MMS is a predominantly white demographic of 79%, followed by Hispanic 13%, and African American 3%.

31% are identified as economically disadvantaged.

Program enrollment consists of 7% Special Education, 3% LEP, and 9% identified as Gifted and Talented.

Enrollment continues to increase every year, though it has slowed slightly on our campus, with a projected enrollment for 2016-2017 of 672.

Demographics Strengths

The district has planned appropriately for growth and has allocated additional staff for the upcoming school year.

Demographics Needs

Based on the demographic data, the number of economically disadvantaged students continues to increase. Continue to monitor these numbers and needed programs.

Student Achievement

Student Achievement Summary

Preliminary results from the STAAR test are as follows: The average score on the math assessment was 61%. 86% of our students passed the math assessment, with 25% of our students meeting the advanced requirement. In 2015 the average score was 57%. This was now the second year with new math TEKS. Our teachers have adjusted as has their lessons. As a campus we focused more time on our "middle of the road" students and challenging them more as well. 80% of our sped population passed their math assessment and 4% met the advanced requirement. In reading the average score was 73%. 82% of our students passed the reading assessment, with 25% of our students meeting the advanced requirement. 50% of our sped population passed their reading assessment and 13% met the advanced requirement.

Student Achievement Strengths

We showed growth in our "middle of the road" student who is typically the average student who is often not challenged. We set a goal to score higher than 85% passing on our Math STAAR and did that with an 86%

Student Achievement Needs

Based upon campus data analysis and information on STAAR, these areas of need are identified and listed in priority order:

*Increase scores on Reading to above 85%

*Increase the advanced achievement on reading and math to 30% or higher.

*There will be a focus on the Student Progress (or student growth) measure for the 2016-2017 school year.

School Culture and Climate

School Culture and Climate Summary

Montgomery Middle School has a very positive school culture and climate. Based on a student survey, 80% of students absolutely agree or agree with the statement that this was a great year with 5% totally disagreeing. Over 82% of students also feel that teachers at MMS are excellent, that they are prepared for 7th grade, and they feel safe at MMS. 22% reported that they had been bullied at some point during the year. Teachers also report through the faculty survey that this is a good place to work. They like the balance of family and work that they are able to maintain. Teachers reported that they did not see the need for common assessments (15% agreeing) or following the same scope and sequence (32% agreeing).

Students, faculty, and staff participate in safety drills including fire drills, severe weather, and intruder drills in conjunction with MISD police.

MMS has a school wide incentive program where students earn caught ya being good tickets to purchase rewards. They can also earn the right to participate in Bear PRIDE events for good grades, behavior, and attendance.

Discipline referrals totaled 316 this year.

School Culture and Climate Strengths

Students have access to an anonymous online reporting tool to report bullying. They can also approach any school employee with concerns. Students, parents, and faculty reported confidence in their administrators and counselor.

School Culture and Climate Needs

Based upon campus information and survey results, these areas of need are identified and listed in priority order:

*Increase efforts to prevent bullying through programs, counselor sessions, student class meetings, etc.

*Increase the number of students who feel there is a genuine connection with our staff.

*Increase teacher acceptance for scope and sequence and common assessments by improving the process for reviewing common assessement results and using that data to influence instruction.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

All teachers and instructional paraprofessionals are highly qualified. Careful interview processes are followed to ensure the recruitment of quality staff. Professional development is encouraged for all staff to attend. Professional development is offered by the district and is led by MISD staff. Teachers attend conferences such as TCEA (technology), Science, ESL, Math, and GT. Teachers are encouraged to come back and share the information learned.

Staff Quality, Recruitment, and Retention Strengths

Our campus replaced 4 positions and all 4 were because of either retiring or because of relocating their family.

Staff Quality, Recruitment, and Retention Needs

Based upon campus information, these areas of need are identified and listed in priority order:

*Schedule time for participants to share what was learned at professional development with department teams or at faculty meetings.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Teachers have met during each marking period to develop quality lessons and assessments. The scope and sequence for each department was reorganized and published last summer. The end of the school year, teams met to reevaluate the scope and sequence for the 2016-2017 school year. This has become a routine process. Language Arts departments developed and utilized common assessments. Common assessments were given throughout the year. Meetings need to be scheduled to discuss the results from the assessments. Math did not administer common assessments this year as they were adjusting to a new set of TEKS. This should be a goal for math to develop. Universal screeners are administered three times per year. The results of the screeners are used to determine students needing interventions. Small groups met from each core subject to work on vertical alignment for the 2017-2018 school year. Plans were created to follow a current 9 week school year and then be able to adjust to a 6 week school year when we have two junior high schools.

Curriculum, Instruction, and Assessment Strengths

Multiple teachers have bought into the planning piece and work towards common assessments and shared scope and sequence.

Curriculum, Instruction, and Assessment Needs

Based on campus information, these areas of need are identified and listed in priority order:

*Continue to administer common assessments - minimum 3 times per year in language arts and develop at least one for math (increase to three eventually).

*Train teachers to use Eduphoria to disaggregate common assessment data and STAAR data.

*Meet with teams to discuss results of common assessments and resulting needs.

Family and Community Involvement

Family and Community Involvement Summary

Based on a parent survey, 92% of parents felt communication from the school keeps them well informed about issues and events. Comments were made by parents that teacher websites were helpful for the most part, but not always consistent from teacher to teacher. 89% of parents were satisfied with their child's elective, 95% felt their child was challenged academically, 92% felt their child was safe at MMS, 95% feel the teachers and staff really care about the students, and 80% had opportunities to be involved at the school.

Comments from parents included that there are fewer opportunities to be involved at MMS than the elementary schools but that they attribute that to the age of the students.

MMS has an active PTO that meets on a regular basis and contributes to MMS. Community members also participate on our Campus Advisory Committee. We also have a local church that assist with mentors, after school study hall, and morale.

Family and Community Involvement Strengths

The community engagement survey and parent survey reflects that the campus has an active PTO, parents and community attend school sponsored events, and the campus maintains communication through email, newsletters, and campus website.

Family and Community Involvement Needs

Based upon campus data from the community engagement survey and the parent survey, these areas of need are identified and listed in priority order:

*Coordinate with the ESL teacher to incorporate activities and opportunities for families of English Language Learners.

*Involve family and community members in GT activities and services.

*Inform parents of all opportunities to be involved.

*Create opportunities to involve male role models in the school (dad's, uncles, grandfathers)

Technology

Technology Summary

The district goal is to improve the technology infrastructure to encourage and support 21st century teaching and learning. 89% of parents responded that their student uses technology on a regular basis at MMS. Teachers have a variety of tools including Mobis, iPads, iPod sets, two computer labs, two mobile laptop carts, and Smartboards. Teachers sign up for the computer labs on a regular basis. Teachers have expressed that it is difficult to schedule ample time in the labs due to the number of teachers trying to utilize two labs. Students are able to bring their own device and use it for instructional purposes at teacher discretion. We have two teachers that are our technology support and provide time throughout the year for additional training and updates.

Technology Strengths

Faculty survey reflects that teachers are not afraid to try new technology. They are willing to use the technology that is available to them and they welcome technology training.

Technology Needs

Based on the campus information, these areas of need are identified and listed in priority order:

*Schedule opportunities for the technology teacher, librarian, or faculty members to share ways to incorporate technology into the classroom.

*Increase teacher access to social media to promote the great things that happen in the classroom and in our school.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- Accountability Distinction Designations
- Community and student engagement rating 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 ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc
- Section 504 data
- Gifted and talented data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject

Employee Data

- Highly qualified staff data
- Campus department and/or faculty meeting discussions and data
- PDAS and/or T-TESS

Parent/Community Data

- Parent surveys and/or other feedback

Goals

Goal 1: MISD will provide a challenging curriculum, assess individual student achievement and support efforts to ensure student success.

Performance Objective 1: 90% or more of all students will achieve Level II on the STAAR reading and math assessment.

Summative Evaluation: STAAR results

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Continue to administer common assessments - minimum three times per year in math and language arts.	Principal Department Chair	Common Assessment Results				
2) Train teachers to use Eduphoria to disaggregate common assessment and STAAR data.	Principal	Training Agenda Observations Teacher data reports				
3) Meet with teams to discuss results of common assessments and resulting needs.	Principal Department Chair	Action Plan from meetings				

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 1: MISD will provide a challenging curriculum, assess individual student achievement and support efforts to ensure student success.

Performance Objective 2: Increase 6th grade Math and Reading STAAR Level II performance to 90% in the student group economically disadvantaged.

Summative Evaluation: Common Assessments, STAAR results

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) All language arts and math teachers will administer a universal screener to help identify those students most in need of direct intervention. Particular attention will be given to students categorized as economically disadvantaged.	RtI Campus Coordinators	Universal Screener Data RtI tutoring roster and plan				
2) RTI teachers will use Eduphoria to monitor the progress of RTI students and economically disadvantaged students on common assessments using Eduphoria.	RTI Campus Coordinators	Eduphoria Reports				

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 1: MISD will provide a challenging curriculum, assess individual student achievement and support efforts to ensure student success.

Performance Objective 3: Increase the 6th grade Reading STAAR Level III performance (advanced achievement) to 30% or higher.

Summative Evaluation: Common Assessments, STAAR results

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Teachers will use differentiated lessons to adjust the rigor of individual lessons to challenge all students.	Principal Assistant Principal	Observations				
2) Using data in Eduphoria,identify students who are near Level III performance.	Principal LA and Math Department Chairs	Eduphoria Reports				
3) Acknowledge and encourage students who are at or near Level III performance.	Principal Assistant Principal Counselor	Observation and participation				

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 1: MISD will provide a challenging curriculum, assess individual student achievement and support efforts to ensure student success.

Performance Objective 4: 80% of all students will meet a minimum of one Healthy Fitness Zone standard as measured by the Fitness Gram assessment and monitored by the School Health Advisory Committee (SHAC).

Summative Evaluation: Fitness Gram results

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Ensure that 50% of physical education class time, students are engaged in Moderate to Vigorous Physical Activity (MVPA).	Principal Assistant Principal	Observations				
2) Integrate core curriculum content into physical education curriculum.	Principal Assistant Principal	Observations				
3) Develop quality physical education programs that are developmentally and sequentially appropriate.	Principal Assistant Principal	Observations Scope and Sequence				
4) Ensure a safe and enjoyable climate for all students.	Principal Assistant Principal	Observations				
5) Provide state approved Coordinated School Health components into the curriculum.	Principal Assistant Principal	Observations Scope and Sequence				
6) Ensure that physical activity is not used as punishment.	Principal Assistant Principal	Observations				
7) Ensure that student/teacher ratios meet the state standards.	Principal	Enrollment reports				

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 2: MISD will vigorously enforce policies and procedures that promote a safe and orderly environment.

Performance Objective 1: Create a safe environment, minimizing discipline referrals by following a school wide systemic approach to behavior.

Summative Evaluation: discipline referrals

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Implement a school wide incentive program - CYBG tickets (Caught You Being Good).	Principal Assistant Principal	Students using CYBG in school "store"				
	Funding Sources: 461 Campus Activity - $500.00					
2) Monitor behavior and offer rewards/incentives to students with good behavior (discipline team will define good behavior).	Principal Assistant Principal	Student participation in reward				
	Funding Sources: 461 Campus Activity - $500.00					
3) Hold class meetings a minimum of four times per year to discuss school wide expectations and consequences, bullying, social media safety, etc.	Assistant Principal	Class Meeting Agenda/Notes Observations				
4) Provide resources for students to report bullying and safety issues (ex: link on campus website).	Principal Assistant Principal	Number of students using resources to report concerns				
5) Counselor will hold periodic guidance classes that reflect the needs of the students (bulling, online safety, etc.).	Principal	Observations				

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 2: MISD will vigorously enforce policies and procedures that promote a safe and orderly environment.

Performance Objective 2: Enforce the code of conduct by implementing consistent consequences.

Summative Evaluation: discipline reports

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Utilize district DAEP program for severe or persistent behavior problems.	Assistant Principal	DAEP reports				
2) Discipline team meetings - review campus concerns, establish campus expectations, discipline ladder	Assistant Principal	Meeting Agendas Action Plan from meetings				

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 2: MISD will vigorously enforce policies and procedures that promote a safe and orderly environment.

Performance Objective 3: The attendance rate for students will be 95% or higher.

Summative Evaluation: attendance reports

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Follow district policies enforcing compulsory attendance laws.	Assistant Principal	Attendance Reports Court Filings				
2) Monitor attendance and offer rewards to students for good attendance (ex: Bears 5).	Assistant Principal	Student participation in reward				
	Funding Sources: 461 Campus Activity - $500.00					
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

Goal 2: MISD will vigorously enforce policies and procedures that promote a safe and orderly environment.

Performance Objective 4: Continue implementation of the Dropout Prevention Program

Summative Evaluation: At Risk Reports

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Utilize consistent procedures to identify, intervene, and monitor the progress of At-Risk students.	Counselor	At Risk reports observations				
2) Utilize procedures and strategies within best practices for meeting the needs of students in At-Risk situations.	Principal Counselor	Observations				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

Goal 3: MISD will improve the technology infrastructure and strategically plan for the deployment of 21st century technology for teacher and student use.

Performance Objective 1: Increase the number of students utilizing technology on a regular basis.

Summative Evaluation: Observations, parent and student surveys

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Purchase a mobile laptop cart to supplement the two computer labs.	Principal	Inventory Observations Library reports tracking how often the cart is checked out				
	Funding Sources: 199 General Fund - $18000.00					
2) Schedule opportunities for the technology teacher, librarian, or faculty members to share ways to incorporate technology into the classrooms.	Principal	Meeting Agendas Observations				
3) Purchase additional technology resources to put technology into the hands of the students, such as a set of iPods to checkout from the library.	Principal	Inventory Library reports tracking how often the tools are checked out Observations				
	Funding Sources: 199 General Fund - $2000.00					
4) Purchase additional Smartboards for math and social studies classrooms.	Principal	Classroom observations				
	Funding Sources: 461 Campus Activity - $20000.00					

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 4: MISD will establish procedures to allocate existing resources to areas of greatest need and actively pursue alternative sources of revenue.

Goal 5: MISD will monitor growth and plan for an orderly, systemic process to ensure quality programs and facilities.

Goal 6: MISD will recruit and retain excellent personnel and continually provide quality staff development.

Performance Objective 1: Utilize campus faculty and staff to supplement and reinforce district staff development.

Summative Evaluation: Observations

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Schedule times for participants to share what was learned at professional development with department teams or at faculty meetings.	Principal	Meeting Agendas Walkthroughs observing new strategies				
2) Support professional development by allowing teachers to attend additional trainings.	Principal	Professional Development attendance Observations of new strategies being implemented				
	Funding Sources: 199 General Fund - $5000.00					

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 6: MISD will recruit and retain excellent personnel and continually provide quality staff development.

Performance Objective 2: Maintain effective internal communication using a variety of methods.

Summative Evaluation: teacher survey

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Maintain a campus calendar online accessible by all employees.	Principal	Calendar				
2) Send weekly emails to faculty and staff with updates and important information.	Principal	Weekly emails				
3) Hold faculty meetings to communicate important information on a monthly basis.	Principal	Agendas				
4) Meet with department chairs on a bi-monthly basis to communicate important information.	Principal	Agendas				

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 6: MISD will recruit and retain excellent personnel and continually provide quality staff development.

Performance Objective 3: 100% of teachers and instructional aides will meet Highly Qualified criteria.

Summative Evaluation: HQ report

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Prior to being hired, certifications will be carefully examined for the position being filled.	Principal HR Department	All teachers HQ				
2) Coordinate with HR before reassigning staff to ensure that highly qualified criteria is met in new assignment.	Principal	All teachers HQ				
3) Instructional aides who do not meet the requirements for the classification of highly qualified will participate in the Paraprofessional Assessment of Knowledge and Skills (PAKS) evaluation process to earn HQ status.	Principal HR Department	All instructional aides are HQ				
4) When filling a vacancy after the first of the school year, the district will post the position and communicate with certified teachers on the MISD list of substitutes for a possible replacement that is HQ.	Principal HR Department	Substitute list of certifications All new hires HQ				

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 7: MISD will establish a process that ensure open, honest, and frequent communication with the public.

Performance Objective 1: Communicate effectively with parents and guardians in a variety of methods.

Summative Evaluation: parent survey

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Encourage parents to submit an email address for information to be sent home such as copies of the newsletter, reminders about events, and other documents sent home with students.	Principal	Emails to parents				
2) Encourage parents to register with the online gradebook - TxConnect Parent Portal.	Principal	TxConnect report showing number registered				
3) Use School Messenger to communicate important information to parents and guardians.	Principal	School Reach reports				
4) Teachers will use a variety of methods to keep parents informed including emails, websites, and tools such as remind.com.	Principal	Parent Survey				

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 7: MISD will establish a process that ensure open, honest, and frequent communication with the public.

Performance Objective 2: Communicate with the public using the Montgomery Middle School website.

Summative Evaluation: website visitors

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Maintain the campus website by keeping the calendar up to date and having resources available to the public.	Principal	Website visitors Parent feedback				
2) Teachers will maintain a teacher website that includes helpful information to parents and students.	Principal	Review of teacher websites Parent feedback				

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 8: MISD will encourage and promote a climate that fosters parental participation in the education of our children.

Performance Objective 1: Increase student, parent, and community involvement through clubs and activities based on student interests.

Summative Evaluation: Student surveys, parent surveys

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Send a core set of teachers to SEM training (Confratute).	Principal	Participation in Confratute				
2) Create a committee to investigate additional clubs and activities to be offered to students and incorporate parent and community volunteers.	Principal	Meeting Agendas Action Plan				
3) Include at least one multicultural performance	Principal	Scheduled performance				
	Funding Sources: 199 General Fund - $1000.00					
4) Coordinate with the ESL teacher to involve families of English language learners in activities and campus events.	Principal	Sign in sheets				
5) Involve family and community members in GT activities and services.	Principal	Sign in sheets Participation in activities				

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Campus Funding Summary

199 General Fund					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
3	1	1			$18,000.00
3	1	3			$2,000.00
6	1	2	Cost of training, substitutes		$5,000.00
8	1	3	Cost of performers		$1,000.00
				Sub-Total	$26,000.00
461 Campus Activity					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	1	1			$500.00
2	1	2			$500.00
2	3	2			$500.00
3	1	4			$20,000.00
				Sub-Total	$21,500.00
				Grand Total	$47,500.00

Montgomery Independent School District

Montgomery Intermediate School

2016-2017 Campus Improvement Plan

Mission Statement

It is the mission of MIS to reach EACH child, each day, in the way they learn best, in order to promote individual SUCCESS.

Vision

The vision of MIS is to provide a climate that builds strong supportive relationships and academic excellence in order to develop a self-confident, life-long learner.

Value Statement

At MIS, every 5th grader is a STAR…

Each day we

S—Step up to shine!

T—Take responsibility.

A—Always take action for our own learning.

R—Reach out to help others.

Giving our best. Expanding our minds. Creating world leaders.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Demographics: MIS is comprised of students in the 5th grade only. On 2/1/16, which is information from the 2015-2016 school year, MIS had 670 students enrolled; 338 males and 332 females. There are 3 American Indian/Alaskan (.44%), 7 Asian (1%), 18 Black (2.69%), 106 Hispanic (15.82%), 0 Hawaiian/Pacific (0%), and 534 White (70.26%). The following table shows the number of students by ethnicity and gender that we presently have in each special program.

2015 Composition of MIS Staff

Title	# in that Position
Homeroom Teachers	29
Co-Teachers	4
Shared Speech Therapist	1
Reading/Math Intervention	2
ESL Teacher	1
Certified Music Teacher	2
Certified PE Teacher	1
Full time In-Class Support Para	2
Full-Time Behavior Specialist	1
PE Para	1
Certified Art Teacher	1
Certified Librarian	1
Para (Sec/Recep/Registrar)	3
Prin/AP/Counselor/Nurse	4
Shared Diagnostician	1

Demographics Strengths

Strengths: Our school is staffed with 74% of our teachers that have more than 10 years of experience. 13% of our faculty have completed or are in the process of completing their Master's degree in a field of Education. Our class sizes are manageable with a 25:1, student: teacher ratio. We have 8 ESL certified teachers which is a tremendous benefit since our ESL population grew by 5% over last year.

Demographics Needs

Weaknesses: With our large numbers and unprecedented growth (about 9.6% over the 2014-2015 school year), our ESL and SPED populations have also grown. We need extra support for these additional students. In addition, with the SSI requirements in Reading and Math for our campus, we still feel there is a great need for additional full-time interventionists for Reading and Math for our struggling, ESL, SPED, and at-risk students.

Recommendations: We feel that there should be no more than a 7:1 student to teacher ratio in all co-teach classes. This would require the hiring of more teachers but not necessarily Special Ed certified teachers since we have 5 SPED certified teachers currently.

With our At-Risk population being at 11% we feel it is necessary to hire a full-time year round Reading Interventionist, as well, as an additional Math Interventionist.

We also feel that in order to effectively teach to today's current educational expectations, it is necessary to have a 24:1 student to teacher ratio cap. If that cap is exceeded, then Mrs. Kirby should be allowed to hire accordingly.

Committee Members: Lynda McCormack, Shelley Kollaja, Dottie Brewer, Clara Naccarato, Angie Hance, Kristen Anderson

Student Achievement

Student Achievement Summary

Data is disaggregated into the following categories: gender, ethnicity, special populations, and economics. See attachment for disaggregated data.

Demographics

Campus Size	631 students
Economically Disadvantaged	25.7%
English Language Learners	1.9%
Mobility Rate	8.9

Standards Overview (All standards met)

Index 1	88%
Index 2	49%
Index 3	44%
Index 4	33%

Activities Addressing Areas of Need

MIS will continue using the following programs to foster continued student success and achievement:

- Stride Academy: Stride allows for students to engage with our curriculum in a fun way and at their own individual pace and allows teachers to better tailor instruction to meet the individual needs of each student.
- Destination Imagination: This competitive program provides the opportunity for students to grow creatively and to develop leadership skills and team dynamics.
- Community Mentoring Programs: This program pairs up at-risk students with positive community members. This program continues to be invaluable to the social and academic development of these children.
- Imagine Learning: Science-based program for fluency and comprehension
- Fast Forward: Dyslexia program
- Student Enrichment Model (SEM): MIS uses SEM to develop a collaborative school culture while providing meaningful, high-level creative opportunities for students to develop their talents.
- MIS will continue to implement MAC in order to reach and stretch all students with balanced literacy, social studies, mathematics, and science programs.

Committee Members: Edna Arnsworth, Angela Cheatham, Adam Morris, & Tim Rader

School Culture and Climate

School Culture and Climate Summary

School Culture and Climate: The school culture and climate committee surveyed teachers, parents and students.

Overall, Montgomery Intermediate School exhibits a safe, welcoming and supportive atmosphere.

Teachers, parents and students were given surveys in respect to school climate.

Teacher Survey

The Teacher survey addressed a variety of areas relating to our school climate. Based on the surveys that were returned, teachers responded with an 82% positive type response. Teachers feel like relationships are built here at MIS and believe that teachers care about each other and about their students. Teachers also believe the school is overall clean and safe. Teachers also feel valued by administration. About 18% of the responses leaned more towards a "needs improvement" type status. Some of the concerns included such things like: time dealing with behavior and discipline, lack of respect from the students towards their peers, lack of respect by students towards teachers and their school.

Parent Survey

The parent survey divided School climate into 5 categories.

These categories were Caring Environment, Problem Solving, Communication, Student Progress, and Satisfaction.

97% of the parents that responded believe MIS to be almost always or always a caring environment. However, 88% of the parents said they feel welcomed at PTO meetings.

94% of the parents that responded believe MIS to have good working relationships with their child's teacher and principals and believe the school exhibits a clear process for addressing concerns.

90 % of the parents that responded believe they are kept up to date and aware of what's going on in classrooms and the school.

In regards to student progress, 89% of the parents that responded believe that the school gives useful information on how to improve

their child's progress, understand the standards that are expected to be met, feel informed about their child's progress and feels that their child is being challenged to do his/her best.

94% of the parents that responded are overall satisfied with the quality of MIS.

Student Survey

The student survey addressed areas that included attitudes towards school and their ideas about school safety. 85% or better had very positive responses in regards to liking school, the cleanliness of the school, or the feeling of being safe while at school.

The data shows that the overall climate and culture of Montgomery Intermediate School is positive and supportive. There is obviously room for improvement in all areas, as is the case in all that we do. In order to improve or strengthen the positive and supportive climate and culture, we need to continue our communication procedures with parents, continue to support each other and make continued efforts to provide opportunities to build relationships among staff. We need to carefully consider how to get a handle on the lack of respect from students as well as the amount of time teachers have to deal with discipline. The 3 surveys that the committee chose to use to gather their data are included with this report so that the specific questions can be reviewed.

Committee Members: Kathleen Smith, Lauren Coughlin, Charlotte Pilgrim, Heather Brimberry, Angie Buss, & Bridgette Sammons

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Montgomery Intermediate School currently employees:

39 teachers; all are considered *highly qualified* – of those:

- 7 hold a Master's Degree
- 9 are Special Education certified
- 12 are ESL certified
- 10 are GT trained

This committee conducted a survey with 5 questions for all MIS teachers and an additional 2 questions for those teachers employed by MISD for 5 years or less. The results are as follows.

When asked what motivated them to seek employment with MISD:

50% said their children attended school here

30% said they were relocated to the area

10% said the district's good reputation

10% said the district's good test scores

When asked what encourages them to stay:

40% said the administrative support

40% said their co-workers

20% said they value being trusted to teach

Other comments included community involvement, the school is not run by parents, and they like it here.

When asked what would make them want to leave:

There was not a clear theme, but comments included administrative changes, forced grade movement, no district shuttle-bus, and retirement

When asked their opinion on the most worthwhile staff developments:

30% mentioned GT training

20% mentioned ESL training

20% mentioned Conscious Discipline training

20% mentioned Special Education/IEP training

20% mentioned technology training

Others that were mentioned were comprehension toolkit, Gretchen Barnabei, math journal, PEAK, and safety with MISD Police Department.

When asked what other staff developments they would like to see offered:

No clear theme was discovered, but those mentioned were:

- MAC-breakdown of each 9-weeks and teacher suggestions
- Hands-on technology
- Science
- Stride
- Dealing with parents (difficult parents)
- Teaching social responsibility in the classroom
- Tiered instruction
- Time management

When those with 5 or fewer years with the district were asked about support and feedback they have received, comments included

Help was always available

Interactions with co-workers are positive

Everyone is willing to help

Co-workers have kind words

Love that math and science team share ideas

Administrative feedback makes the job less stressful

Group planning is helpful

When asked about the impact or effectiveness of our teacher mentor/buddy program and any suggestions, comments included:

It helped to ease me into my new environment

Create a checklist of things to cover with newbies

Show how to set-up gradebook, report card procedures, etc.

Choose mentors who do not appear overwhelmed themselves

Choose mentors with experience, not relatively new ones

Teacher	Degree	Subject	SPED	ESL	GT
Allison, A.	Bachelor's	Reading 1-8 Science life/earth 1-8 Self-contained 1-8			30-hr cert.
Arnsworth, E.	Bachelor's	Self-contained 1-8	PK-12 mental retarded		
Brimberry, H.	Bachelor's	English 1-10 Self-contained 1-8			
Brown, I.	Bachelor's	Health 6-12 PE all Self-contained 1-8			
Buss, A.	Master's	Health PE all	PK-12		
Cheatham, A.	Bachelor's	Self-contained 1-8 Speech 1-8			Update (2015)
Coughlin, L.	Master's	Generalist EC-6			Update (2015)
Egloff, J.	Bachelor's	Generalist 4-8 Generalist EC-6			30 hours
Fabian, C.	Bachelor's	Health 1-6 Reading 1-6 Self-contained 1-6			
Gigliotta, C.	Bachelor's	Generalist 4-8 Generalist EC-4		EC-8	30 hours
Gonzales, K.	Bachelor's	Self-contained 1-8	deaf/hard hear	PK-12	

Hance, A.	Bachelor's	Reading 1-8 Self-contained 1-8		1-8	30-hr cert. Update (2015)
Hightower, G.	Bachelor's	Science life/earth 1-8 Self-contained 1-8			30-hr cert.
Hobson, T.	Bachelor's	Reading 1-8 Self-contained 1-8			Update (2015)
Teacher	**Degree**	**Subject**	**SPED**	**ESL**	**GT**
Hope, M.	Bachelor's	Reading 1-8 Self-contained 1-8			
Horn, T.	Bachelor's	Generalist EC-6			
Johnson, H.	Master's	Generalist EC-6 Principal		EC-6	?
McCormack, L.	Bachelor's	Journalism 6-12 Reading 1-8 Reading 6-12 Self-contained 1-8 Speech 6-12			Update (2015)
McDonald, L.	Bachelor's	Generalist EC-4		4-8 EC-8	

Miller, L.	Bachelor's	English 1-9 Self-contained 1-8		1-8	30-hr. cert Update (2015)
Morris, A.	Bachelor's	Eng/LA Reading 8-12			
Norman, D.	Master's	Ag production Generalist 4-8 Generalist EC-4 Principal		EC-12	30-hr. cert
Papp, A.	Bachelor's	Generalist 4-8 Generalist EC-4		EC-4	
Petrossi, J.	Bachelor's	Drama 1-8 Self-contained 1-8	PK-12		
Pilgrim, C.	Bachelor's	Eng/LA reading 4-8 Generalist EC-4 Social studies 4-8		EC-8	30-hr. cert
Rader, T.	Bachelor's	PE all levels			
Radford, M.	Bachelor's	ED aide III PE 1-8 Self-contained 1-8 Secretary level 3			
Reinholz, K.	Bachelor's	Generalist 4-8			
Teacher	**Degree**	**Subject**	**SPED**	**ESL**	**GT**
Roach, C.	Bachelor's	Math 1-6 Reading 1-8 Self-contained 1-8			Update (2015)

Sewell, V.	Master's	Early childhood PK-K Self-contained 1-8	Early child PK-6		
Shreve, K.	Master's	English 1-11 Early childhood PK-6 Self-contained 1-8			Update (2015)
Smith, L. K.	Bachelor's	Self-contained 1-8	PK-12	PK-12	Update (2015)
Teasdale, P.	Bachelor's	English 1-8 Self-contained 1-8			30-hr. cert
Thomason, K.	Bachelor's	Generalist EC-6	EC-12	EC-12	Update (2015)
Wetuski, A. M.	Bachelor's	Music all level			18 hours
Wheat, K.	Bachelor's	Self-contained 1-8			Update (2015)
Whitehead, L.	Bachelor's	Self-contained 1-8	PK-12	PK-12	
Wieghat, S.	Bachelor's	Ag production Math 6-12 Self-contained 1-8	PK-12		30-hr. cert
Worthy, J.	Master's	Generalist EC-6 Math 4-8			

Committee Members: Kim Wunderlich, Laura McDonald, Ashley Allison, & Veronica Sewell

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Curriculum, Instruction and Assessment: Student progress is monitored by administering benchmarks and unit tests. Curriculum and Instruction provides unit tests and STAAR released tests are used for benchmarks. The Montgomery Aligned Curriculum (MAC) continues to be utilized. By using Eduphoria, teachers are able to analyze test results and align instruction in order to meet student needs based on performance. After determining needs in accordance with the data, instructional strategies and activities are created. As teachers, we all strive to maximize student engagement and utilize numerous techniques, activities and technological opportunities. This year we utilized Stride Academy, a computer based program which monitors individual student progress in Reading, Language Arts, Math, and Science. Stride generates practice for students based on individual need, while also providing teachers with lessons and various other useful reports and tools. As teams, we are given the opportunity each nine weeks to plan together in order to align our curriculum with assessments and also to ensure that we are enhancing higher level thinking. Parents of our students feel that homework and assessments are appropriate for students and that teachers make themselves readily available to assist on homework as needed.

Committee Members: Jeneca Egloff, Arnee Papp, Leslie Whitehead, Taylor Horn, Julie Worthy, Judy Petrossi, & Dusty Norman

Family and Community Involvement

Family and Community Involvement Summary

Family and Community Involvement: (Combined with School Climate Committee Survey)

Survey Results 2015-2016

The surveys included the following questions:

1. *Do you feel parent input is valued?*
2. *Is parent/teacher communication occurring regularly?*
3. *Do you feel that both stay-at-home and working parents have opportunities for involvement?*
4. *Any other suggestions for MIS*

The following are the results of parent input for each question:

1. According to the 2015 School Climate Survey, a majority of parents (85%) feel that their input is valued at Montgomery Intermediate School. Most parents agreed that they feel welcome at MIS. Parents also noted that if they have any concerns, they have a good working relationship with their child's teacher and can contact them about those concerns.

2. Over 75% of parents feel that they are receiving regular and up-to-date communication with their child's teacher via emails, phone, and weekly conduct charts. It was also noted that grades entered on a weekly basis would be most helpful in keeping abreast of their child's academic success. Examples of MIS communication with parents include:

*Weekly E-Blast newsletter

*Remind 101

*Weekly conduct chart

*Teacher emails

*Teacher/parent phone calls

3. An overwhelming majority of the parents not only feel welcome at MIS, but they also feel there are many opportunities for both parents, including stay-at-home and working parents, to become involved. Events, activities, and programs at MIS include the following:

*Principal Pow Wow

*Watch Dogs

*National Reader's Week

*Donuts for Dad

*Muffins with Mom

*Grandparent's Day

*Volunteer program

*Guest speakers

*E-Tracks

*Campus Advisory Committee

*District Advisory Committee

*Angel Tree

*Shopping Extravaganza

*Curriculum Night

*Veteran's Day Celebration

*Holiday parties

*6th Grade Orientation (morning & evening sessions)

*Field Day

*Color Fun Run

*MISD Board meetings

*New Student breakfast

*One Book One School

Family and Community Involvement Needs

4. Suggestions from parents for MIS include:

*Parents noted that entering grades on a weekly basis would help them keep abreast of their child's academic success.

*Teachers/staff should not give whole group consequences but initiate individual punishment for misbehaviors

*Include a "parent suggestion/concern" place on school website for parents to voice a concern and/or offer a suggestion year round.

In conclusion, the surveys were very positive. The surveys will be used to help MIS make improvements in their overall programs/events as well as help facilitate changes where needed to enable our families and community members to be better involved in their child's academic and social progress as students at MIS.

Committee Members: Traci Hobson, Kyle Reinholz, Amber Oliver, Kodi Thomason, & Phyliss Teasdale

School Context and Organization

School Context and Organization Summary

School Context & Organization: The school context and organization committee drafted a survey consisting of 9 questions with a 1-5 rating. (1 being not at all to 5 being very much so) 31 out of 44 MIS staff members responded. The findings indicate:

- 39% of the staff at MIS feel that they somewhat have a voice in policies, procedures, and schedules.
- 50% of MIS staff felt that they somewhat had a voice in school issues and concerns.
- 51% of MIS surveyed reported that they felt that our administration was receptive to questions, ideas, and concerns. This is down about 20% from the previous year.
- 42% of the staff felt that committee and decision making bodies we currently have in place at MIS allow for all groups are somewhat part of solutions to identified problems, however;
- 47% surveyed felt that they somewhat had adequate time devoted to students who are performing poorly.
- When asked if they felt that adequate time was given to tested subjects 43 % were middle of the road.
- A strong 43% of the staff surveyed felt that the built in tutorial time was worthwhile.
- 33% surveyed somewhat felt that our master schedule protected classes from unnecessary interruptions.

A breakdown of the demands that staff felt overshadowed the focus on student achievement is as follows:

Behavior – 70%

Testing – 48 %

Documentation – 41%

Paperwork – 33%

Grading – 19%

Phone, email, & other – 15%

General Comments from some of those surveyed:

A) Loosing too much class time for programs & pullouts

B) Benefits of teachers having only 1 subject - means less prep time and more time to devote to 1 subject

C) With so much testing it is hard to find time to do test corrections especially ones that need it don't have time in tutorials, so must find other time to get it done.

D) More consistency needed with behavior issues

Committee Members: Marcy Hope, Karie Shreve, Chris Gigliotta, Michelle Wetuski, Connie Hurst, Molly Radford, and Brooke Small

Technology

Technology Summary

Technology:

The technology survey for the MIS staff was completed by 22 participants. The participants represented curriculum staff in Math, Social Studies, Special Education and others.

While everyone uses staff computers, not all use or have other technology. Most staff considered themselves at average technological proficiency.
The barriers for effective technology continue to be the need of training and the time to use the applications and online resources.

Staff responders felt most students were at an average level of proficiency.

Montgomery Intermediate does not currently have a check out system for all technology. Some technology items are currently checked out through the library.

Montgomery Intermediate has increased its student technology ratio with the addition of Laptop Mobile carts for student use. Staff are assigned a schedule to use carts of 25 for one day every other week. The number of students bringing their own devices has increased greatly. The network support has improved for this campus this year.

Technology for communication has increased greatly. Administration communicates with staff and parents through MIS web site links and online sites such as Remind. Teachers communicate a great deal more with the use of email, teacher web pages, calendars, and Remind.

Technology has been implemented in most classrooms to assist with curriculum review, student presentations, brain breaks, research and project based learning.

Technology Strengths

Survey results were as follows…

Online Resources used were as follows.

Discovery Education(United Streaming)	68.18%
	15
Kahoot!	81.82%
	18
Quizlet	59.09%
	13
Brainpop.com	86.36%
	19
StudyJams	45.45%
	10
Flocabulary	9.09%
	2
	86.36%
Teacher Pay Teachers	
	19

Other online resources used included but not limited to:
Super Teacher Worksheets
Stride
STEMscopes
Social Studies Weekly
You Tube education
GoNoodle
TEA website
Google calendar
Pinterest, Twitter, Facebook (at home)

Technology used in the classroom

staff computer	100.00%
	22 95.45%
student computers	21 90.91%
SMARTBoard	20 0.00%
Clickers	0 50.00%
iPad/tablets	11 81.82%
Elmo	18

	22.73%
laptops	5 86.36%
student devices(phones, tablets)	19 77.27%
projector	17 0.00%
Other	

What do you consider is your level of proficiency?

1-Not Proficient	0.00% 0
2-Learning	9.09% 2 7
3-Average	2.73% 16
4-Above Average	18.18% 4
5-Highly Proficient	0.00% 0

What do you consider your students overall level of proficiency with technology?

Not Proficient	0.00% 0

2- Learning	13.64% 3
3-Average	59.09% 13
4-Above Average	27.27% 6 0
5-Highly Proficient	.00%
Total	22

What do you consider to be a barrier to Technology used in the classroom?

Internet access	40.91% 9
Blocked sites	40.91% 9

Computer knowledge	18.18% 4
Time to learn how to use the technology	59.09% 13
Time	50.00% 11
Availability of the technology for whole class	72.73% 16
Other*	0.00% 0

Total Respondents: 22

In the past year how much time have you spent in region or district technology training?

0-30 minutes	9.09% 2

30 minutes - 1 hour	22.73% 5
1-2 hours	31.82% 7
2-3 hours	27.27% 6
3-5 hours	4.55% 1
5+ hours	4.55% 1

List the type of technology training you have received for your job in the past year.

Animoto for student use
Compass Math Stride Academy

Smartboard training

Stride Academy Training

Windows 360

Esped, gradebook,

Summer classes with notes taken and then classroom practice.
Asking friends detailed questions.

Webpage design
Substitute/Aesop

SSWeekly
Webpage training

Compass Math

Compass Learning

Webpage training

Prezi

Discovery

Google Virtual Reality

Tech tid-bits on-campus and from D. O.

Kahoots

Was the technology training your received applicable to your current setting?

Not useful	0.00% 0
Somewhat useful	27.27% 6
Useful	36.36% 8
Very Useful	36.36% 8

What campus online resources would you like MIS to purchase?

GoAnimate

Flocabulary

Animoto

Google Cardboard

Gift cards to Teachers Pay T teachers

Bill Nye full videos

Bill Nye the Science Guy for Campus use. No longer on Discovery Education.

Please allow Pinterest

Technology Needs

Areas for improvement identified in the survey were much the same as prior year plans.

MORE ACCESS NEEDED!!!!!! No desktop labs are available for class groups for projects or research.

Continue to offer training sessions

Allowing personal printers

More sites available for everything I go to for training, MISD blocks the sites and I can't use them in class.

Offer sessions after school- have a class for beginners and those who are advanced but want to know more. I really want to learn how to use technology, but I'm a slow learner.
Easier options for installing software on staff computers, easier unblocking of websites

More time for learning (for both teachers and students)
More time for implementation (teachers)
More time for teacher collaboration

Technology Committee: Kathy Wheat, Lisa Miller, Sarah Wieghat, Angela Raley, Christy Roach, Ivy Brown, Jessica Samuel

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Community and student engagement rating 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 Released Test Questions
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)

Employee Data

- Staff surveys and/or other feedback
- Campus department and/or faculty meeting discussions and data
- PDAS and/or T-TESS

Parent/Community Data

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

Goals

Goal 1: MISD will provide a challenging curriculum, assess individual student achievement and support efforts to ensure student success.

Performance Objective 1: 90% of all students combined over all subject areas will meet Level II performance standards within the state accountability system; with a minimum increase of 10% in Level III.

Summative Evaluation: Common Assessment Data; Classroom Observations; STAAR Scores & Accountability Index.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
State System Safeguard Strategy 1) Early student identification for those students needing targeted reading/math interventions.		Administrators Teachers State Comp Ed Teacher/Title Teacher	DRA STAAR 2014 Data Eduphoria Data Unit Assessments MOY Benchmark				
	Funding Sources: 199 General Fund - $0.00						
State System Safeguard Strategy 2) MIS Teachers will evaluate the STAAR item analysis of the previous year STAAR Test, matching objectives to the TEKS in the specific content area to establish specific area to establish areas for comprehensive improvement (LEAD 4ward). Review Commended % in Reading & Math -Math to 40% -Reading to 40% -Science to 40%		Administrators Counselor Teachers	STAAR Data Eduphoria Data				
State System Safeguard Strategy 3) Implementation of a balanced literacy program using MAC addressing the varied needs through instruction utilizing Gretchen Barnaby, Comprehensive Tool Kit, Reading Horizons, Caesars English, Target the TEKS, Fluency, literature groups & Stride. Implementation of a balanced math program using MAC addressing the varied needs through instruction utilizing " Target the Question for problem solving, Target the TEKS, Singapore Math for problem solving method, & Stride.		Teachers Administrators	Student Performance Unit Tests Teacher observations/walk- throughs Teacher Feedback				
	Funding Sources: 199 General Fund - $500.00						
State System Safeguard Strategy 4) Continue using and perfecting MAC (Montgomery Aligned Curriculum) in all subject areas.		Teachers Administrators Curriculum Department	Lesson Plans Walk-Throughs Direct Observation				

State System Safeguard Strategy 5) Continue to look at flexible scheduling options in order to maximize auxiliary staff & provide more in-class support for all learners.		Administrators Specials Teachers Paraprofessional	Master Schedule Auxiliary Staff Schedules Student Progress Teacher Feedback				
State System Safeguard Strategy 6) Provide professional development opportunities in Differentiated Instruction, Multiple Intelligences, Technology Integration, Balanced Math, Reading and Science Curriculum Frameworks, Building Classroom relationships, and various intervention strategies. Curriculum Teams will meet at the end of each 9 weeks to plan and work together for upcoming 9 weeks. Teachers have the opportunity to share ideas with the others.		Administrators TIM C&I Coordinators	Walk-Throughs Lesson Plans Team Meetings Student Generated Products				
	Funding Sources: 199 General Fund - $5000.00						
7) School-Wide Reading Recognition Program differentiated each nine-weeks through the library.		Administrators Librarian Reading Teachers	Student Participation (AR Points) Teacher Participation				
	Funding Sources: 461 Campus Activity - $700.00						
State System Safeguard Strategy 8) Continue to focus on Science through Science word of the day on announcements, and "kid talks" with teachers during each 9 weeks of planning.	1	Classroom Teachers Administrators Specials Teachers Title 1 intervention	STAAR scores of those students pulled for intervention and support Students need constant reminders of definitions and word meaning...spiraling throughout the year.				
9) Implement more writing across all curriculum subject areas. (Gretchen Barnaby Training in Summer Staff Development)		Classroom Teachers Administrators	STAAR writing scores Student skills				
10) Implement a tutorial/ intervention time built in the Master schedule for teachers to work with struggling students and enrichment activities for high achievers.		Classroom Teachers Specials Teachers Administrators					
11) Continue to use MAC with district testing and curriculum alignment.		Wendy Graves Principal Teachers	Aligned curriculum				
	Funding Sources: 199 General Fund - $3000.00						
12) Continue to build a literacy library useful for 5th grade Reading classrooms.		Librarian Reading Teachers Principal	Novels and books available to use in the classrooms.				
	Funding Sources: 461 Campus Activity - $10000.00						
13) Team meetings are held weekly with content area teams to plan and work together on upcoming plans in MAC.		Team Leaders Principal					
14) Students will participate in an essay writing contest through our local Lake Conroe Republican Women.		Teachers Administrators	# of essays submitted				

15) Continue to use the technology program STRIDE, for teacher and student use. Students will use to build on TEKS and skills. Teachers will use to form small group and individualized instruction through reading, math, science and language arts.		Administrators Teachers	Performance at the end of the year				
	Funding Sources: 461 Campus Activity - $11000.00						
16) Through the library, MIS will implement ONE Book, ONE School. Every student was given the same book to read at home with their family on a nightly basis. The book was discussed the next day at school.		Librarian Teachers Administrators					
	Funding Sources: 461 Campus Activity - $2500.00						
17) Host an evening...Moving & Groovin With Science & Book Fair Event! Students and parents will have the opportunity to have fun by going through many interactive science stations and take the opportunity to shop at the Book Fair!							
18) Implement a summer reading program for our upcoming 5th graders. Every student was invited to attend a six day program at MIS to encourage reading this summer. They were given an OSCAR Bingo sheet to complete and attend the OSCAR party.							
19) Implement and start "Team Huddles" at least twice a month. These meetings will allow us to discuss upcoming events, celebrate one another, and share short professional development activities.							

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 1: MISD will provide a challenging curriculum, assess individual student achievement and support efforts to ensure student success.

Performance Objective 2: 90% economically disadvantages students and two lowest performing racial/ethnic groups from the prior year (African American and Hispanic) will meet the weighted performance (Level II and III)

Summative Evaluation: STAAR scores and benchmark Assessments

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
State System Safeguard Strategy 1) ESL: Make sure ESL students are placed in certified ESL teacher classrooms.		ESL Teacher Teacher Administrator	Student Progress Classroom Performance Master Schedule				
State System Safeguard Strategy 2) Implement a program to address the needs of our Hispanic and African American students (academically & emotionally). Buddies will check and connect with their buddy teacher each day.		Administrators Counselor Teacher Community Support	Attendance Classroom Performance State Assessment Benchmarks				
	Funding Sources: 461 Campus Activity - $500.00						
3) Provide a wide variety of and access to multiple computerized instruction opportunities based on individual student needs.		Teachers Administrators	Individualized computerized student progress report				
4) Utilize Student Success Teams to identify, intervene, and monitor the progress of "At-Risk" students and students identified for Title I Targeted Assistance having met 2 of the 3 criteria: low socio-economic, failed or passed STAAR within 110%, DRA score less than or equal to 38.		Principals Counselor	Student Success Team Data				
5) Teachers will utilize Eduphoria to progress monitor all students' performance on local and state assessments		Classroom Teachers	Intervention Strategies and RTI documentation				

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 1: MISD will provide a challenging curriculum, assess individual student achievement and support efforts to ensure student success.

Performance Objective 3: 90% of all students including racial/ethnic groups will meet final Level II standard on one or more tests combined over all subject areas; thus meeting criteria for College and Career Readiness

Summative Evaluation: Common Assessments, STAAR data

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
State System Safeguard Strategy 1) Identify Title I students by meeting at least 2 of the following criteria to receive math/reading/science services: Reading--DRA less than or equal to 40, BOY Comprehension Test less than 50, Failure on any portion of STAAR or have never taken a STAAR test. Math--Passed STAAR within 110%, and EOY 4th grade Universal Screener. Science- Made less than or equal to 69% on one or more common assessments, Made 70% or less on EOY 4th grade Science Benchmark	1	Administrators Teachers RTI Team Title Teacher	Title Class Rosters				
	Funding Sources: 255 Title II A - $5000.00						
State System Safeguard Strategy 2) Continue to increase In-Class Support opportunities in all subject areas to help struggling learners and provide intervention.		Administrators Special Ed. Teacher Classroom Teachers Auxiliary Staff	Meeting Feedback Increased performance on benchmarks & STAAR				
3) Implementation of a School Wide Enrichment Program to tap into every students gift. E-Time (enrichment time) and Clusters will be held on Wednesday afternoons. Every student will have an enrichment project each nine weeks and will produce a product at the end of the nine weeks.		Administrators Teachers Parent Volunteers	Student participation				
	Funding Sources: 199 General Fund - $2000.00						
State System Safeguard Strategy 4) Students who did not perform satisfactory on the end of their 4th grade assessment as well as those students retained in 5th grade will be identified and an individual improvement plan will be developed for each student.	1, 2, 4	Administrators Classroom Teachers RTI Committee Instructional Coach	Student Progress Plans Developed Report Cards				
State System Safeguard Strategy 5) Continue to offer before-school tutorials each day in all subjects to help struggling learners and provide intervention.		Principal Instructional Coach Teachers	Tutorial Sign-In sheets Student grades Teacher Feedback				
State System Safeguard Strategy 6) Continue the use of I-Learn web-based Math program or Compass Learning, Stride, I-Station Reading & Math to provide Tier 2 and 3 interventions for students who struggle in Reading and Math.	1, 2, 3	Principal Instructional Coach Teachers C&I	Student Progress				
	Funding Sources: 199 General Fund Technology - $5000.00						

State System Safeguard Strategy 7) Special Education students will be served in the least restrictive environment including regular education classroom, Co-Teach, and Resource classrooms.		Administrators Diagnostician Special Ed. Teacher	ARD Documents Student Progress				
8) Dyslexia: The part-time Dyslexia Intervention Program will be provided through pull-out services to support identified dyslexic students.		Principal Dyslexia Specialist Teachers C&I	Student Progress				
9) All identified G/T and Advanced Academic students will receive differentiated instruction and placed in a homogeneous class.		Administrators Teachers	Master Schedule Student Progress				
State System Safeguard Strategy 10) Continue the implementation of RTI (Response to Intervention) in order to provide teachers with tools needed to support struggling students in general education.	1, 2, 4	Administration RTI Coordinators/Committee Teachers	Student Progress Meeting Notes/Agendas				
	Funding Sources: 255 Title II A - $1000.00						
11) Implement campus procedures to meet accountabilty attendance expectations of 95% on testing days.		Principals Teachers	Daily attendance Reports in TxEIS on Test Days				
12) The third Thursday of each month (Third Thursday), students wear their favorite college shirt to school.		Counselor Administration Teachers	Students wearing College shirts				
13) Students will have the opportunity to compete with local districts in U.I.L. events.		Teacher sponsors Administration UIL coordinator	Number of students participated				
	Funding Sources: 461 Campus Activity - $500.00						
14) Continue to offer Destination Imagination (DI). In addition to the one team, add 2 additional teams to the campus.		DI Coaches Administration GT Coordinator	Number of students that participated and competition results.				
	Funding Sources: 461 Campus Activity - $1000.00						
15) Instructional Coaches will be present at MIS. She will work very close with each of our classroom teachers.							

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 1: MISD will provide a challenging curriculum, assess individual student achievement and support efforts to ensure student success.

Performance Objective 4: 80% of all students will meet a minimum of one Healthy Fitness Zone Standard, as measured by the Fitness Gram assessment and monitored by the School Health Advisory Committee (MVPA).

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) To ensure 5% of class time, students are engaged in Moderate to vigorous physical activity. (MVPA)		PE Administration	Lesson Plans				
2) To integrate core curriculum content into physical education curriculum.		Administration PE	Walk-Through Observation Lesson Plans				
3) To develop quality physical education programs that are developmentally and sequentially appropriate.		Administration PE	Walk-Through Observation Lesson Plans				
4) To ensure a safe & enjoyable climate for students.		PE Administration	Lesson Plans Master Schedule Walk-Throughs				
5) To provide state approved Coordinated School health components into curriculum.		PE Administration	PE Administration				
6) To ensure that physical activity is not used as punishment.		Administration PE	Observations				
7) To ensure that student/teacher ratios meet the state standards.		Administration PE	Master Schedule				

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 1: MISD will provide a challenging curriculum, assess individual student achievement and support efforts to ensure student success.

Performance Objective 5: Continue Implementation of Dropout Prevention Program in order to reduce the dropout rate the less than 1%

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Utilize consistent procedures to identify, intervene and monitor the progress of At-Risk students PK-12.	1	Teachers Title Teacher	Observations Student Success				
2) Utilize procedures and strategies within best practices for meeting the needs of students in AT-Risk situations.	1	Classroom teacher Title 1 Pull-Out	Student Success at the end of Year				
	Funding Sources: 211 Title I						
3) Elementary campuses will followed local procedures to monitor student retention.		RTI Team Counselor	Retention Rates Report Card Results				
4) Provide credit recovery through summer school courses.		Counselor Administrator Teacher	Report card results				

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 2: MISD will vigorously enforce policies and procedures that promote a safe and orderly environment.

Performance Objective 1: By thoroughly informing and training staff, parents and students on safety policies and procedures and by rigorously enforcing all safety policies and procedures, MISD will provide a safe and orderly learning environment .

Summative Evaluation: Student/Parent Handbooks Pre K-5, Classroom Training, Parent Signature Page. Student/Parent Handbooks 6-12, Campus Training & Student/Parent Signature Pages, Staff Development Agendas & Signature Pages

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Incorporate character education, conflict resolution, and anti-bullying through daily announcements, guidance lessons, MISD character Cub Program, and campus assemblies.		Administrators Counselor Classroom & Specials Teachers	Decrease in the number of discipline referrals. Positive teacher and parent feedback. Parent/Teacher Survey				
	Funding Sources: 461 Campus Activity - $500.00						
2) Offer Red Ribbon Week activities to promote drug awareness and anti-bullying.		Administrators Counselor Classroom teachers	Increased Drug Awareness				
	Funding Sources: 461 Campus Activity - $1000.00						
3) Implement Conscious Discipline school-wide to promote good conduct, character traits, and citizenship.		Administrators Counselor Classroom Teachers Specials Teachers Auxiliary Teachers	Classroom Observations Conduct Report				
	Funding Sources: 461 Campus Activity - $1000.00						
4) Continue to follow district Discipline ladder System created for the Intermediate campus.		Administrators Classroom Teachers	Number of discipline referrals Teacher feedback				
5) Offer grade-level assemblies regarding Student Code of Conduct, academic responsibilities, bullying & safety issues.		Administrators Counselor Teachers	Number of discipline referrals Decrease in bullying incidents Teacher feedback Assembly schedules				
6) Student "Shout Outs" at the end of the day for "good" behavior.		Administrators Office Staff Teachers	Increasing amount of good behavior				
7) Continued use of V-Soft program for tracking of all visitors in the building.		Administrators Office Staff	Increased building security				
8) Implement a Student Safety Team (Student Council) during morning and afternoon transitions. Students will be in hallways, car rider lines, buses and walk-way to help "patrol" these areas.		Administrators Student Council Sponsors	Improved student Behavior				
	Funding Sources: 461 Campus Activity - $200.00						

9) Continued practice of fire drills, shelter in place, and lock down drills to ensure students are prepared for emergency situations.		MISD Police Teachers Administrators	Drill Reports MISD Police Feedback				
10) Provide CPI training and Behavioral training for a select team to better address students needs.		Administrators Jesse Hinkle--Special Education CPI Instructor	Behavior Intervention Plans Teacher success				
11) Implement the district wide Safety Plan to provide a safe environment campus wide.		Administrators Faculty and Staff School Resource Officers	CAC meeting notes Teacher & parent feedback				
12) Continue to conduct safety, hazardous materials, blood-borne pathogens, sexual harassment, drug/alcohol abuse, and integrated pet management training to employees.		Nurse Administrators	Annual Employee Review & Training				
13) Continue to train appropriate staff on CPR and the use of the AED		Nurse Staff involved that need training	Training completion certificates				
14) All teachers and employees will complete certification through the TBSI (Texas Behavior Support Initiative).		Teachers Administration Staff	Completion Certificate				
15) Start the school year by building relationships with our students and families. Continue as a focus area throughout the school year.							
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

Goal 3: MISD will improve the technology infrastructure and strategically plan for the deployment of 21st century technology for teacher and student use.

Performance Objective 1: Develop a quality technology program to maximize teaching and learning.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Utilize the laptop carts in each classroom that are provided for each hallway. Each team of teachers will have it one day a week.		Librarian Principal Teachers	Teacher feed back Student Products Use of lab				
2) Schedule and highlight presentations at team meetings so that teachers can present their student generated products to the staff.	6	PDAS walk-throughs (Administrators)	Teacher presentations at faculty meetings				
3) Continue Bring Your Own Device program across the campus to allow students to use their own technology to enhance their educational experience.		Principal Teachers Technology Department TOPS	Student Products Teacher lesson plans				
	Funding Sources: 199 General Fund Technology - $5000.00						
4) Creation of Library Media Program with IPAD's & IPOD's to engage readers through a different format. Tablets will be placed in library for media research.		Librarian TOPS	Increased student engagement/reading skills Increased library circulation.				
	Funding Sources: 461 Campus Activity - $4000.00						
5) SMART Boards will be used in the classrooms to increase the use of technology as an instructional tool.		Principal TOPS Teachers	Classroom Observation				
6) Create a TECH Club, a team of students who learn and take on a technology leadership role to assist and support students & teachers in the integration and use of technology in the school community.		Administrators Teacher willing to sponsor club	Teacher and Student feedback				
7) Continue PBL (Project Based Learning) in several classrooms. Continue to grow the program this year by hopefully adding addition teachers with training,		PBL Teachers Curriculum Department Administration	Projects crested in classroom				
8) Continue with a Year Book Club that will be responsible for creating the year book and taking all of the pictures. The students will upload and create it from scratch.		Teacher Administration	Student success!				

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 3: MISD will improve the technology infrastructure and strategically plan for the deployment of 21st century technology for teacher and student use.

Performance Objective 2: Use of technology to enhance professional practices.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Each teacher will create a classroom website that can be updated and includes a calendar, homework & class information.		Principal Teachers TOPS	Active teacher webpages				
2) Staff development during teacher in-service in areas of technology, student relationships, student engagement, and small group instruction.	6	Administrators Librarian TOPS	Increased teacher use of technology in classrooms				
3) Librarian to implement and have "Tech in 10" sessions once a month after school.		Librarian Administrators	Teachers attending sessions				
4) Continue to use curriculum planning on Eduphoria for data analysis and STAAR test results.		Administrators Teachers Curriculum	Principal Team Leaders				
5) Implement and provide weekly parent communication through school email blasts.	7	Principal Assistant Principal TOPS Secretary	Parent survey feedback				
6) Utilize the TxEIS computer student software system to: a. Promote a paperless system for campus attendance, grade reporting, and discipline. b. Provide for parent viewing and teacher grading with TxEIS. c. Train new staff on TxEIS with the use of campus technology integration specialist.		Teachers Technology Principals	TxEIS Report				
7) Continue to encourage teachers and staff to use Remind 101 and School Messenger to communicate with parents on a weekly/daily basis.	7	Teachers Administrators					

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 4: MISD will establish procedures to allocate existing resources to areas of greatest need and actively pursue alternative sources of revenue.

Performance Objective 1: MISD will establish procedures to monitor and assess financial responsibility.

Summative Evaluation: Annual Audit Report/MISD Budget/Various Documents

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Create the campus budget each year based on campus budget allocations. Make necessary changes from previous year by reviewing where money was spent.		Finance Principal					
2) Have campus secretary run monthly reports on current budget and sub budget to monitor expenses.		Principal Secretary					
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

Goal 4: MISD will establish procedures to allocate existing resources to areas of greatest need and actively pursue alternative sources of revenue.

Performance Objective 2: MISD will provide a long and short-term capital asset plan.

Goal 5: MISD will monitor growth and plan for an orderly, systemic process to ensure quality programs and facilities.

Performance Objective 1: MISD will conduct a comprehensive analysis of existing facility needs.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Continue to conduct building walkthroughs throughout the year with the Campus Maintenance Personnel to evaluate building structures, paint, floors, plumbing concerns, electrical concerns, etc. to report any problems to the Asst. Superintendent.		Maintenance Principal Assistant Sup.	Building Walk-Throughs				

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 6: MISD will recruit and retain excellent personnel and continually provide quality staff development.

Performance Objective 1: MISD compensation, contracts and benefit plans will be 100% competitive when compared with surrounding area employee markets.

Summative Evaluation: Comparison of MISD's Salary Comparison Sheet, Contracts, and benefit plans with surrounding school districts.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Begin the hiring process and planning before the beginning of the recruiting/hiring season to ensure competitiveness with the surrounding districts.		Administrators HR Department					

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 6: MISD will recruit and retain excellent personnel and continually provide quality staff development.

Performance Objective 2: During the 2016-2017 year, MISD will provide all essential positions necessary to accommodate growth in student population.

Summative Evaluation: Growth Study Project

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Continue to participate in district and area job fairs.		HR/Communications Principals	Applicants from Job Fair				
2) Utilize regional service center data to assist in the identification of critical, certified shortage areas, viable and reliable ACP programs and certified personnel placements.	5	Executive Directors HR/Communication Special Ed. Principal	Region VI Job App Region VI ACP Program District Wide ACP Announcements				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

Goal 6: MISD will recruit and retain excellent personnel and continually provide quality staff development.

Performance Objective 3: 100% of new teachers will successfully complete MISD's Mentoring Programs.

Summative Evaluation: Letter of Invitation, Training Agenda, Signature Pages, and Participant Evaluation Forms

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Mentoring Programs will be provided at the district and campus levels for teachers in their first year of teaching, with a second year offered if necessary. Buddies will also be provided for teachers who are new to the district, but not new to teaching.		Teachers HR/Communications Administrators	Participant reflect positive feedback				

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 6: MISD will recruit and retain excellent personnel and continually provide quality staff development.

Performance Objective 4: MISD will provide multiple opportunities to recognize and develop leadership skills among employees.

Summative Evaluation: District Announcement of Banquet Honorees, District E-Blast and Postings to Community Connections, Calendar of District Events

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Continue MISD programs and recognition banquet for "Teacher of the Year" and "Spirit of the Bear."		Teacher Honoree Administrator HR/Communications	Banquet recognition of honorees				
2) Provide information on continuing education opportunities to develop leadership capacity for MISD.		Executive Director of HR/Communications, Principal	District Announcements, District E-Blast, Postings to "Community Connections."				
3) Recognize a MIS employee each nine weeks that is nominated by their peers as Employee of the 9 Weeks.		Teachers Administration	Number of teachers nominated				

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 6: MISD will recruit and retain excellent personnel and continually provide quality staff development.

Performance Objective 5: 100% of MISD teachers and instructional aides will be Highly Qualified.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Prior to being hired, certifications will be carefully examined for the position being filled.		Principals HR/Communications Certification Specialist	Positions filled with Highly Qualified				
2) Instructional aides who do not meet the requirements for the classification of Highly Qualified will participate in the Paraprofessional Assessment of Knowledge and Skills (PAKS) evaluation process to earn the classification of Highly Qualified.	5	Principals HR/Communications Certification Specialist	Completed PAKS Classroom Observations				
3) In the case of losing a teacher after the first of the year, the district will post the position and communicate with certified teachers on the MISD list of substitutes for a possible replacement who is Highly Qualified.		Principal HR/Communications Certification Specialist	Positions filled with Highly Qualified				
4) Any teacher hired who is not Highly Qualified in their assigned position will be given until the end of the semester in which they were hired to pass the appropriate certification test. All information regarding certification can be accessed at http://cms.texes-ets.org/ .	5	Principal HR/Communications Certification Specialist	SBEC certification data base Certification verified on Teaching certificate				

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 6: MISD will recruit and retain excellent personnel and continually provide quality staff development.

Performance Objective 6: Any teacher hired who is not Highly Qualified in their assigned position will be expected to pass the appropriate certification test within the same semester as they were hired.

Summative Evaluation: PR 1100 Highly Qualified Teacher Survey in e-Grants documenting 100% HQ

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) The teacher will access all information regarding certification at http://cms.texes-ets.org.		MISD certification specialist	Successful completion documented on teacher's Texas Teacher Certificate and in SBEC online certification data site.				

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 7: MISD will establish a process that ensure open, honest, and frequent communication with the public.

Performance Objective 1: MIS will provide its stakeholders effective two-way internal communication.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Promote positive communication between the school, home, and community through the campus website, School Messenger (email and phone system), Newsletters, phone communication and parent conferences.	7	Administrators	Parent Response/Involvement Parent Survey				
2) Provide community driven programs such as Donuts with Dad, Muffins with MOM, Color-A-Thon, Parent Information Night, Meet the Teacher, Library Book Exchange, Social Media updates, and Veteran's Day.	7	MIS Staff Administrators PTO	Parent Involvement & Response				
	Funding Sources: 461 Campus Activity - $2000.00						
3) Continue to build and recruit for MIS's PTO to increase parent involvement and school awareness.	7	Principal PTO Board	PTO involvement				
4) Continue MIS campus newsletter each Friday.		Counselor	Informed Staff				
5) Continue with daily announcements that recognize character education, student recognition, and daily/weekly events are showcased.		Administrators	Informed campus Positive Climate Student Recognition				
6) Continue to provide parent and staff survey at end of school year to identify strengths and weaknesses.	7	Administrators	Data collected for Campus Improvement Plan				
7) Promote positive communication between the school, home, and community by partnering with parents, community members, and business partners to implement E-Time (School-wide Enrichment Program) and Clusters.		Administrators Teachers Specials Teachers Parents Business Partners Community	Student Products Showcase				
	Funding Sources: 263 Title III - $3000.00						
8) Hold annual Volunteer Orientation to encourage parents to get involved in a variety of campus activities/committees.		Administration Volunteer Coordinator	Parent participation (sign-in sheets)				
	Funding Sources: 461 Campus Activity - $300.00						
9) Schedule "Principal Pow-Wow" to communicate to parents the expectations of a 5th grader.		Administration Counselor Team Leader	Parent turn-out				
10) Work with local vendors to offer an annual community "Shopping Extravaganza" in support of local business.		Principal PTO Parent Volunteers	Funds raised Shopping & Vendor survey				

11) Provide opportunities for community & student connections by participating in such programs as: renaissance Art Contest, Adopt-A-Pilot Program, George Bush Library Art & Essay Contest, Daughters of American Revolution Poster Contest, etc.		Administrators Club Sponsors	Contest winners Field Trip request Forms				
12) Host a Curriculum/Informational Night to inform/educate parents about 5th grade curriculum.		Faculty & Staff Administrators	Teacher & Parent Feedback PTO Parent Volunteers				
	Funding Sources: 461 Campus Activity - $500.00						

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 8: MISD will encourage and promote a climate that fosters parental participation in the education of our children.

Performance Objective 1: MISD will provide opportunities for parent involvement at the campus and district level.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Continue MISD Volunteer Programs for parents and community members		Principal, Assistant Principal, Counselor, Teachers, Staff and P.T.O., Parents	Volunteer Membership Roster Event Calendar				
2) Expand the Watch D.O.G.G. volunteer program for fathers, uncles, grandfathers, and male mentors in the community.		Principal, Counselor, Dad	Start-Up Meeting Agenda Signature Pages Visitation Calendar				
3) Continue P.T.O. activities that incorporate a connection between the families and school including family nights, entertainment events, and philanthropic opportunities.		Principal, parents	P.T.O. Rosters Event Calendar Webpage				
4) Continue/Create regularly scheduled parent sessions on programs and special events: Gifted and Talented Night, Dyslexia Night, College Fairs, Celebrate Language Night, and Parent Orientations.		District Directors, Coordinators, Principal, Parents	Meeting Announcements Agendas Signature pages				
5) Create Family Academic Nights such as a Technology Night to share information and strategies on increasing academic performance with parents/guardians.		Principal, Teachers, Parents	Flyers Marquee School Reach Campus Web Page				
6) Publish Monthly Newsletter, utilize School Messenger announcements, Tuesday Folders, Parent Conferences, Report Card, Progress Report, Campus Web Page, Weekly email to parents.		Principal, Teachers, Parents	Campus Communication file, End of the Year Survey				
7) Continue the district mentor program with community members to mentor students twice a month. These mentors will continue with them throughout their MISD career.		Counselor Administrators	# of mentors from community				

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

State System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	1	Early student identification for those students needing targeted reading/math interventions.
1	1	2	MIS Teachers will evaluate the STAAR item analysis of the previous year STAAR Test, matching objectives to the TEKS in the specific content area to establish specific area to establish areas for comprehensive improvement (LEAD 4ward). Review Commended % in Reading & Math -Math to 40% -Reading to 40% -Science to 40%
1	1	3	Implementation of a balanced literacy program using MAC addressing the varied needs through instruction utilizing Gretchen Barnaby, Comprehensive Tool Kit, Reading Horizons, Caesars English, Target the TEKS, Fluency, literature groups & Stride. Implementation of a balanced math program using MAC addressing the varied needs through instruction utilizing " Target the Question for problem solving, Target the TEKS, Singapore Math for problem solving method, & Stride.
1	1	4	Continue using and perfecting MAC (Montgomery Aligned Curriculum) in all subject areas.
1	1	5	Continue to look at flexible scheduling options in order to maximize auxiliary staff & provide more in-class support for all learners.
1	1	6	Provide professional development opportunities in Differentiated Instruction, Multiple Intelligences, Technology Integration, Balanced Math, Reading and Science Curriculum Frameworks, Building Classroom relationships, and various intervention strategies. Curriculum Teams will meet at the end of each 9 weeks to plan and work together for upcoming 9 weeks. Teachers have the opportunity to share ideas with the others.
1	1	8	Continue to focus on Science through Science word of the day on announcements, and "kid talks" with teachers during each 9 weeks of planning.
1	2	1	ESL: Make sure ESL students are placed in certified ESL teacher classrooms.
1	2	2	Implement a program to address the needs of our Hispanic and African American students (academically & emotionally). Buddies will check and connect with their buddy teacher each day.
1	3	1	Identify Title I students by meeting at least 2 of the following criteria to receive math/reading/science services: Reading--DRA less than or equal to 40, BOY Comprehension Test less than 50, Failure on any portion of STAAR or have never taken a STAAR test. Math--Passed STAAR within 110%, and EOY 4th grade Universal Screener. Science- Made less than or equal to 69% on one or more common assessments, Made 70% or less on EOY 4th grade Science Benchmark
1	3	2	Continue to increase In-Class Support opportunities in all subject areas to help struggling learners and provide intervention.
1	3	4	Students who did not perform satisfactory on the end of their 4th grade assessment as well as those students retained in 5th grade will be identified and an individual improvement plan will be developed for each student.
1	3	5	Continue to offer before-school tutorials each day in all subjects to help struggling learners and provide intervention.

Goal	Objective	Strategy	Description
1	3	6	Continue the use of I-Learn web-based Math program or Compass Learning, Stride, I-Station Reading & Math to provide Tier 2 and 3 interventions for students who struggle in Reading and Math.
1	3	7	Special Education students will be served in the least restrictive environment including regular education classroom, Co-Teach, and Resource classrooms.
1	3	10	Continue the implementation of RTI (Response to Intervention) in order to provide teachers with tools needed to support struggling students in general education.

Title I

Targeted Assistance Program Plan

Eight Targeted Assistance Components

1: Use of Resources to Help Students Meet Standards

Montgomery Intermediate has used several resources to help our Title students meet the standards they need to be successful. Some of the resources we have used include: I-Station Reading, Think Through Math, STAAR Master, Ultimate STAAR Math, STAAR Bright Reading, STAAR Ready (Reading & Math) Engaging Math TEKS, Compass Learning and Support STAAR. Small groups have been established to work with those targeted students from the beginning of the school year. Interventions are used based on student's needs and learning style.

2: Incorporate Title Planning into Existing School Planning

From the first day of school our Interventionist begins looking at all of the 5th grade students that have entered our campus. She spends several weeks looking at STAAR scores, failures that were placed, and retainees. Teachers will begin the year by administering the MSTAR to each student for math and DRA for Reading. From their results our interventioninst will pull those studetns who meet the requirements to qualify for Title services. Those students will be either pulled into small intervention groups or our interventionist will "push in" their classrooms for extra support.

3: Use of Effective Methods and Instructional Strategies

Several different instructional strategies are implemented into Math and Reading classes and or pull-out intervention groups. Some of the successful strategies implemented into Reading for Literature-Based Instruction include: Modeling, cooperative learning, having choices (giving the student options to choose from in what they read, how they read, and how they respond to a piece of literature we allow them to actively construct their own meanings), Independent Reading and Writing, different modes of Reading (read outloud by teacher, shared, guided by the teacher, cooperatively, or independently), and responses to literature.

Some intructional math strategies that have been implemented into our math curriculum include: building meaningful student connections, continuous monitoring/charting of student performance, explicit teacher modeling, intructional games, self-correcting materials, structured cooperative learning groups, and structures peer tutoring.

All of these instructional strategies are implemented to what best meets the needs of each student and what is best for them. Classroom teachers and intructionalist use each to help meet the needs of each individual child.

4: Coordinate with and Support Regular Educational Program

Our interventionist are a huge support for our regular classroom teachers. From day one they begin tracking each child and progress monitor if needed. They provide in-class and pull-out support as needed. Their organization plays a "key" role for our teachers to distiguish who meets the "criteria" for Title services and who doesn't. When a child is struggling, often times our interventionist is who classroom teachers turn to for extra help.

5: Instruction by Highly Qualified Teachers

All of our classroom teachers are highly qualified. Our classroom teachers follow our district aligned curriculum (MAC) to ensure all TEKS are being met and taught. District tests are created and tested at each grade level.

6: Professional Development

All of our teachers attend professional development throughout the school year that pertains to the curriculum area they "specialize" in and teach. Our district does a great job providing in-house training. Region VI has also been a support to MIS, when multiple workshops are offered and teachers are sent to.

Our teachers are given a day off after each nine week period to work in curriculum teams. During these meetings "student chat time" happens where the principal and assistant principal meet with teachers to discuss academic and discipline needs.

7: Strategies to Increase Parental Involvement

As a campus we encourage parent involvement. Some of the things we host to promote this include: Meet the Teacher, Curriculum Night in which our interventionist is available for assistance, STAAR informational Meeting, Muffins for MOM, Donuts with DAD, and a "Meet our Community Read" day in which we invite community memebers and parents to join us in classrooms to read.

8: Coordination with Other Programs

2016-2017 Campus Advisory Committee

Committee Role	Name	Position
Principal	Mallory Kirby	Principal
Business Representative		
Classroom Teacher		Teacher
Classroom Teacher		Teacher
District-level Professional	Beth Klammer	Curriculum
Non-classroom Professional	Heather Johnson	Intervention
Paraprofessional	Shelley Kollaja	Registrar
Parent		Parent
Parent	Dusty Norman	Parent

Campus Funding Summary

199 General Fund					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1			$0.00
1	1	3	Teacher Materials		$500.00
1	1	6	Sub Budget		$5,000.00
1	1	11	instructional tools & supplies		$3,000.00
1	3	3	Materials		$2,000.00
				Sub-Total	$10,500.00
199 General Fund Technology					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	3	6	Computers		$5,000.00
3	1	3	ipods ,ipads, & tablets		$5,000.00
				Sub-Total	$10,000.00
211 Title I					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	5	2			$0.00
				Sub-Total	$0.00
255 Title II A					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	3	1	Substitute Money		$5,000.00
1	3	10	Substitutes		$1,000.00
				Sub-Total	$6,000.00
263 Title III					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
7	1	7	supplies for E-Tracks		$3,000.00
				Sub-Total	$3,000.00

461 Campus Activity					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	7	Prizes rewarded		$700.00
1	1	12	books		$10,000.00
1	1	15	lap tops, computers, ipads		$11,000.00
1	1	16			$2,500.00
1	2	2	materials/incentives		$500.00
1	3	13	supplies		$500.00
1	3	14	supplies & fees		$1,000.00
2	1	1	Supplies		$500.00
2	1	2	daily stickers, pencils, etc.		$1,000.00
2	1	3	Conscious Discipline supplies		$1,000.00
2	1	8	safety vests		$200.00
3	1	4	IPODS & IPADS		$4,000.00
7	1	2	supplies for each event		$2,000.00
7	1	8	breakfast		$300.00
7	1	12	pizza		$500.00
				Sub-Total	$35,700.00
				Grand Total	$65,200.00

Montgomery Independent School District

Montgomery Elementary School

2016-2017 Campus Improvement Plan

Mission Statement

The teachers and staff at M.E.S. are dedicated to providing a warm, safe environment for all students. We believe that education is a partnership between the school and parents, enabling students to reach their full potential in academic excellence and in becoming productive citizens.

Value Statement

MES believes that every child can learn if given the appropriate avenues, resources, and tools. Each learner brings with them specific strengths, which should be the main platform from which to teach that child and from which that child should learn. Varied and differentiated learning opportunities are part of our responsibility as educators of children, and our main goal with each student is to create confident, independent problem solvers. High expectations and top quality instruction should be an essential part of every learning experience.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

CNA team members: Jada Mullins, Liz Kelley, Deanna Peterson

MES is made up of students from 3 years old in our PPCD program through 4th grade; we also house the MISD Daycare on our campus, which enrolls children from 6 weeks old up until they begin Kindergarten. Our enrollment is 754 students with 82 employees. MES has 301 students who qualify for free and/or reduced lunch, showing a increase in percentage from last year. Our student demographis are as follows: Hispanic-143, Indian- 27, Asian-6, Pacific Islander-5, White-542, and African American-78.

Staff Demographic Breakdown is shown in the following chart:

Title	2015-2016
HOMEROOM TEACHERS	42
IN-CLASS SUPPORT TEACHERS	2
PRE-SCHOOL PROGRAM FOR STUDENTS W/DISABILITIES	2
SPEECH THERAPIST	1
TITLE I TEACHERS	1.5
ESL SPECIALIST	0.5
ABU TEACHER	0
SELF CONTAINED SPECIAL ED. TEACHER	1
BILINGUAL TEACHERS	6
CERTIFIED MUSIC TEACHER	1
CERTIFIED PE TEACHER	1
PARAPROFESSIONALS (SUPPORT STUDENTS IN SPECIAL ED)	6
PARAPROFESSIONALS	4

BILINGUAL PARAPROFESSIONALS	2
PARAPROFESSIONALS (SECRETARY/RECEPTIONIST/REGISTRAR)	3
PRINCIPAL-1, ASSISTANT PRINCIPAL-1, COUNSELOR - 1, NURSE-1	4
CONTENT MASTERY TEACHER	0

Demographics Strengths

Attendance is not a concern on our campus. We have very few students who have excessive absences without documentation and teacher attendance is excellent as well.

We have a full-time Reading interventionist and a part-time Math interventionist; having this staff on campus every day allows us creative scheduling options and helps to maximize the amount of time students are provided support through both pull-out and push-in models.

Being able to use two full-time Bilingual Aides this year has helped us support our ELLs and SLLs more effectively & with their implementation of the Imagine Learning program.

Our GT group grew this year due to a new screening & identification process. The GT pull-out program was successful, and we received positive feedback from both parents and students.

Teacher/student ratio remains 22:1 or lower in the majority of the classrooms.

Demographics Needs

We are in need of additional parental resources & trainings due to the high number of LSE and at-risk students we serve.

We are in need of additional Special Education staff in order to provide support for the large number of special ed. students and behavioral students that we have. We will restructure the use of our Special Ed. paraprofessionals to help address this need.

Teacher surveys and feedback through the Demographics CNA team showed the following areas of need: more cultural awarewness activities, continued focus on parent training offerings, and more in class support for both academics and behavioral needs.

Student Achievement

Student Achievement Summary

CNA team members: Heather Spaugh, Jennifer Krikorian, & Chris Reuter

MES uses District Unit Assessments, DRA, and the STAR Math Universal Screener to determine student progress and areas of need. Both the DRA and Math US are administered three times each year.

As per chart below, MES exceeeded the state average on all tests and showed improvements in Advanced Performance on both the 3rd grade Reading and 4th grade Writing tests. More continuity from Kindergarten to 4th grade in the area of Writing will be a priority for our team, as well as best practices in the area of editing and grammar in 2nd-4th grades. A deep look at our student's ability to apply concepts vs. simple comprehension of those concepts remains one of our biggest challenges with regards to our instructional delivery & assessment. A continued focus on student progress in all areas will be a specific focus for the 2016-2017 school year.

2015-2016 STAAR Results

Grade	Test	Met Standard	Adv. Perf.
3	**Reading**	87%	47%
3	**Math**	89%	25%
4	**Writing**	77%	18%
4	**Reading**	82%	25%
4	**Math**	86%	25%

Student Achievement Strengths

MES interventionists in Reading, Math, & Dyslexia all work hard to see students consistently and to maximize the time they spend with them each week without pulling them from class time unless necessary; students who received intervention this year, as a whole, showed progress and/or were successful on

the STAAR test as well as their end-of-year Universal Screener results.

Improvements were made in the area of Advanced Performance in both 3rd grade Math and 4th grade Writing.

On the progress measure component of STAAR, 107 out of 144 students made progress in 4th grade Math and 73 out of 135 students made progress in 4th grade Reading.

Feedback from student & teacher surveys show positive use of online interventions being used by individual students. Dual Language assessment results also show steady progress for both ELLs and SLLs in the area of Reading and Math.

Student Achievement Needs

Based upon district data anaysis and information on the STAAR exam, these areas of need are identified and listed in priority order:

1. All teachers need a deep understanding of the STAAR readiness, supporting, and process standards including how learning builds between grades and depends on earlier grades.

2. A deep look at our student's ability to apply concepts vs. simple comprehension of those concepts remains one of our biggest challenges with regards to our instructional delivery & assessment.

3. Increasing our passing percentage in Writing will be a focus area by implementing daily journal writing across all grade levels & having small groups built around our strongest writers. K-2 and 3-5 Writing Curriculum teams have been established for a possible restructuring of our current Writing curriculum.

Teacher surveys showed a need for more training on the interpretation and analysis of data in regards to DUAs and Math/Reading screeners so that the data can truly drive change in classroom instruction. Teachers of ELLs also voiced interest in ELPS training as well.

4. More continuity from Kindergarten to 4^{th} grade in the area of Math will be a priority for our team, as well as best practices in the area of editing and grammar in both 3^{rd} and 4^{th} grades.

5. Index 2 will continue to be a focus area for MES as new progress measure standards are established.

School Culture and Climate

School Culture and Climate Summary

CNA Committee Members: Carrie Williams, Sherri Rodgers, & Julia Bond

The culture and climate of Montgomery Elementary is one based on the belief that every student counts and every student can learn. The staff is welcoming and positive and student success is clearly the priority at MES. Parent and student participation at campus events and in campus clubs and organizations is strong, and parents feel comfortable coming to the school with concerns or questions. Use of the School Messenger callout system ensures that all parents know what is happening at MES, and the PTO has grown in membership and participation overall. Students and teachers feel safe at MES, and the schoolwide use of Conscious Discipline and our Character Cubs character education programs are consistently promoted and well-received.

MES recognizes student academic accomplishments each nine-weeks and celebrates Accelerated Reader progress 4 times each year as well. Students are also celebrated at the an end-of-year awards program for 2nd-4th grade students, and MES has implemented a Student of the Month recognition program, where each homeroom teacher nominates a student for exhibiting good character in the classroom.

School Culture and Climate Strengths

We had zero incidents of Bullying during the 2015-2016 school year. Training & implementation of Conscious Discipline techniques showed positive results through classroom & campus rewards for positive behavior and strong character. Multiple presentations were scheduled by the Counselor from outside resources concerning good character and strong friendship, and campus participation in the annual Fun Run Event increased from last year. Parents are consistently involved in disciplinary concerns, and the campus RTI Committee was vigilant in data collection and documentation of students with major behaviors that could not be addressed through campus discipline procedures.

170 students in 3rd & 4th grades participated in a survey that resulted in the following: 158/170 students feel safe at school, 152/170 students feel that they can get help with their problems at school, 165/170 students report that they have friends at school, 165/170 students feel that teachers at MES care about them, 137/170 students feel that the school rules are fair, 98/170 students stated that they participate in extracurricular activities at MES, 154/170 students understand their teachers and their instruction, 159/170 students feel prepared for next year, 154/170 students like attending school at MES, and 120/170 students feel there is a need for more clubs at MES.

41 teachers participated in a culture & climate survey. Teacher responses showed that they feel supported and valued, that they enjoy their jobs, and that communication is clear at MES.

MES continues to increase cultural awareness and creative learning opportunites through both the Dual Language program and our Schoolwide Enrichment Model.

A parent survey conducted showed participation from 137 parents in PK-4th grades with positive feedback from 112 parents regarding their child's safety at MES, feeling welcome to the campus, and support provided by the Counselor.

School Culture and Climate Needs

Increasing number of students with difficulty in the classroom setting has prompted a review of our current disciplinary procedures; administration will form a committee of stakeholders to take a look at our consequences and discipline referral process. Paraprofessional schedules will be restructured so more in class support is available for both academic and behavior needs.

Concerns regarding repairs needed in the car rider line will be addressed. Surveys showed a need for a closer look at student consequences, encouraging participation in student activities, and exploring additional student club options to offer at MES. Improvements to make our school website more user-friendly and informative will be made.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

CNA team members: Mary Crismon, Demi Torman, Ginny Lewis

All teachers and staff at MES are Highly Qualified and new teachers are all assigned a mentor teacher and participate in New Teacher Orientation at both the District & Campus levels.

Teaching staff is made up of teachers who have 6-20 years of experience and almost 40% of MES teachers have been in MISD for up to 10 years. Turnover rates remain low at 13% with 9 resignations and 1 retiree.

MES teachers are provided with multiple team planning days throughout the school year, offered staff development opportunities in a variety of formats, and are able to participate in vertical alignment curriculum planning workshops throughout the year.

Overall campus PDAS results show evidence of a strong instructional staff who use best practices in their classrooms.

Staff Quality, Recruitment, and Retention Strengths

Our teams are well-balanced with both experienced and new teachers; weekly team meeting agendas and attendance show strong collboration and communication.

Our support staff, including Title, ESL, Dyslexia, Special Ed, and instructional aides are a hard-working group of ladies; they are very in touch with our students and our classroom teachers and participate in team planning, RTI, and campus/district initiative training.

Positive teacher feedback was received regarding summer training flexibility and variety. Strong attendance at MISD summer trainings by MES staff was evident based on sign-in sheets.

An increase in Bilingual staff has helped better support our Dual Language program and our Bilingual students and parents.

Social gatherings & celebrations are scheduled monthly by the Campus Social Committee and allow for team building and celebrations. Monthly faculty meetings encourage sharing and opportunities to recognize and celebrate staff accomplishments.

A Mentor/Buddy survey was administered and results showed that the teachers who had a mentor or buddy in their first year at MES valued this partnership and felt supported.

Staff Quality, Recruitment, and Retention Needs

Focus areas based on staff feedback and data will include:

- improve mentor/buddy program by providing additional planning time
- clarify expectations of the mentor/buddy program and the role of its participants
- balance teacher leaders roles & responsibilities on committees and workshops to protect classroom instruction and ensure that teacher absenteeism isn't excessive

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

CNA Members: Amanda Denn, Jordan Willett, & Jennifer Short

The MES teaching staff has vertically aligned themselves based on subject area to ensure that the TEKS are accurately flowing from one grade level to the next with no gaps or overflow. Each grade level team plans weekly to coordinate lessons based on the grade level TEKS and coordinated with the district expectations and the scope and sequence. This will allow for district and campus benchmark assessments to accurately evaluate the level of mastery and rigor of TEKS at each grade level. Numerous assessments will be utilized to determine our students' needs including DRA/Accelrated Math Screener, STAAR, Benchmarks and grade level Unit Assessments. The outcome of these assessments will assist in identifying those students that are at-risk, allowing us to appropriately place each student in an enrichment or intervention that meets their specific needs. Our goal is to serve students of all populations based on their individual needs through various interventions such as: web-based programs, the general classroom, before/after school tutorials, and the Title I program. A testing process will identify students who qualify for services such as Gifted and Talented, English as a Second Language and Dyslexia. Once identified, these students will receive interventions and enrichment to enhance their education. These students will be served in their homeroom class and through pull out and push in models. The English Language Proficiency Standards (ELPS) will be utilized in all classrooms with LEP students.

Curriculum, Instruction, and Assessment Strengths

- MAC planning days per nine weeks for team collaboration, curriculum & resource planning
- purchase of new, updated, research-based resources
- ongoing, intense teacher training on specialized topics and TEKS study
- implementation of *Eduphoria* to better use student data to drive instruction
- weekly team planning/meeting
- universal screeners & progress monitoring done periodically throughout the school year to assess student progress and/or areas of need
- effective use of intervention staff & time
- RTI meetings set each four or nine weeks to discuss individual students & devise a plan for students in need
- effective use of Title interventionist staff for both pull-out & push-in support
- implementation of *Schoolwide Enrichment Model* to offer unique learning opportunities each week
- implementation of *Project Based Learning* classrooms from 1st-4th grades
- parent surveys reflect positive feedback regarding strong student learning, top-notch teachers, and effective assessments
- student surveys reflect positive feedback regarding online intervention programs, E-tracks time, and use of technology in the classroom

Curriculum, Instruction, and Assessment Needs

- continue in-depth study of and training on District Aligned Curriculum & exemplary lessons
- provide support & modeling for rigorous instruction & delivery focused on 21st century learning skills
- more effective use of Universal Screener & *Eduphoria* data
- focus on differentiation strategies to reach all learners
- consider creative scheduling options to maximize instructional minutes
- increase student use of technology by reinstating a computer lab for rotation & sign-up use
- decrease amount of time 3rd & 4th grade students are tested overall
- establish K-4th grade Writing Curriculum Vertical Alignment using teacher leaders to represent each grade level

Family and Community Involvement

Family and Community Involvement Summary

CNA team Members: Carolyn Veillon, Maria Paterno, & Allison Rodriguez

MES has high participation at all campus events, both during the school day and after hours, which is evident from sign-in sheets & teacher feedback. We have found that when we provide food and offer our evening events later in the evening, we have more parents attend. Our PTO membership has increased greatly, and we have an active PTO Board that meets each month & provides a website, e-blast, & monthly newsletter. The following activities/events are in place at MES: Family Literacy Night, Family Learning Night, Open House, Book Fairs, Fun Run, Choir Concerts, the Wave Club, Watch Dogs, Camp Kindergarten, Bilingual Family Night, K-1/Dual Language Orientation, and grade level assemblies, including a Veteran's Day Celebration.

MES has strong partnerships with community businesses to support events such as Angel Tree, Thanksgiving meals, Friday Backpack Clubs, and our back-to-school school supplies drive.

The MES PAWS (Positive Action with Students) Mentoring Program was implemented during the 2015-2016 school year to provide positive support and encouragement for students in need. Students are nominated by their teachers and parental permission must be granted before students can be assigned a mentor. Mentors are volunteer parents & community members who meet with their mentees once a week and build a relationship with them.

Family and Community Involvement Strengths

MES provides varied parent involvement activities each year with high attendance & positive feedback. We are most proud of the growth we have made in our Dual Language program by providing materials in both English & Spanish in Tuesday folders and adding several Bilingual parents to our PTO Membership. We also provide food for over 30 families through our Friday Backpack Club by coordinating with our Montgomery Food Bank. MES assists families with school supplies in August by working with local businesses and churches, and we continue to serve over 100 families through our Angel Tree Christmas project. We have also implemented *The Wave Club,* which is a Community Service Club for our 4th graders; the club focuses on good character and a "pay it forward" philosophy and completes various campus & community services throughout the year. MES continues to receive a large amount of support from both our parents and our Community Businesses in regards to our new E-tracks program, receiving many monetary donations and free supplies/materials.

MES continues to receive positive feedback regarding our schoolwide *Conscious Discipline* program, the WATCHDog program, and our annual Fun Run event, which focuses on nutrition, healthy choices, and strong character traits.

The school Counselor coordinates various services and resources for students and their families with the help of community partners.

The PAWS Mentor Program served 10 students in its first year and had 12 volunteer mentors available.

Family and Community Involvement Needs

Teacher & parent surveys show a need for additional resources in Spanish to be added to our campus website, adding an evening PTO meeting in the Fall and Spring for parents who work late, and the need for Spanish translation option to be used on the School Messenger communication tool. MES will also focus on growing the PAWS Mentor Program during its 2nd year of implementation.

Parent surveys further showed need for the following:

- campus website to be more user-friendly and informational
- more information to be sent home regarding E-Tracks

School Context and Organization

School Context and Organization Summary

CNA team Members: Jada Mullins, Deanna Peterson, & Courtney Dyer

The MES theme this year is "Superheros." This theme is based on the book "More than a Bird," which focuses on the power of a teacher in a child's life and encouraging each child to find their own individual strengths. Each teacher and staff member will participate in a book study of the book prior to the start of school and will personalize this theme & philosophy in their classrooms.

Our schoolwide approach is to be respectful and responsible, and we use positive behavior supports in every situation possible. MES is a Title campus that serves approximately 760 students with both Bilingual and Dual Language programs. Additionally, approximately over 40% of our students are eligible for free or reduced meals. MES sends backpacks full of food each Friday to approximately 30 families and provides Christmas for over 100 students with the help of community partners.

Teachers are provided 1/2 days for planning each nine-weeks by District as well as additional 1/2 days throughout the year provided by the campus.

An Instructional Coach position has been added to MES for the 2016-2017 school year. This staff member will support teachers in Reading, Math, and Technology in the classrooms as well as through needed staff development.

The Specials schedule was revamped this year to allow more classroom instructional time, which resulted in teacher conference periods being shortened.

School Context and Organization Strengths

Grade level and/or subject area teams meet weekly to plan, discuss resource needs, problem solve, & collaborate; each grade level is also provided with a 1/2 day curriculum planning day each 9-weeks. This allows time to work within our MISD curriculum and have a better understanding of grade level/subject area TEKS.

Surveys showed that students, staff, and parents feel safe and welcome at MES and that campus procedures and policies are well-communicated. We get feedback from our regular substitutes often about the environment being friendly & collaborative. MES works under a team approach and a student-centered philosophy. Respect is valued and evident between staff members, staff & parents, and staff and students. Preserving instructional time is a priority, and each

grade level is allotted 300 minutes of instructional time each day, which is an increase from previous years due to a restructuring of our Specials schedule. Our interventionists provide support outside of instructional time and work closely with the teachers to ensure optimal time for all. The instructional day begins at 8:15, but teachers are available as early as 7:30 for AM tutorials and stay until 4:30 for PM tutorials if needed. Homework hub has been implemented and will help with students who do not have support at home with their academics.

Community support is widespread at MES, as we have large donations from area churches, realtors, and local businesses for school supplies, our annual Angel Tree Christmas event, and food for our weekly backpack program.

MES implemented both a Homework Hub and a Parent Resource Center this year. The Homework Hub was created to provide homework help for our bus riding students while they wait for their buses to arrive. This allows them one-on-one support from a certified teacher, maximizes their time at school, and provides for students who often do not have homework help at home.

School Context and Organization Needs

Due to our campus demographics, MES continues to need regular parent trainings to address the various needs and challenges of our student make-up. We will continue to use our parent resource center to offer both resources and trainings through collaboration between the school, PTO, and various community-based programs. Language acquisition classes are needed to help support our large number of Spanish-speaking parents.

Feedback from classroom teachers shows a need for the 4th grade schedule to be altered to provide more instructional time in the morning block. Specials teachers shared that current schedule does not allow them to see each student group consistently per nine weeks period. These concerns will be addressed in the 2016-2017 Master Schedule.

Technology

Technology Summary

CNA team members: Sarah Yates, Lorra Lynch & Patty Barfield

MES has a wide array of technology available for classroom use including: MOBIs, iPods, iPads, Kindles, netbooks, laptops, and two mobile carts for checkout. Teachers are able to check these items out for use in their classroom instruction, learning centers, as rewards, etc.

Every classroom has a Smartboard and a classroom iPad to enhance instruction & increase student interaction.

Teachers use various technologies in the classroom including blogs, communication tools, interventions, behavior systems, etc. Some teachers also encourage the Bring Your Own Device program in their classrooms so that students can bring their own technology to interact, create, and learn in a unique way.

PBL classrooms will include additional technology for those classrooms. This technology will be for student use specifically.

MES does not have a computer lab for teacher or student use.

Technology Strengths

MES is a technology rich campus and teacher input has been used to make decisions regarding what technology needed to be purchased.

There is a widespread willingness to incoroprate technology in classroom lessons to enhance students learning experience; many teachers have attended technology trainings and are trying new things to include technology in their daily content delivery.

We have two campus TIMs (Technology Integration Mentors) who help teachers troubleshoot technology issues; TIMS also get feedback from the teachers and provide training opportunities each nine weeks based on teacher input.

Student surveys provided positive input about use of technology in the classroom and the use of web-based intervention and extension programs.

Online interventions usage report shows that programs are being consistently used and received positive feedback from students using them.

Technology Needs

Additional teacher training should be ongoing so that teachers have the opportunity to share and collaborate new technology resources. A focus on student use of technology should be priority.

Teacher surveys communicated that a computer lab is needed for student use and for a teacher sign-up rotation and concerns regarding connectivity continue to be a need at MES.

An additional mobile cart needs to be purchased to allow for more classroom use.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- Community and student engagement rating data

Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback

Employee Data

- Staff surveys and/or other feedback

- Highly qualified staff data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- PDAS and/or T-TESS

Parent/Community Data

- Parent surveys and/or other feedback

Goals

Goal 1: MISD will provide a challenging curriculum, assess individual student achievement and support efforts to ensure student success.

Performance Objective 1: 90% of all student groups will meet or exceed performance standards on the STAAR test.

Summative Evaluation: Students will meet grade-level expectations and performance standards based on Universal Screeners, local assessments, and STAAR results.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Teachers will analyze Universal Screener data & STAAR results to identify students needing targeted Reading and/or Math intervention using the following criterion: * Scoring in the 10th percentile or below on any measure of the Universal Screener * Students showing little or no improvement from BOY to MOY Universal Screener administration * 4th grade students who failed a portion of the STAAR test * Newly-enrolled students who show gaps in skills based on Common Assessments, Benchmarks, and/or lack of exposure to TEKS at previous school	8	Principal, Counselor, Classroom teachers, Title I Interventionist	RTI meeting data, STAAR & Universal Screener data				
	Funding Sources: 211 Title I						
2) Plan for assisting preschool children in the transition from early childhood programs through the Camp Kindergarten program & parent orientation.	7	Pre-K & Kindergarten team, Principal, Registrar	Camp Kindergarten flyer & agenda, Parent orientation flyer, agenda, & sign-in sheets, Registration numbers				
	Funding Sources: 199 General Fund						
3) Students that meet one of the following criteria will be considered for placement in Title I Programs: * Reading/Math: scored in the 10th percentile or below on Universal Screener measures * SAT recommendation through RTI * 60 or below on released STAAR * Retention * Failure of STAAR * 9 weeks failure	9	Principal, Counselor, Title I Interventionist, Classroom teachers	Universal Screener results, STAAR results, Report card grades, Teacher feedback				
	Funding Sources: 211 Title I						

4) MES will encourage parents to participate in the Title I program by: * Attending one parent conference * Attending parent/Student Family Night(s) * Completing the Parent, Student and School Compact & EOY Survey	6	Principal, Counselor, Title I Interventionist	Parent Night Flyer & Agenda, Parent surveys, Title I Compacts				
	Funding Sources: 211 Title I						
Critical Success Factors CSF 1 CSF 6 5) Provide a quality Dual Language program for qualifying students in Pre-K through 4th grades to follow the Gomez & Gomez Dual Language Model.	7, 10	Principal, Director of Curriculum & Instruction, District ESL Coordinator	Class rosters, & Assessment data, LPAC meeting minutes				
Critical Success Factors CSF 1 CSF 2 6) Each student in grades K-4 will utilize a writing folder for daily implementation of the Lucy Calkins Writers Workshop program & MAC guidelines. Folders will be monitored by Principal on a 7-9 week basis to insure utilization of established writing curriculum and consistent student/teacher conferencing.	2	Principal, Classroom teacher	Student writing samples & Classroom observations				
	Funding Sources: 199 General Fund						
7) MES will utilize data from student surveys to implement E-time based on the Schoolwide Engagement Model initiative. E-time will be designed to focus on the strengths of all learners and to provide unique, interest-based learning opportunities in a variety of areas.	2	Principal, Assistant Principal, Counselor, SEM Campus Coordinator, SEM Leadership team, MES teachers & staff	Parent Communications, Student surveys, decrease of discipline referrals & early departures, teacher feedback				
	Funding Sources: 461 Campus Activity						
8) Health Performance: 80% of all students will meet a minimum of one Healthy Fitness Zone standard, as measured by the Fitness Gram assessment and monitored by the School Health Advisory Committee (SHAC). Strategies to include: * To ensure that 50% of class time, students are engaged in Moderate to Vigorous Physical Activity (MVPA) * To integrate core curriculum content into physical education curriculum. * To develop quality physical education programs that are developmentally & sequentially appropriate. * To ensure a safe & enjoyable climate for all students. * To provide state approved Coordinated School health components into the curriculum. * To ensure that physical activity is not used as punishment. * To ensure that student/teacher ratios meet the state standards.	10	Principal, PE teacher, SHAC	Fitness Gram Report				
	Funding Sources: 199 General Fund						

Critical Success Factors CSF 1 CSF 2 9) Lead classroom teachers will participate in Vertical Alignment Planning at the District and campus levels to increase the rigor & continuity in Writing Curriculum, instructional delivery, and student performance.		Principal, Classroom teachers, Director of Curriculum & Instruction	Vertical Alignment meeting notes & sign-in sheets, team planning meeting notes, teacher feedback, student performance				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

Goal 1: MISD will provide a challenging curriculum, assess individual student achievement and support efforts to ensure student success.

Performance Objective 2: 80% of all student groups will meet or exceed college readiness standards on the STAAR test.

Summative Evaluation: STAAR results and local assessment data will show student performance.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) MES teachers will utilize the MISD MAC during weekly planning to ensure TEKS Alignment, exemplary lessons, and timeline considerations.	1	Principal, Classroom teachers	Classroom observations, Campus & District training sign-in sheets, Team planning notes				
	Funding Sources: 199 General Fund						
2) MES teachers will analyze Focal Points, Readiness Standards, and Supporting Standards to increase the rigor of instruction to meet the increasing expectations of the STAAR.	1	Principal, Classroom teachers	Classroom observations, Campus & District training sign-in sheets, Team planning notes				
	Funding Sources: 199 General Fund						
3) Teachers will implement components of a Balanced Literacy and Math program as per MAC trainings to ensure quality instruction and application opportunities in every lesson.	1	Principal, Classroom teachers	Classroom observations, Unit Assessment data, STAAR results, team planning notes, Campus & District training sign-in sheets				
	Funding Sources: 199 General Fund						
4) Teachers will use Eduphoria to run reports and disaggregate data for Universal Screeners, District Unit Assessments, Benchmark, & STAAR results.	4	Principal, Classroom teachers	Eduphoria reports, team meeting notes, student scores				
Critical Success Factors CSF 1 CSF 4 5) MES will offer an afternoon Homework Hub Program, which will provide students with academic support and problem-solving skills.	9	Principal, Counselor, Title Interventionists	Attendance records for Homework Hub, teacher feedback, student success in the classroom				
6) MES teachers will focus on differentiation and engagement for all students throughout every lesson including manipulatives, real world problem solving, content investigations and inquiries, authentic reading and writing tasks, and use of technology for virtual experiences.)	2	Principal, Title Interventionists, TIMS	Classroom observations, Increased performance on assessments				
7) MES staff will acknowledge student performance and growth in all areas for grades 2-4 (academic, attendance, character, citizenship, and extracurricular activities such as Choir, UIL, etc.) during EOY Awards Rallies.		Principal, AP, Counselor, Classroom teachers, Registrar	Awards Ceremonies Invitation, Parent Attendance, Teacher records				
8) Teachers and administrators will participate in Professional Learning Communities throughout the year to ensure both professional development and data review in order to maintain the academic rigor and progress of students during instruction.	1	Principal, Title Interventionists, Classroom teachers	PLC Agendas & Sign-in sheets, Student success on assessments, teacher feedback, Classroom observations				

9) MES teachers will use the Literacy Library as a resource to help implement the Balanced Literacy Model in their classrooms.	1, 2	Principal, Literacy Library Coordinator, Classroom teachers, Dual Language Coordinator	Use of Literacy Library resources as per teacher checkout system, student progress in reading comprehension, teacher feedback, purchase orders, and inventory list				
Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7 10) MES will implement the use of an Instructional Coach to help support classroom teachers in Reading, Math, and Technology to enhance student learning and instructional delivery.	3, 8, 9	Principal, Instructional Coach, Director of Curriculum & Instruction	IC meetings & feedback, classroom teacher feedback, classroom observations, PD agendas & sign-up sheets, student progress				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

Goal 1: MISD will provide a challenging curriculum, assess individual student achievement and support efforts to ensure student success.

Performance Objective 3: Continue implementation of the Dropout Prevention Program

Summative Evaluation: Monitor and meet the needs of all students who are At-Risk

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Utilize procedures and strategies within best practices for meeting the needs of students in At-risk situations.	2, 8, 9	Principal, Assistant Principal, Counselor, Classroom teachers, Title Interventionists	All at-risk students will participate in the SST process and be placed in the research based intervention program that best fits their needs (Eduphoria, schedules, lesson plans)				
2) Offer AM and PM tutorials for students in 2nd-4th grades with classroom teachers, interventionists, and auxiliary staff to provide additional support for struggling students.	1, 2, 9	Principal, Assistant Principal, Counselor, Classroom teachers, Title interventionists, RTI team	Improvement of student progress, tutorial logs/sign-in sheets, RTI meeting notes, teacher & parent feedback				
3) Invite students to participate in summer Jump Start program to help support struggling learners in both Reading and Math.	1, 2, 9	Principal, Assistant Principal, Counselor, Classroom teachers, Jump Start District Coordinator & Program Director	Jump Start letters of invitation, student attendance& completion records, student progress in Math & Reading				
	Funding Sources: 255 Title II A						
Critical Success Factors CSF 1 CSF 4 4) Restructure paraprofessional staff in order to provide more in-class support for both academic and behavioral needs to ensure the success of all students.	9	Administration, Classroom teachers	Teacher feedback, classroom observations, student progress, paraprofessional schedules				

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 2: MISD will vigorously enforce policies and procedures that promote a safe and orderly environment.

Performance Objective 1: All students and staff will be provided a safe and orderly environment in which all can learn and work.

Summative Evaluation: Disciplinary referrals will decrease by 10%.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Implement MISD Character Ed. Program for teachers to use in the classrooms and parents to implement at home.	2	Principal, Counselor, Classroom teachers	Decrease in # of discipline referrals, teacher feedback, morning announcements character trait schedule, increase of positive behavior awards on "Character Wall"				
	Funding Sources: 199 General Fund						
2) Teachers will implement Conscious Discipline strategies to enhance classroom environment & improve student behavior.	10	Principal, Assistant Principal, Counselor, Teachers & Staff	Decrease in # of discipline referrals, classroom observations, teacher feedback				
	Funding Sources: 199 General Fund						
3) Teachers will nominate students who are exhibiting good character so that they can be recognized on morning announcements and have their name displayed on the "Character Wall."	1	Counselor, Classroom teachers	Student names on Character Wall				
4) MES will investigate student club options to encourage more student participation in extracurricular activities.		Administration, Classroom teachers, Club Sponsors	Student surveys, Club flyers, Student sign-up sheets, Club participation				
	Funding Sources: 461 Campus Activity						
5) MES will provide training and information for our students on conflict resolution, anti-bullying, & other social issues, as appropriate, through assemblies, character lessons, etc.	2	Principal, Assistant Principal, Counselor	Assembly schedules Character lesson notes Parent/Student letters Red Ribbon Week schedule & communications				
Critical Success Factors CSF 1 CSF 4 CSF 6 6) Students will participate in Classroom Morning Meetings each day as a campus-wide initiative to teach communication skills, problem solving, cooperation, mutual respect, empathy, and self-discipline.		Principal, Assistant Principal, Counselor, Classroom teachers	Morning Meeting Agendas/Plans, classroom observations, reduction in discipline referrals, teacher feedback				
7) All MES students and staff will participate in all required crisis drills, fire drills, evacuation drills, and disaster drills. Professional development will be provided by the MISD police department in appropriate strategies during crisis drills, and practice of the drills will be continuous and varied throughout the school year.	1	MISD Police Department, Administration, Classroom teachers	Agenda with documented professional development, schedule/calendar of all drills throughout the year, observation				

8) All MES staff will complete state mandated Texas Behavior Support Initiative training to gain foundational knowledge for the use of Positive behavior Interventions and Supports for students with disabilities as well as with all students.	2, 10	Principal	Certificates of completion, implementation of strategies schoolwide				
Critical Success Factors CSF 6 9) MES will pursue the State School of Character award by completing the application and implementing components of the 9 School of Character Principles within all aspects of the school.	2, 6	Administration, Committee Chairs	Committee meeting sign-in sheets & notes, Approval of Application				
Critical Success Factors CSF 1 CSF 5 CSF 6 10) MES will implement the PAWS (Positive Action With Students) Mentor Program to provide support for and build relationships with students in need.	6	Administration, Classroom teachers	Student mentee nominations, Mentor Orientation sign-in & agenda, student progress, parent and teacher feedback				
Critical Success Factors CSF 6 11) MES will recognize students who exhibit strong character in the classrooms through the "Student of the Month" program.		Counselor, Classroom teachers	Student nomination & certificates, Posting of SOM pictures on website and Bulletin Board				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

Goal 3: MISD will improve the technology infrastructure and strategically plan for the deployment of 21st century technology for teacher and student use.

Performance Objective 1: Develop a quality technology program to maximize teaching and learning.

Summative Evaluation: 100% of MES teachers will incorporate technology into their classroom instruction and delivery.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Teachers will schedule use of a mobile tech cart or sign up for computer lab use to increase student use of instructional technology.	1	Principal, Classroom teachers, TIMS	Classroom observations,mobile tech cart/computer lab sign-up sheets				
	Funding Sources: 199 General Fund						
2) Provide opportunities per nine-weeks to allow teachers to share technology integration ideas, projects, & resources with peers.	1	Principal, TIMS, Classroom teachers	Sign-in sheets, Classroom observations				
	Funding Sources: 199 General Fund						
3) Campus TIMS will schedule trainings per nine-weeks to model and share instructional technology tools and resources.	1	Principal, TIMS	Sign-in sheets, classroom observations, teacher websites				
	Funding Sources: 199 General Fund						
4) All teachers will be provided with various technology devices to incorporate in their classroom instruction and include in their learning centers.	1	Principal, Librarian, TIMS, Classroom teachers	Technology Inventory checkout sheet, classroom observations				
	Funding Sources: 199 General Fund						
5) All teachers will create and maintain a classroom webpage	6	Principal, Assistant Principal, Classroom teachers	Teacher Self-Report, PDAS, Website completion				
6) Teachers will be required to use Remind 101 or some type of online communication tool in order to improve communication with their parents.	6	Principals, TIMS, Team leaders	Teacher Self-Report, teacher newsletters, parent feedback				
7) Teachers in 1st-4th grades will participate in the SEM2 program, which incorporates project-based learning and student use of individual laptops.	10	Principal, SEM2 Coordinator, Classroom teachers	SEM2 meeting agendas & sign-in sheets, student projects, teacher feedback, classroom observations				
8) Reinstate a Computer Lab to be used for Specials rotation, AM/PM interventions, and teacher sign-up to allow for an increase in student use of technology.		Administration, Specials teacher, Librarian	Teacher feedback, student progress, Lab sign-up sheets, Specials schedule				

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 4: MISD will establish procedures to allocate existing resources to areas of greatest need and actively pursue alternative sources of revenue.

Goal 5: MISD will monitor growth and plan for an orderly, systemic process to ensure quality programs and facilities.

Performance Objective 1: Communication between school and district will support improvement of facilities and programs for future student growth.

Summative Evaluation: MES will be prepared for increased enrollment and staffing needs.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Communication between Administration, CAC, PTO, and the MISD Maintenance with District Office Administration will occur regularly in order to address campus needs pertaining to growth.	1	Principal	Communications to District Office, enrollment data, CAC & PTO Agendas, Effective use of current facilities				

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 6: MISD will recruit and retain excellent personnel and continually provide quality staff development.

Performance Objective 1: Collaborate and communicate with team members to ensure continuity and provide needed support.

Summative Evaluation: Staff retention will remain high and staff development will be ongoing.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Coordinate with HR before any reassignment of staff to ensure certification and funding requirements have been met.	3	Principal, Director of HR, Director of Curriciulum & Instruction, Director of Special Education	Master Schedule Review, Action Requests				
2) Provide each grade level/subject area team a full or half-day for planning & training each nine weeks.	4	Principals, classroom teachers, team leaders, Curriculum & Instruction Director	Team meeting agendas, sign-in sheets, team meeting notes				
3) Each grade level will have a minimum of one additional teacher GT certified.	4	Principal, Counselor, Classroom teachers	Teacher certification				
4) Each grade level will have a minimum of one additional teacher ESL certified.	4	Principal, Counselor, Classroom teachers	Teacher certification				
5) Selected teachers will serve as MAC specialists per grade level in order to attend trainings, relay important updates throughout the school year, and provide support for their team members.	4	Principal, Classroom teachers, Curriculum & Instruction Director	Sign-in sheets, Grade level meeting agendas, Classroom observations				
6) Principal and Instructional Coach will work closely together to support classroom teachers and provide needed PD opportunities to increase rigor in the classroom and student learning.	3, 4	Principal, Team Leaders, Classroom Teachers	Workshop registration, Classroom observations, Teacher feedback, Teacher Self-Report				

7) HQ Objective: 100% of MISD teachers & instructional aides will be Highly Qualified & ensured to be HQ through the following strategies: * Prior to being hired, certifications will be carefully examined for the position being filled. * Instructional aides who do not meet the requirements for the classification of Highly Qualified will participate in the Paraprofessional Assessment of Knowledge & Skills (PAKS) evaluation process to earn the classification of Highly Qualified. In the case of losing a teacher after the first of the school year, the district will post the position & communicate with certified teachers on the MISD list of substitutes for a possible replacement who is Highly Qualified.	3	Principal, Assistant Principal, HR Director, Certification Officer	SBEC review, PAKS document				
8) MES will recognize one staff member each month as "Employee of the Month" and provide a front row parking spot for that staff member.	5	Principal & Assistant Principal	"Employee of the Month" recognition board, peer nomination forms, staff feedback				
9) MES will participate actively in the MISD Spring Job Fair in order to promote MISD and fill open positions with the best candidates.	5	Administration,MISD Director of Human Resources	Job Fair sign-in sheets, Hiring of top candidates, recruiter feedback				
10) Administration will ensure communication between staff and allow opportunities for professional development in a teacher's area of need.	5	Administration, classroom teachers and staff	Team and faculty meeting agendas and sign-in sheets, PD certificates of completion, classroom observations, Teacher Self-Report documents and PDAS notes				
11) Ongoing specific training will be provided to Dual Language/Bilingual teachers to ensure proper and effective implementation of the Gomez & Gomez Dual Language Model in all DL/Bilingual classrooms.	1, 2, 3, 4	Principal, Dual Language Coordinator, Director of Elementary Curriculum, Dual Language/Bilingual teachers	PD registration and certificate of completion, classroom observations, student progress, teacher feedback				
12) 12) Teachers will receive training and support with the new TTESS Appraisal System.	3, 4	Administration	Staff Development Sign-in & Agenda				

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 7: MISD will establish a process that ensures open, honest, and frequent communication with the public.

Performance Objective 1: MES will use various communication tools in a timely manner to make sure that parents and community members are well-informed.

Summative Evaluation: Parent and community involvement will be evident & ongoing.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Promote positive communication in both English and Spanish between the school, home, and community through the campus website, Tuesday folders, Campus Newsletters, School Messenger, Remind 101,PTO communications, and student agenda planners.	6	Principal, Assistant Principal, Counselor, Teachers	Parent/teacher written communication, Parent Surveys & feedback, Parent involvement in campus programs/activities				
Critical Success Factors CSF 5 2) In order to promote continuity & communication between school and home,a Parent Orientation event will be offered during the first 3 weeks of school to review basics of each grade level, student expectations, and parent support strategies.	6	Administration, Classroom teachers	Increased communication between home & school, Orientation flyer, Attendance, Positive responses on parent survey,Orientation sign-in sheets				
Critical Success Factors CSF 5 3) Provide various trainings to parents via the Parent Resource Center to increase parental education and support.	1, 6	Principal, Counselor	Training invitations, agendas, and sign-in sheets; Parent Feedback				
	Funding Sources: 199 General Fund						
4) Campus and teacher websites will be implemented and updated regularly to offer timely communication regarding campus events and information.	6	Campus Web Page Liaison, TIMS, Administration, Teachers	Website updates, Parent feedback & involvement				
5) MES will hold a Title I night to review math and reading strategies in a fun, engaging manner for all students and parents.	2, 6	Administration, Classroom teachers and staff, Title interventionists	Sign-in sheets, participation, teacher and parent feedback				
6) MES Campus Needs Assessment teams will administer end of year teacher, parent, and student surveys to determine campus areas of needed improvement & focus.	1, 6, 8	Principal, CNA team members, Teachers and Staff, CAC members	Survey participation, CNA meeting notes, CAC meeting agendas and notes, Improvement in focus areas				

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 8: MISD will encourage and promote a climate that fosters parental participation in the education of our children.

Performance Objective 1: MES will provide multiple opportunities for parents to be involved in their child's school.

Summative Evaluation: Active and increasing parental involvement will be evident.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) The Dual Language team will organize and offer a Dual Language Orientation for parents to establish expectations of the program and review program components.	6	Principal, District Dual Language Coordinator, Dual Language teachers	Dual Language Orientation flyers, parent sign-in sheets/attendance, orientation agenda				
2) MES will conduct both Family Literacy Night and Family Math & Science Night events to enchance parent's understanding of our instructional program.	6	Principal, Title staff, Librarian, Classroom teachers	Parent sign-in sheets, parent and teacher feedback, program invitations and flyers				
3) MES will actively recruit PTO members and volunteers to build a strong group of parental stakeholders.	6	Principal, PTO Executive Board	PTO membership numbers, PTO meeting agendas & minutes, Volunteer Orientation invitation and sign-in sheets				
4) Teachers will be required to schedule conferences with each of their parents in the Spring to enlist parental feedback & discuss student progress.	6	Princpal, Assistant Principal, Classroom teachers	parent conference sign-in sheets, Teacher Self Report, teacher feedback, student progress				

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Title I Personnel

Name	Position	Program	FTE
Chris Reuter	Title Reading & Math		1

Plan Notes

CNA teams assigned and CIP shared, areas of focus distributed, out etc. at first meeting on _____

CNA team email sent on _____ to touch base with their teams, choose a leader, and establish focus areas for their component. Deadline is 1/29 to Mullins.

2016-2017 Campus Advisory Committee

Committee Role	Name	Position
Administrator	Jada Mullins	Principal
Administrator	Courtney Dyer	Assistant Principal
Administrator	Deanna Peterson	Counselor
Business Representative	Michelle Fuller	parent/business owner
Classroom Teacher	Lorna Fruge	Special Ed. teacher
Classroom Teacher	Demi Torman	teacher
Community Representative	Sherry Gurka	Community Rep
Non-classroom Professional	Jennifer Kirkorian	ESL/Dual Language Liaison
Non-classroom Professional	Chris Reuter	Title Reading and Math
Parent	Denise Baker	parent
Parent	Joan Boswell	parent
Parent	Julie Hart	parent

Campus Funding Summary

199 General Fund					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	2			$0.00
1	1	6			$0.00
1	1	8			$0.00
1	2	1			$0.00
1	2	2			$0.00
1	2	3			$0.00
2	1	1			$0.00
2	1	2			$0.00
3	1	1			$0.00
3	1	2			$0.00
3	1	3			$0.00
3	1	4			$0.00
7	1	3			$0.00
				Sub-Total	$0.00
211 Title I					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1			$0.00
1	1	3			$0.00
1	1	4			$0.00
				Sub-Total	$0.00
255 Title II A					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	3	3			$0.00
				Sub-Total	$0.00

461 Campus Activity					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	7			$0.00
2	1	4			$0.00
				Sub-Total	$0.00
				Grand Total	$0.00

Montgomery Independent School District

Stewart Creek Elementary School

2016-2017 Campus Improvement Plan

Mission Statement

The staff at Stewart Creek Elementary will ensure that students are engaged in a differentiated curriculum incorporating 21st century technology skills in order to prepare them for a future college/career. The academic program will build 21st centurty skills of collaboration, communication, critical thinking, and problem solving. SCE students will be productive members of society and recognize their contribution to the improvement of the physical, emotional, and social well-being of themselves, family, and friends.

Value Statement

Stewart Creek Elementary is achieving GREATNESS!

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Stewart Creek Elementary (SCE) is comprised of 774 students ranging from PreK-Fourth Grade. There are 45 students in PreK, 134 students in Kindergarten, 147 students in First, 150 students in Second, 156 students in Third, and 142 students in Fourth Grade. There are 54 students identified as Limited English Proficient, 3 students identified as an Immigrant, and 283 (36.42%) listed as Economically Disadvantaged. Stewart Creek Elementary is a Title I campus based on the percentage of Economically Disadvantaged students from the 2013-2014 school year. The economically disadvantaged enrollment was under 40% in the year 2014-2015. The enrollment by Ethnicity is shown in the Table below:

Ethnicity	Actual Number	% of Enrollment
American Indian/Alaskan	4	0.5%
Asian	9	1.2%
Black/African American	7	0.9%
Hispanic/Latino	123	15.9%
White	612	79.1%
Hawaiian/Pacific Islander	1	0.1%
Two or More Races	18	2.32%

The variety of programs in which our students participate are included in the table listed below:

Program Information

Program	Actual Number	% of Enrollment
Bilingual	37	4.8%
English as a Second Language	16	2.1%
Gifted and Talented	21	2.7%
Special Education	37	5.0%

SCE will begin the fourth year of Dual Language (two way). There will be one Dual Language class in PreK, Kindergarten, First, Second, Third and Fourth Grades.

Staff Demographics

Grade Level/Program	Number of Staff (FTE)
Pre-Kindergarten and Kindergarten	8.5
First Grade	8
Second Grade	7
Third Grade	8
Fourth Grade	7
Special Education	7 (including paraprofessionals)
Title I	1.5
English as a Second Language/Bilingual Paraprofessionals	2.0
Physical Education, Music, Art, Computer, Library, Science Lab	7
Administration and Counseling	3
Front Office and Nurse	4
District Maintenance	1
Cafeteria Staff	5

Staff Ethnicity Profile

Ethnicity	Staff Average
African American	3.0%
Hispanic	8.8%

White	88.2%
American Indian	0.0%
Asian	0.0%
Pacific Islander	0.0%
Two or More Races	0.0%

Data obtained from the 2014-15 Texas Academic Performance Report

Demographics Strengths

Stewart Creek Elementary has a variety of student ethnicities and program labels exemplifying our diversity. We have a great balance of support for students with varying academic needs. SCE has continued the growth of programs such as Dual Language to adequately address needs of our ELL learners, as well as, enrich the acquisition of a second language for our English speakers.

The bilingual staff has increased each year and are more representative of languages that are spoken by our students and their families.

Demographics Needs

It is the goal of Stewart Creek Elementary, SCE, to promote cultural awareness and honor the variety of student needs through diverse, meaningful, and engaging programs.

It is also a goal of SCE to attract and recruit staff members that represent the ethnicities and gender of the students whom we serve.

Student Achievement

Student Achievement Summary

Stewart Creek Elementary utilizes a variety of assessments to measure student achievement. A variety of these sources include the State of Texas Assessment of Academic Readiness (STAAR), Texas English Language Proficiency Assessment System (TELPAS), Developmental Reading Assessment (DRA), and district unit assessments. Shown below are the results of the STAAR performance in Grades 3 & 4 in the areas of Writing, Reading, and Math for the 2012-2013, 2013-2014, 2014-2015 and 2015-2016 academic school year. These results are displayed according to the Satisfactory Performance Standard and Advanced Performance Standard.

Assessment	Grade	Year	Passing Rate at Level II: Satisfactory	Passing Rate at Level III: Advanced
Reading	3	2013	85%	16%
Reading	3	2014	83%	18%
Reading	3	2015	92%	31%
Reading	3	2016	81%*	30%
Reading	4	2013	81%	14%
Reading	4	2014	85%	20%
Reading	4	2015	88%	30%
Reading	4	2016	86%*	31%
Math	3	2013	70%	19%
Math	3	2014	83%	17%
Math	3	2015	72%**	
Math	3	2016	89%*	25%
Math	4	2013	88%	15%
Math	4	2014	80%	27%
Math	4	2015	69%**	

Math	4	2016	93%*	33%
Writing	4	2013	81%	5%
Writing	4	2014	80%	6%
Writing	4	2015	83%	6%
Writing	4	2016	85%*	23%

*Satisfactory increased to Level II **No Standard Established

The four Indexes are reported for the 2012-2013, 2013-2014, and 2014-2015 school years. Data for the 2015-2016 is currently unavailable.

Year	Index1 Student Achievement	Index 2 Student Progress	Index 3 Closing Performance Gaps	Index 4 Postsecondary Readiness
2013	81 (Target 50)	38 (Target 30)	78 (Target 55)	N/A
2014	83 (Target 55)	45 (Target 33)	44 (Target 28)	41 (Target 12)
2015	88 (Target 60)	44 (Target 30)	50 (Target 28)	37 (Target 12)

Student Achievement Strengths

The staff of Stewart Creek Elementary create a positive, supportive, predictable, safe learning environment for our students. By increasing the level of rigor in the classroom, teachers are closing the academic gap from year to year. In addition, the intervention staff does a wonderful job of identifying and scheduling students that are in need of additional assistance. Overall, the staff of SCE is consistently analyzing all student needs and strengths and continually building on achievement gains.

Student Achievement Needs

Based upon recommendations of the Student Achievement Committee, campus data analysis and information from the STAAR exam, these areas of need are identified and listed in priority order:

1. Teachers need to participate in more vertical alignment within the campus to discuss strategies, as well as visit other teachers classrooms in order to see instruction, as it progresses from grade level to grade level.

2. Target reading practices across all grade levels in order to raise the achievement of reading in upper grades.

3. All teachers need a deep understanding of the STAAR Readiness, Supporting and Process standards including how learning builds between grades and depends on earlier grades.

4. Teachers will utilize PLC time to analyze data, share ideas on what is successful in the classroom, and discuss student progress. Agendas for PLC times will also be distributed prior to meeting.

School Culture and Climate

School Culture and Climate Summary

The staff of Stewart Creek is continually working on building a culture of student success, as well as a climate that is warm, happy, inviting and a safe environment for students, families and teachers. Student growth and academic achievement continue to be a focus. In addition we are fostering the relationship between school and home with more parent participation in school activities.

School Culture and Climate Strengths

Stewart Creek Elementary has adopted an open door and inviting atmosphere throughout the last few years. Staff members work well together on teams, encourage participation of community visitors/parents, and work with one another as a cohesive team. There have been six administrative (principal and assistant principal) changes in less than six years, and yet they have remained a tight-knit, positive, and hard working group. The attitude of support and focus on student needs can be seen in daily interactions.

The most important aspect of Stewart Creek Elementary is that the building is a place where students want to learn and desire acceptance and love. These needs are met and exceeded as the staff educates, feeds, nurtures, and loves every individual.

Student needs are handled proactively. Mentors are assigned for students that need additional support outside of the classroom called "Bear Buddies." This support may be academic, emotional, and social. Students are taught the strategies that are aligned with the Conscious Discipline model and are able to regulate their own behavior, feel included in their school family, and so much more.

School Culture and Climate Needs

The staff at SCE is currently working towards creating an inclusive, kid-friendly, and focused physical plant. This will/does include student pictures, student products, visuals of volunteers, a welcome board to new students, visually appealing staff morale activities, and inclusion of diverse cultures/languages throughout the building.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

One hundred percent of the SCE is highly qualified and seek to continually improve their certification level. Teachers will increase their opportunities as they earn their English as a Second Language and Gifted and Talented certifications this year. The retention rate of the staff is extremely high with approximately less than a 5% turnover each year. The district and campus are highly sought after which results in dedicated, highly qualified, and loyal staff members.

Staff Quality, Recruitment, and Retention Strengths

New teachers are supported through a comprehensive metoring program. If a teacher is new to the field of education he/she is assigned a mentor and if the teacher is an experienced teacher but is new to the district then he/she is assigned a Buddy. Both of these support systems provide opportunities for them to meet with one another, plan lessons together, and observe one another to give suggestions for improvement. The Mentors and Buddies are supported financially for their time and effort.

Staff Quality, Recruitment, and Retention Needs

It is the goal of Stewart Creek Elementary to recruit staff members that are diverse in ethnicity and have a equitable percentage of both genders. This would better represent our student population.

It is also the goal of Stewart Creek Elementary to increase the level of teacher certifications in order to meet diverse needs of our students (English as a Second Language, Gifted and Talented).

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

The teaching staff at SCE are implementing the district's curriculum, Montgomery Aligned Curriculum (MAC), in all grade levels and special classes (Fine Arts and Physical Education). The staff incorporates the use of Professional Learning Communities (PLC's) and team meetings to ensure that the grade level instruction is equitable, differentiated, and rigorous. The teachers review the data on district assessments in order to determine which students are in need of additional curriculum support via Title I small groups. In addition to the district assessments, the SCE staff incorporates a Developmental Reading Assessment in Grades K-4 grades in order to determine a student's reading level. The mix of fluency and comprehension that is assessed by this evaluation assists the teacher in determining the guided reading library level to use with individual students and/or student groups. This has been a great help in utilizing the Literacy Library to it's potential.

Curriculum, Instruction, and Assessment Strengths

Stewart Creek Elementary has participated in numerous professional development opportunities including PLC's, Kim Sutton math fact fluency, Comprehension Toolkit, Balanced Literacy, Balanced Math, Lucy Calkin's writing, Reading Horizons, Imagine Learning, and more. These programs have assisted the professionals at SCE to enhance the level of diversity and rigor that drive instruction and the staff does a great job of implementing district and campus initiatives.

Curriculum, Instruction, and Assessment Needs

More collaboration across grade levels needs to take place in order to ensure students are exposed to common vocabulary and practices from grade to grade. Incorporating the use of daily journals in all grades will assist with writing. We will continue to review student data and needs to guide instruction.

Family and Community Involvement

Family and Community Involvement Summary

The Parent Teacher Association (PTA), in conjunction with the campus, has hosted a wide variety of family and community involvement activities. A variety of these have included Sweets with Santa, Dinner and a Show and more. Additionally, the parents have joined our students and staff at the Parent Involement Night, Field Day, Go Texan Day and other special events. The campus staff has also offered parent orientations, volunteer fairs, Dual Lanuguage information night, Camp Kindergarten for incoming kindergarten students, and more.

SCE has a wide variety of father figures that volunteer as WATCHDOGS (Dads of Great Students) to provide positive, male interactions with our students. The volunteers assist with duties, classroom tutoring, large group activities, recess/lunch, and more. We have also developed a strong group of volunteers that come in and offer additional help to our students.

Family and Community Involvement Strengths

SCE incorporates community volunteers such as WATCHDOGS, local dentists for preventive health care, vision and hearing screenings by local professionals, and business owners that support the education program. We have had generous donors that have provided every kindergarten student with a free book (Texas Retired Teachers) and every third grade student a free dictionary (Lions Club). In addition, we work with local churches to provide a backpack program for students in need of food and Angel Tree to provide families in need with gifts during the Christmas season.

We do a great job of utilizing School Messenger and Remind 101 to keep parents informed of upcoming events.

Family and Community Involvement Needs

It is a goal of SCE to continually improve upon the activities and programs already in place to get more parents and students involved. We would like to utilize community members more with activities such as read alouds and E-Tracks. It would be beneficial to have information distributed by PTA being translated into to Spanish for our Spanish speaking families.

School Context and Organization

School Context and Organization Summary

Stewart Creek Elementary is comprised of six grade levels- PreKindergarten through Fourth Grade. There are a variety of programs in serving the needs of the students including English as a Second Language, Dual Language, Special Education, Title I support classes, and Specials (art, music, library, computer, science lab, and physical education). Each grade level and/or support program has a team leader. The staff leads various committees including math, language arts, Schoolwide Enrichment Model, social commitee, programing (awards ceremony, Title I night), and Campus Advisory Committee. Additionally, there is a master schedule that incorporates intervention opportunities, PLC's, and large blocks of uninterrupted instruction time to ensure continuity.

School Context and Organization Strengths

There is an opportunity for all groups of people to have a voice in the procedures and practices at Stewart Creek Elementary. If there are questions or concerns a staff member could address his/her team leader or appropriate committee chairperson to share information. There is an open door policy with campus administration and all members are encouraged to participate in schoolwide decision making.

School Context and Organization Needs

Work is needed in the area of coordinating with the GT pull-out teacher to make sure the large amount of time being missed is not detrimental to those students being pulled. In addition, working on scheduling with the speech teacher to minimize the amount of time lost in specials and providing a roster will be something we will focus on.

Technology

Technology Summary

There is one computer lab that is accessible to all students via special classes at Stewart Creek Elementary. The second computer lab is available for online intervention programs and Gifted and Talented research and coding. There are many devices available for checkout via the library including a netbook lab, IPADs, and Ereaders. There are 3-5 computers in every homeroom classroom and every staff member has a teacher PC. Every homeroom classroom has a SMARTBOARD and it is the goal of SCE to provide one in every special's class. Additionally, a projector, screen, and wiring capabilities were added in the Spring of 2015 in the cafeteria for presentations and entertainment.

Technology Strengths

Utilizing the data derived from the technology evaluation from the state called the STAR Chart, there appear to be adequate devices available for students to access technology in a sufficient way to master the TEKS.

Technology Needs

Complete integration of technology into lessons is lacking in all grade levels. We will continue to provide more tablets and computers for student use throughout the building. In addition, it will continue to be a goal to provide all teachers in the special's rotation with adequate technology.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Community and student engagement rating 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
- Texas English Language Proficiency Assessment System (TELPAS) results
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc
- Section 504 data

- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback

Employee Data

- Staff surveys and/or other feedback
- Highly qualified staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- PDAS and/or T-TESS

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Study of best practices

Goals

Goal 1: MISD will provide a challenging curriculum, assess individual student achievement and support efforts to ensure student success.

Performance Objective 1: 90% of SCE students will meet grade level expectations as set forth by the TEKS and carried out by the expectations of MAC

Summative Evaluation: Students will achieve a 90% passing rate on grade level assessments, end of year state assessments (STAAR, TELPAS), and have grade level appropriate reading levels.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Instruct all students with alignment to the Montgomery Aligned Curriculum (MAC) with fidelity.	1	Administration, Teachers, Instructional Specialist	District Common Assessments, Benchmark Assessments, STAAR, evidence in walk throughs/evaluations, and Lesson Plans				
2) Follow the balanced literacy model which will include guided reading, shared reading, phonics and writing. Writing instruction may include Lucy Calkins and Four Square writing.	1	Administration, Teachers, Title I staff, Instructional Specialist	Evidence in lesson plans. Assessment using DRA kits. On grade level scores for universal screening, common assessments, benchmark assessments, observations, and STAAR.				
3) Follow the balanced math model framework with an emphasis on problem solving using Singapore Math Model Drawing with the inclusion of Kim Sutton Fact and Number Fluency.	1, 4	Administration, Teachers, Title I staff, Instructional Specialist	Evidence in lesson plans. On grade level scores for universal screening, common assessments, benchmark assessments, observations and STAAR.				
4) Analyze assessment results to determine student academic needs and to identify appropriate interventions.	1, 8	Administration, Teachers, Instructional Specialist, Title I staff, Testing Coordinator	Increase of student performance on district common assessments and rigorous classroom activities. Documented discussion from evaluation meetings.				
5) Analyze universal screening in reading (Developmental Reading Assessment) and math in grades K-4 to monitor student growth and progress.	1, 8, 9	Administration, Teachers, Title I staff	Increase performance in universal screening (reading and math) Lesson plans documenting formative assessment approaches to be used in the lesson				
6) Provide differentiation and engagement for all students throughout every lesson including manipulatives, real world problem solving, content investigations and inquiries, authentic reading and writing tasks, and use of technology for virtual experiences.	2, 9	Administration, Teachers, Title I staff, Instructional Specialist	Lesson plans, active engagement of students as observed in walk throughs/observations, increased performance on assessments.				

7) Implement the Schoolwide Enrichment Model (SEM) with fidelity. SEM will focus on student strengths, engaged learning, and positive impact on the school and community.	1, 2, 4, 5, 6, 10	Administration, Teachers, PTA	Lesson plans, Walk Throughs/Observations, comments on parent survey				
8) SCE staff will acknowledge student performance and growth in all areas (academic, attendance, character, citizenship) during Nine Week Awards Rallies.	2, 9	Administration, Teachers, Counselor	Attendance reports Curriculum reports Citizen/character recognition (wall) Agenda for Awards Rally				
9) Provide support and professional development for instructional programs and webpage development through a series of Tech. Tuesdays.	1, 4	TIM, Administration	All teacher web pages will be current, all teachers will incorporate technology authentically into lesson plans, observations				

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 1: MISD will provide a challenging curriculum, assess individual student achievement and support efforts to ensure student success.

Performance Objective 2: All students will be served according to their individual needs and will achieve a 90% mastery rate of grade level expectations.

Summative Evaluation: Success on grade level curriculum will be demonstrated via mastery on district level assessments, universal screening, and STAAR scores.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Introduce the two-way Dual Language program for Fourth Grade students to make a continuous PreK-4th grade program.	2, 3, 10	Administration Dual Language Teachers	Instruction based on the Gomez and Gomez model as observed during walk-throughs/observations Lesson plans				
2) Dual Language teachers will participate in professional development in regards to bilingual and dual language education.	3	Administration, Dual Language teachers, District Bilingual/ESL support staff	Implementation of Dual Language strategies in the classroom as evidenced in lesson plans, observations,				
3) Students with Home Language surveys that indicate languages other than English will be referred to campus ESL coordinator for testing as follows: Ages - IPT Oral English, Grades K-4 IPT 1 Oral English Forms E and F.	1, 9	ESL coordinator on home campus, Administration	Student will have completed assessments and LPAC information in their cumulative folders.				
4) Students who qualify for ESL will be served by a certified ESL teacher in an inclusion setting and will work with the ESL Lead Teacher on campus. Their progress will be closely monitored to increase performance on district and stat assessments.	3, 8	Administration, Campus and District ESL specialist	Classroom rosters, LPAC minutes/plans, district and state assessments				
5) Nominations for the Gifted and Talented program will follow district guidelines and every qualified student will have a teacher trained in the GT differentiated strategies. Additionally, students in Grades 2-4 will be served by a district GT lead teacher. All GT learners will have experiences that enhance the traditional curriculum and will be recorded in individual's teacher's lesson plans.	1, 3	Administration, Counselor, GT teachers	Lesson plans, Schedules showing pull out services by GT District teacher, classroom observation, success on rigorous differentiated material				
6) All students who meet the needs of the general education curriculum will participate in the Advanced Academics as set forth in MAC.	1, 8	General Education Teachers, Administration	Lesson plans documenting differentiation, assessment data showing mastery of objectives, observation/walk throughs				
7) All students meeting the district criteria for dyslexia intervention will participate in the Basic Language Skills (BLS) or Reading Horizons program from a certified Neuhaus instructor and/or Title I Reading specialist.	1, 2, 9	Administration, dyslexia specialist, Title I teachers	Schedules and lessons demonstrate research based strategies that follow the Neuhaus expectations.				
8) All students that meet the federal guidelines as a student with a disability will be served in the least restrictive environment (LRE) that may take the form of a speech class, coteach setting, learning lab pull out support, and/or Lifeskills.	10	Administration, Special Education teachers and service providers, Diagnostician	Admission, Review and Dismissal (ARD) documents that have accurately documented and aligned services and Individual Education Plans (IEPs), observations of students in appropriate programs, lesson plans				

9) SCE will increase the number of certified teachers in the area of Gifted and Talented (GT) and English as a Second Language (ESL).	4, 5	Administration, District GT teacher, District and Campus ESL administrator	Increased certification of teachers for GT and ESL				
10) SCE will implement the Conscious Discipline model to provide instruction on self-regulation of behavior.		Counselor, Administration, General and Special ed teachers	Observation of students participating in the CD components (safe place, calming strategies, etc)				
11) The Title I teacher, Instructional Coach and administration will provide support to general education teachers and students in order to identify, intervene, and monitor the progress of at-risk students (as defined by MISD standards) through the Response to Intervention (RTI) process. The Student Success Team (SST) will meet to review all data relevant to student achievement.	1, 8, 9	Administration, Counselor, Title I Teachers	SST agendas documented in Eduphoria, schedules documenting interventions for students, observations, lesson plans				
12) All students will participate in a cross grade level support system called Little Bear Buddies. More experienced students will read to, listen, and support the academic development of our younger students.	2, 9	Administration, Teachers	Schedule of Little Bear Buddies, Observations in the classroom of cross grade level interactions				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

Goal 1: MISD will provide a challenging curriculum, assess individual student achievement and support efforts to ensure student success.

Performance Objective 3: Continue implementation of the Dropout Prevention Program

Summative Evaluation: Monitor and meet the needs of all students that are At-Risk

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Utilize consistent procedures to identify, intervene, and monitor the progress of At-Risk students PK-12 grades.	2, 8, 9	Administration, Counselor, Teachers	All at-risk students will have an intervention plan and receive assistance based on need as evidenced in Eduphoria and lesson plans, observation				
2) Utilize procedures and strategies within best practices for meeting the needs of students in At-risk situations.	2, 8, 9	Administration, Counseling, Teachers	All at-risk students will participate in the SST process and be placed in the research based intervention program that best fits their needs (Eduphoria, schedules, lesson plans)				

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 1: MISD will provide a challenging curriculum, assess individual student achievement and support efforts to ensure student success.

Performance Objective 4: 80% of all students will meet a minimum of one Healthy Fitness Zone standard, as measured by the Fitness Gram assessment and monitored by the School Health Advisory Committee (SHAC).

Summative Evaluation: Fitness Gram assessment data will demonstrate mastery of the Healthy Fitness Zone Standard.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) 50% of class time students will be in Moderate to Vigorous Physical Activity (MVPA), core curriculum content will be integrated into physical education, and the quality of the physical education programs will be developmentally and sequentially appropriate.	1, 2, 10	Physical Education Staff, Administration	Observation, Lesson Plans				
2) Physical Education will be a safe and enjoyable climate for all students and will include Coordinated School Health components into the curriculum. Physical activity will never be used as a punishment and the PE classes will have ratios of student/teacher that have been approved by the state.	1, 2, 10	Physical Education Staff, Administration	Lesson plans, Observations, Discipline referrals, Class roster				

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 2: MISD will vigorously enforce policies and procedures that promote a safe and orderly environment.

Performance Objective 1: SCE will be a safe and orderly environment where students and staff can learn and work effectively as evidenced by a 20% reduction of student referrals.

Summative Evaluation: Increase of student engagement as a reduction of classroom disruptions.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) All students will participate in the Conscious Discipline program as presented by daily announcement, grade level assemblies, and classroom lessons.	1, 2	Counselor, Teachers, Administration	Observation of character lessons and announcements, observation of student participation in CD program components				
2) Campus Administration will meet with all grade levels the first day of school and review the Bear Pride strategies throughout the year. B=Be Safe E=Encourage Others A=Act Responsibly R= Respect All P=Perseverance R= Respect I= Integrity D= Determination E= Excellence in everything!	1, 2	Administration, Counselor, Classroom Teachers	Student demonstration of BEAR PRIDE in the classroom, hallways, bathrooms, café and gym				
3) SCE students and staff will participate in all required crisis drills, fire drills, evacuation drills, and disaster drills. Professional development will be provided by the MISD police department in appropriate strategies during crisis drills.	1	MISD Police Department, Administration	Agenda with documented professional development, schedule/calendar of all drills throughout the year, observation				
4) SCE staff will continue to implement safety procedures on a daily basis including checking all visitors through V-Soft, requiring all visitors (including itinerant employees) to manually sign in, and verifying all parent pick ups against the student's personal emergency card.	1	Front Office employees, Administration	Daily logs from V-Soft and handwritten check in/out sheets				
	Funding Sources: 199 General Fund Technology						
5) Implementation of Safety Patrol (4th Graders) and WATCHDOGS to check on the hallways and welfare of students as they walk to class.	1, 6	Counselor, Fourth Grade teachers, Administration	Presence of Safety Patrol and WATCHDOGS, Schedules of WATCHDOGS, (increased building security)				
6) Integration of counseling activities that includes Red Ribbon Week (drug awareness) and bullying prevention techniques (conflict resolution) in order to create an educated student body.	1	Counselor, Administration, Teachers	Participation in Red Ribbon Week, Lesson plans on bullying prevention techniques, therefore creating an environment of physical and emotional safety				
	Funding Sources: 461 Campus Activity						

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 3: MISD will improve the technology infrastructure and strategically plan for the deployment of 21st century technology for teacher and student use.

Performance Objective 1: 100% teachers will incorporate technology based strategies in their daily lessons and communication.

Summative Evaluation: All teachers will have a technology component in their daily lesson plans which will support student success.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) All teachers will use SMARTBOARDS and IPADS/Computers in their daily lessons.	1, 9, 10	Teachers, Administration, TIM	Lesson plans, Observations				
	Funding Sources: 199 General Fund Technology						
2) SCE staff and administration will complete the STAR chart technology review assessment in order to receive technology funds from the state.	10	District Technology Director, Administration	All teachers and administrators will have a completed survey				
	Funding Sources: 199 General Fund Technology						
3) Continued professional development during Staff meetings, Tech Tuesdays, PLCs, and team meetings in order to ensure teacher mastery of Eduphoria, student applications, online intervention programs, research sites, and more.	4	TIM, Administration	Application of technology programs with students, Lesson plans, Observations				
	Funding Sources: 199 General Fund Technology						
4) Students will utilize technology in a grade level product once per semester. The technology options may include PowerPoint, Animoto, Microsoft Publisher, presentation apps, etc.	2	Computer Teacher, TIM, Classroom Teacher, Administration	Documentation and display of technology products				
	Funding Sources: 199 General Fund Technology						
5) All teachers and administration will maintain a current web page as a source of information and communication. Additional technology strategies for communication to parents include Remind 101, Google Calendar, email, and School Reach phone messages.	1, 6	Administration, Teachers	Updated web pages, informed parent community				
	Funding Sources: 199 General Fund Technology						
6) Four SCE teachers will participate in the Schoolwide Enrichment Model squared (SEM2) which will incorporate technology in student projects.	2, 10	SEM2 Teacher, Administration, Instructional Specialist	Final products of the SEM2 model will include technology				
	Funding Sources: 199 General Fund Special Ed, 199 General Fund						

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 4: MISD will establish procedures to allocate existing resources to areas of greatest need and actively pursue alternative sources of revenue.

Performance Objective 1: SCE will analyze areas of need utilizing the Camps Needs Assessment, Staff Surveys, and Parent surveys.

Summative Evaluation: Data will be analyzed to determine which are the greatest areas of need at SCE.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) SCE and the SCE PTA will participate in a wide variety of fundraising to promote programs such as the Schoolwide Enrichment Model that allow for active engagement for all students.	2, 6	Administration, PTA President	Revenue that is generated will support programs and areas of need.				

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 5: MISD will monitor growth and plan for an orderly, systemic process to ensure quality programs and facilities.

Performance Objective 1: Communication between school and district will support improvement of facilities and programs for future student growth.

Summative Evaluation: SCE will be prepared for the influx of students.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Communication between administration, CAC, PTA, and maintenance with the district office will occur in order for the priority of campus needs to be addressed for future growth.	1, 2	Administration	Notes and rationale documents will be provided to the district will be provided to the district office				

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 6: MISD will recruit and retain excellent personnel and continually provide quality staff development.

Performance Objective 1: 100% of MISD teachers and instructional aides will be Highly Qualified

Summative Evaluation: Personnel documentation of all teachers will demonstrate highly qualified status

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Prior to being hired, certifications will be carefully examined for the position being filled in order to be in compliance	1, 5	Human Resource Department, Administration	All staff hired will be HQ				
2) Instructional aides who do not meet the requirements for the classification of Highly Qualified will participate in the Paraprofessional Assessment of Knowledge and Skills (PAKS) evaluation process to earn the classification of Highly Qualified.	1, 5	Human Resource Department, Administration	PAKS evaluation will be on file for any paraprofessionals who were not originally highly qualified				
3) In the case of losing a teacher after the first of the school year, the district will post the position and communicate with certified teachers on the MISD list of substitutes for a possible replacement who is highly qualified.	1, 5	Human Resource Department, Administration	Replacement of teacher will be Highly Qualified				
4) Administration will ensure communication between staff and allow opportunities for professional development in a teacher's area of need.	5	Administration, Teachers	Weekly notes from Administration to staff, weekly staff meetings, professional development attendance certificates				

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 7: MISD will establish a process that ensure open, honest, and frequent communication with the public.

Performance Objective 1: SCE will communicate effectively with the parent and business community.

Summative Evaluation: Parents will be informed of all events, status of child's progress, and activities that are available for parent participation.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) The SCE Web Page will be checked daily for accuracy and important information (newsletters, school events).	6	Campus Web Page Liaison, TIM, Administration, Teachers	Up to date webpage, educated community				
	Funding Sources: 199 General Fund						
2) School newsletters in English and Spanish will be on the website and sent home through Tuesday folders each month.	6	Administration	Newsletter on webpage, newsletter sent to parents, educated parent community				
	Funding Sources: 199 General Fund						
3) School Messenger messages will be sent as reminders for all school events and emergency situations. These messages will be in a voice, email or text format.	1, 6	Administration, Counselor	Parents receive messages and are notified of events				
4) Teachers will hold two documented conferences throughout the year to ensure parent communication about child's progress.	6, 9	Teachers, Administration	Teachers will submit phone logs and conference forms each month				
5) Orientations will be held within the first 3 weeks of school to inform parents about school procedures, classroom expectations, and for parents to ask questions in order for them to support their student.	1, 6	Teachers, Administration	Sign In Sheets from Parent orientations				
6) SCE will hold a Title I night to review math and reading strategies in a fun, engaging manner for all students and parents. This will be held 2nd semester.	2, 6	Teachers, Administration	Sign In sheets from Title I night				
	Funding Sources: 211 Title I						
7) Principals and counselor will hold a parent information session at least once a semester reviewing topics of interest for parents (bullying, state assessment, etc.).	1, 6	Administration, Counselor	Sign in sheets for parent information				
8) SCE will administer an end of year parent and community engagement survey to assess the level of satisfaction of the parents/community.	6	Administration	Survey and quantitative and qualitative analysis of results				

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 8: MISD will encourage and promote a climate that fosters parental participation in the education of our children.

Performance Objective 1: SCE will promote and maintain a strong parent participation supporting the education of all students.

Summative Evaluation: Parent participation will be an integral part of the daily education of SCE students.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) SCE will hold a WATCHDOG orientation in which we will recruit fathers and father figures to support the daily safety and security, as well as, academic growth of all of our students.	6	Counselor, Administration	Sign In Sheets, Daily WATCHDOG volunteers visible at SCE				
2) Offer a wide variety of parent participation opportunities including PTA events, Movement with Moms/Fitness with Fathers, Meet the Teacher, Parent Orientations, Spring Show, volunteer opportunities within the school day, and ETRACK(SEM) support.	6	Administration, Counselor, Teachers, PTA President and Board	Daily parent participation in SCE activities				
	Funding Sources: 461 Campus Activity						
3) Continue to support the PTA to recruit new members (100% of the SCE staff will be members), advertise their meetings and events, and support their overall enhancement to the education of the students at SCE.	1, 6	PTA President, Administration	Active participation and increase of PTA members from 2013-14				
4) Recruit parent and community volunteers to increase the program offerings via SEM/ETRACKS.	2, 6	Administration, SEM committee	Increased course offerings for SEM from 2013-14				
	Funding Sources: 199 General Fund, 461 Campus Activity						
5) Parents will volunteer to share their career to promote college and career readiness for all students at SCE in the Spring.	2, 6	Administration, Counselor, Teachers	Increased awareness by students of careers that are available to them				

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Title I

Schoolwide Program Plan

Stewart Creek Elementary is a Title I campus consisting of thirty nine percent of the students on free and reduced lunch. The staff includes one full time and one part time FTE to serve the needs of our at-risk students in the areas of reading and math.

Ten Schoolwide Components

1: Comprehensive Needs Assessment

A comprehensive needs assessment was completed in 2014-15 with the collection of data via parent surveys, employee surveys, TXEIS data, STAAR data, TELPAS data, STAR Chart data, and local benchmark and financial data.

2: Schoolwide Reform Strategies

3: Instruction by highly qualified professional teachers

4: High-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, student services personnel, parents, and other staff

5: Strategies to attract highly qualified teachers

6: Strategies to increase parental involvement

7: Plans for assisting preschool children in the transition from early childhood programs to elementary school programs

8: Measures to include teachers in the decisions regarding the use of academic assessments in order to improve the achievement of individual students and the overall instructional program

9: Activities to ensure effective timely assistance for students who experience difficulty mastering the proficient or advanced levels of academic achievement standards

10: Coordination and integration of federal, state and local services and programs

Title I Personnel

Name	Position	Program	FTE
Dannette Key	Title I Teacher	Language Arts/Math	0.5
Regina Gaspard	Title I Teacher	Language Arts/Math	1.0

Campus Funding Summary

199 General Fund					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
3	1	6			$0.00
7	1	1	computers and web page training		$0.00
7	1	2	paper, computers		$0.00
8	1	4			$0.00
				Sub-Total	$0.00
199 General Fund Special Ed					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
3	1	6	computers, IPADS		$0.00
				Sub-Total	$0.00
199 General Fund Technology					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	1	4	VSOFT program		$0.00
3	1	1	SMARTBOARDS, computers		$0.00
3	1	2	computers		$0.00
3	1	3	computers		$0.00
3	1	4	computers and apps		$0.00
3	1	5	communication programs, computers		$0.00
				Sub-Total	$0.00
211 Title I					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
7	1	6	manipulatives, agenda, food		$0.00
				Sub-Total	$0.00
461 Campus Activity					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**

2	1	6	Red Ribbon promotional items		$0.00
8	1	2	materials for dance, carnival, ETRACKS, etc.		$0.00
8	1	4			$0.00
				Sub-Total	$0.00
				Grand Total	$0.00

Montgomery Independent School District

Lone Star Elementary School

2016-2017 Campus Improvement Plan

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Lone Star Elementary School is a PK-4th grade campus with an enrollment of 881 students. The specific demographics of those children include

19.6% Economically Disadvantaged

84.0% White

12.0% Hispanic

1.7% African American

1.3% Two or More Races

Our student population has steadily increased over the last few years due to a growth in housing developments within our zone.

Demographics Strengths

In spite of the quick growth in the LSE zone, we have been able to attract and retain qualified, experienced staff who are able to meet the needs of our children. The district has planned and allocated appropriately with staff and funding.

Demographics Needs

We have a full time interventionist to support our primary students' reading. With our large number of students and high growth rate, we would benefit from having more support staff to ensure that all children's needs are met. We have 30 students in our special education program, not including speech-only. Their needs greatly vary, and our special education team could use more members & always benefit from new training.

Student Achievement

Student Achievement Summary

Preliminary scores for 2016 STAAR include

3rd grade Reading: 87% Met Standard; 36% Advanced

3rd grade Math: 84% Met Standard; 25% Advanced

4th grade Reading: 91% Met Standard; 29% Advanced

4th grade Math: 91% Met Standard; 41% Advanced

4th grade Writing: 83% Met Standard; 16% Advanced

Lone Star's scores for the 4 Indices include:

Index 1 - (Target 60)

Index 2 - (Target 30)

Index 3 - (Target 28)

Index 4 - (Target 12)

Student Achievement Needs

We need to address the success rate of students that are Hispanic and/or Economically Disadvantaged. Our student enrollment in these groups are low, but large enough to count as a population, we must continue to target these specific students and monitor their progress.

Additionally based upon district data analysis and information on the STAAR exam, these areas of need are identified and listed in priority order:

1. All teachers need a deep understanding of the STAAR Readiness, Supporting, and Process standards including how learning builds between grades and depends on earlier grades.
2. Teachers need training on how STAAR will assess eligible TEKS at a higher cognitive level, in novel contexts and how to teach those skills to students.

School Culture and Climate

School Culture and Climate Summary

Students are recognized on announcements, within their classroom, on the website, and many other ways for birthdays, achievement, and effort. Student attendance is addressed by teachers and the assistant principal in order to ensure that the children receive a solid foundation.

Parents can be seen at our campus visiting, volunteering, and serving in many roles, including Watch DOGS, led by our counselor. Parents feel welcome and enjoy coming to the school for events.

Our staff enjoy receiving a PAWS honor from a peer at our monthly staff meetings for Putting kids first; Achieving instructional success; Working for the team; Seeing, doing, leading. Our staff meetings are a time for community as much as a time for information. Our staff embraced the many district changes over the year and have grown as educators. We are proud of our Lone Star team!

School Culture and Climate Strengths

Staff retention is high. New hiring took place for the 2016-17 schol year due to retirement and growth. Students express that they look forward to coming to school each day. Parents have shared that they specifically moved into their home to send their children to Lone Star.

School Culture and Climate Needs

Our school is referred to as "the island" in the district due to the location being farther away from all of the centrally located campuses. We will continue to build a sense of "Montgomery" in our community, as the drive to the Woodlands or Magnolia is closer for many of our residents. We know they moved to our district to be part of the Bears, and we strive to make them feel included.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Staff at Lone Star are all experienced. New teachers to the district receive a Mentor or Buddy. Several teachers have advanced degrees, and all continue to grow professionally through trainings and workshops. Teachers have attended out of state training at Confratute in Connecticut, visited other school districts, assisted with curriculum and lesson plan writing, and collaborated among teams.

Staff Quality, Recruitment, and Retention Strengths

Teacher retention is a strength at Lone Star. We have talented staff who are able to assist each other with instructional guidance. The staff is comfortable trying new approaches and work together to accomplish goals of student success.

Staff Quality, Recruitment, and Retention Needs

Continue to balance training and reflection with time in the classroom. While it is critical to gain new knowledge and skills, it is just as important to reflect and prepare for the implementation of these skills. However, these activities typically pull teachers from the students. We are always trying to balance these two sides of professional growth.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Teachers utilize planning time and other professional development opportunities to collaborate and apply skills from the Montgomery Aligned Curriculum. This scope and sequence, drawn from the TEKS, provides our students the framework to be on target with all MISD in the same grade level. Our teachers have diligently implemented the various aspects of MAC and have worked to make the components user-friendly for their teammates and district colleagues.

Teachers use resources provided by the state, purchased by the district, and funded through the campus instructional budget to supplement the MAC. Our two half-time interventionists provide push-in support in order to assist with small group instruction. By providing instruction in this manner, the students will not miss teachable moments that might occur when they would be pulled out, otherwise.

Curriculum, Instruction, and Assessment Strengths

The teachers are adept at using data to support and guide their decisions about small group. We used the DRA leveling systems beginning in the 2014-15 school year, which provided us with a solid baseline of information about children. We added a monitoring system for students based on their reading levels to ensure that all students progress. Homework is provided on an as-needed basis, with the purpose of excluding busy-work.

Curriculum, Instruction, and Assessment Needs

We continue to appreciate new information about the changing accountability system. Teachers also seek technology tips and strategies to use within their classroom.

Family and Community Involvement

Family and Community Involvement Summary

Families are supportive of their Lone Star students and our school. We have overwhelming attendance at our school functions, such as Meet the Teacher, family fundraising events, and student programs. Parents volunteer to help with special events, field trips, and tutoring. Our reading interventionist has created a program of parent volunteers to work with struggling readers in K and 1st, and it is rewarding for both volunteers and students.

Family and Community Involvement Strengths

The parents of our students enjoy being a part of the educational process. They are friendly and supportive, and their efforts do not go unappreciated.

Family and Community Involvement Needs

With new families moving in regularly, we continue to work toward helping all volunteers and community members feel a part of the great things happening at Lone Star. All students and parents should feel informed and welcomed. This is an ongoing goal that we work toward.

School Context and Organization

School Context and Organization Summary

Each grade level or department has a Team Leader to represent them in meetings. Agendas are delivered ahead of time so that Team Leaders can get valuable input and share the decision making. Purchasing and expenditures are run through the Team Leader meetings for approval prior to committing our funds. Teachers and staff have also been asked to serve on a variety of committees because their expertise is critical to making our school run efficiently. We will continue to focus on fine tuning all of the new initiatives we have in place as we move into the 2016-17 school year.

Technology

Technology Summary

Teachers are always interested in gaining new information and strategies related to technology. Smartboards, projectors, and document cameras are used in every classroom. Our librarian will continue to provide instruction within the areas of technology and project-based usage to our students for the 2016-17 school year. Our TIM will begin monthly challenges to our staff in order to provide a fun way of trying new strategies.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Community and student engagement rating 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 Released Test Questions
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Running Records results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data

- Special education population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc
- Section 504 data
- Homeless data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback

Employee Data

- Professional Learning Communities (PLC) data
- Staff surveys and/or other feedback
- Highly qualified staff data
- Campus leadership data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Study of best practices
- Other additional data

Goals

Goal 1: MISD will provide a challenging curriculum, assess individual student achievement and support efforts to ensure student success.

Performance Objective 1: 90% of students will meet grade level expectations.

Summative Evaluation: The measure of impact will show student success on reading levels, end of year tests, and STAAR results.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Implement Montgomery Aligned Curriculum in all grade levels and subjects to ensure that students receive an appropriate scope and sequence of instruction	Principal, AP, Teachers	Walkthroughs, evaluations, and lesson plans will show instructional alignment.				
	Funding Sources: 199 General Fund					
2) Teachers will analyze assessment results after each test to identify students needing targeted reading interventions and meet with administration to discuss plans for success.	Principal, AP, Teachers	Student progress, growth, and reading scores				
3) Teachers will goal set with students after each assessment to discuss success, celebrate personal growth, and target an Advanced Level.	Principal, AP, Teachers	Student progress, growth, and reading scores				
	Funding Sources: 199 General Fund					
4) Implement Balanced Literacy program in K-4 Language Arts classrooms, address varied needs through small group with differentiated instruction. Provide teachers training on Lucy Calkins writing program, the first 20 Days, and guided reading lessons	Principal, Reading Interventionist, District Instructional Coach	Progress charts of reading levels				
	Funding Sources: 199 General Fund SCE					
5) Reading intervention will focus services for primary grade students qualifying, based on their assessment and targeted intervention plans	Principal, Reading Interventionist	RTI data Progress charts of reading levels for at-risk students				
	Funding Sources: 199 General Fund SCE					
6) Implement strategies from Schoolwide Enrichment Model, providing differentiation for all students	Principal, Teachers	Lesson plans Walkthroughs SEM ETrack and ETime sessions				
	Funding Sources: 199 General Fund					
7) Kindergarten students will receive certificate from the principal when they know their high frequency words.	Principal, K Teachers	Progress chart of frequency words				
	Funding Sources: 199 General Fund					

8) Students will be coded At-Risk for Indicator 1 if they did not perform satisfactorily on the following assessment instruments for the current year with the following scores: Pre-K- less than 4 out of 9 on Pre-K Screener Kindergarten- PAPI less than 34 First Grade- DRA less than 3 Second Grade- DRA less than 12 Third Grade- DRA less than 20	Principal, AP, Counselor, Teachers	SST meetings, Student data folders				
	Funding Sources: 199 General Fund					
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

Goal 1: MISD will provide a challenging curriculum, assess individual student achievement and support efforts to ensure student success.

Performance Objective 2: 90% of students will meet grade level expectations.

Summative Evaluation: The measure of impact will show student success on math grades, end of year tests, and STAAR results.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Teachers will analyze math assessment results to identify students needing targeted interventions and meet with administration to discuss plans for success. Teachers will analyze and use the released STAAR tests align TEKS based instruction with STAAR math expectations.	Principal, AP, Teachers	Student progress, growth, and math scores				
	Funding Sources: 199 General Fund					
2) Teachers will utilize Singapore Math strategies to assist with alignment of math instruction and problem solving	Principal, AP, Teachers	Student progress, growth, and math scores				
	Funding Sources: 199 General Fund					
3) Students will goal set with the teachers regarding their achievement on assessment.	Principal, AP, Teachers	Student progress, growth, and math scores				
	Funding Sources: 199 General Fund					
4) Math tutors will provide services for students qualifying, based on their assessment and targeted intervention plans	Principal, Math Interventionist	RTI data, Progress charts of at-risk students				
	Funding Sources: 199 General Fund SCE					
5) Implement strategies from Schoolwide Enrichment Model, providing differentiation for all students	Principal, AP, Teachers	Lesson Plans Walkthroughs, Formal observations				
	Funding Sources: 199 General Fund					
6) Teachers will follow the Montgomery Aligned Curriculum to ensure that students receive an appropriate scope and sequence of instruction.	Principal, AP, Teachers	Lesson Plans Walkthroughs Formal observations				
	Funding Sources: 199 General Fund					
7) Teachers will instruct with manipulatives, anchor charts, and hands-on techniques as reviewed at campus trainings to help reinforce visual representation.	Principal, AP, Math Interventionist, Teachers	Lesson Plans, Walkthroughs, Formal observations				
	Funding Sources: 199 General Fund					

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 1: MISD will provide a challenging curriculum, assess individual student achievement and support efforts to ensure student success.

Performance Objective 3: 90% of students will meet grade level expectations.

Summative Evaluation: The measure of impact will show student success on writing samples, end of year tests, and STAAR results.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Teachers will analyze writing assessment results to identify students needing targeted interventions and meet with administration to discuss plans for success.	Principal, AP, Teachers	Student progress, growth, and writing scores				
	Funding Sources: 199 General Fund					
2) Teachers will utilize Lucy Calkins Writing Units of Study and Gretchen Bernabei instructional strategies to assist with alignment of writing instruction	Principal, AP, Teachers	Student progress, growth, and writing scores				
	Funding Sources: 199 General Fund					
3) Students in all grades will maintain a writing notebook for pre-writing and rough draft development.	Principal, AP, Teachers	Student progress, growth, and writing scores				
	Funding Sources: 199 General Fund					
4) Teachers will confer with students throughout the writing process.	Principal, AP, Teachers	Student progress, growth, and writing scores				
5) Teachers will analyze and use the released STAAR writing mini-guides and revision/editing items to align TEKS based instruction with STAAR writing expectations.	Principal, AP, Teachers	Student progress, growth, and writing scores				
	Funding Sources: 199 General Fund					
6) Students in 4th grade will goal set with the teachers regarding their compositions on STAAR. Students in 4th grade will analyze and critique sample STAAR writing passages to gain solid understanding of scoring process.	Principal, AP, Teachers	Student progress, growth, and writing scores				
7) Implement strategies from Schoolwide Enrichment Model, providing differentiation for all students	Principal, AP, Teachers	Classroom visits Lesson plans				
	Funding Sources: 199 General Fund					
8) Teachers will follow the Montgomery Aligned Curriculum to ensure that students receive an appropriate scope and sequence of instruction.	Principal, AP, Teachers	Classroom visits Lesson plans				
	Funding Sources: 199 General Fund					

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 2: MISD will vigorously enforce policies and procedures that promote a safe and orderly environment.

Performance Objective 1: Discipline referrals from classroom and buses will decrease by 10%.

Summative Evaluation: The decrease of referrals will support student achievement.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Provide character education through guidance lessons, daily announcements, and classroom meetings	Counselor	Decrease in discipline referrals				
2) Provide CPR/AED First Aid Training to all team leaders and staff that supervise students off campus	Nurse	Increase in staff awareness and responsibility				
3) Implement of the Emergency Operation Plan and utilize Safety backpacks during all fire drills and evacuation	Principal, AP	Increase in staff awareness and responsibility				
4) Utilize V-Soft program for tracking of all visitors in the building.	Principal, Receptionist	Increase in building security				
5) Combine Red Ribbon Week with Good Choices and Be a Buddy, Not a Bully activities so that 100% of students have an opportunity to participate.	Principal, Counselor	Decrease in discipline referrals				
	Funding Sources: 199 General Fund					
6) Utilize Conscious Discipline strategies and philosophy when interacting with students	Principal, AP, Counselor, Teachers	Decrease in discipline referrals				
	Funding Sources: 199 General Fund					
7) Provide Clinic Club through Schoolwide Enrichment model to educate students and assist nurse in clinic preparation	Nurse	Increase in awareness and student safety				
	Funding Sources: 199 General Fund					

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 3: MISD will improve the technology infrastructure and strategically plan for the deployment of 21st century technology for teacher and student use.

Performance Objective 1: 100% of teachers will incorporate technology based learning into their classroom lesson designs.

Summative Evaluation: The implementation of technology based learning will support student success.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Note student and teacher use of technology in formal classroom walk-throughs.	Principal AP	Classroom walkthrough forms Formal observations				
2) Share instructional technology tips with teachers, providing sites, activities, and lessons so that implementation will be simple.	Principal, TIM Teachers	Classroom visitation Student product				
3) Utilize staff website to model the use of real time information	Principal	Staff feedback and awareness				
4) Maintain instructional expectation that students will create and produce projects using digital recorder, PowerPoint, iPad apps, and/or other educational processes.	Principal Teachers TIM	Student progress Classroom visits				
	Funding Sources: 199 General Fund					
5) Create and maintain staff webpages in order to communicate expectations and information	Principal Teachers	Parent feedback				

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 4: MISD will establish procedures to allocate existing resources to areas of greatest need and actively pursue alternative sources of revenue.

Goal 5: MISD will monitor growth and plan for an orderly, systemic process to ensure quality programs and facilities.

Goal 6: MISD will recruit and retain excellent personnel and continually provide quality staff development.

Performance Objective 1: Continue to utilize district and campus staff and resources to enhance instruction within the classroom

Summative Evaluation: Employee retention rate will remain high

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Schedule weekly meetings with campus-based Montgomery Instructional Coach to monitor instructional needs.	Principal, Instructional Coach, Teachers	Lesson plans Meeting agendas Classroom visits				
2) Maintain a live website accessible to all employees that includes calendar, reminders, forms, and information	Principal	Staff feedback				
3) Schedule monthly staff meetings to review important topics and recognize staff members	Principal	Agendas Staff feedback				
	Funding Sources: 461 Campus Activity					

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 6: MISD will recruit and retain excellent personnel and continually provide quality staff development.

Performance Objective 2: All teachers and instructional aides will meet Highly Qualified criteria

Summative Evaluation: HQ report will be 100% in compliance

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Certifications of teachers and aides will be carefully examined	Principal HR department	All staff HQ				
2) Any teacher hired who is not Highly Qualified in their assigned position will be given until the end of the semester in which they were hired to pass the appropriate certification test. All information regarding certification can be accessed at http://cms.texes-ets.org/ .	Principal, HR department	All staff HQ				

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 7: MISD will establish a process that ensure open, honest, and frequent communication with the public.

Performance Objective 1: Maintain student-centered and meaningful relationships with parents, business owners, and community leaders

Summative Evaluation: Parent and guest feedback to staff and principal

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Maintain campus and staff websites in order to communicate timely information to parents and visitors	Principal Teachers TIM	Websites				
2) Use School Messenger program to communicate electronically to parents on a weekly basis	Principal	Emails				
3) Send home personal "Welcome Back" postcards to share homeroom teacher name and other relevant information	Principal	letter				

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 8: MISD will encourage and promote a climate that fosters parental participation in the education of our children.

Performance Objective 1: Continue to strengthen and maintain positive parent relationships.

Summative Evaluation: Parental attendance will contribute to student success.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Offer community driven programs, including but not limited to Meet the Teacher, Open House, Watch DOGS, Career Day, and parent reading volunteers.	Principal, AP, Teachers	Sign in sheets, attendance				
2) Recruit members for LSE PTA and provide opportunities for parents to assist at the campus.	Principal Counselor	Sign in sheets, attendance				
3) Organize periodic parent information meetings to provide parents with strategies, tools, and knowledge in order to support the campus and students.	Principal, Counselor	Sign in sheets, attendance				
4) Meet new families personally when they register and welcome them to the campus, answering questions as able.	Principal, AP, Counselor	Parent feedback				

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Campus Funding Summary

199 General Fund					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1			$0.00
1	1	3			$0.00
1	1	6			$0.00
1	1	7			$0.00
1	1	8			$0.00
1	2	1			$0.00
1	2	2			$0.00
1	2	3			$0.00
1	2	5			$0.00
1	2	6			$0.00
1	2	7			$0.00
1	3	1			$0.00
1	3	2			$0.00
1	3	3			$0.00
1	3	5			$0.00
1	3	7			$0.00
1	3	8			$0.00
2	1	5			$0.00
2	1	6			$0.00
2	1	7			$0.00
3	1	4			$0.00
				Sub-Total	$0.00
199 General Fund SCE					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**

1	1	4			$0.00
1	1	5			$0.00
1	2	4			$0.00
				Sub-Total	$0.00
461 Campus Activity					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
6	1	3			$0.00
				Sub-Total	$0.00
				Grand Total	$0.00

Montgomery Independent School District

Madeley Ranch Elementary School

2016-2017 Campus Improvement Plan

Mission Statement

Our goal at Madeley Ranch is to provide a safe and loving environment that celebrates each student's individual strengths while providing a solid academic foundation during their formative elementary years.

Value Statement

All students deserve the opportunity to discover and cultivate their interests and passions through innovative learning experiences that inspire them to add value to their community and world.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Madeley Ranch Elementary School is a campus comprised of students in Kindergarten through Fourth Grade. At snapshot date for the 2015 - 2016 school year at MRE had 572 students enrolled. The following data outlines a breakdown of Madeley Ranch's demographics.

Enrollment Numbers indicate:

The enrollment numbers are indicating a stable and moderate growth.

Breakdown by ethnicity, gender, or other category

Hispanic- 10.49% White- 84.44 % Asian- .87%

2 or more Races- 3.15%

American Indian- .35%

Hawaiian- 0%

Male- 49.65% Female 50.35%

Enrollment changes over the last 3 years

Enrollment has gone down by about 25 students since 2013-14

Number of students in Special Programs broken down by ethnicity, gender, or category

10/11	11/12	12/13	13/14	15/16
ESL 2.9%	ESL 2.7 %	ESL 1.03%	ESL 0.97%	0.87%
GT 1.6%	GT 2.7%	GT 6.68%	GT 6.47%	6.29%
Sped 4.7%	Sped 4.3%	Sped 4.62%	Sped 5.83%	8.22%

2015 -16	**Race**
ESL- 5 Students	Asian 0.17%% Hispanic 0.52% White 0.17%
GT- 36 Students	Hispanic 1.05% White 5.24%
Sp. Ed- 47 students	American Indian 0.17% Hispanic 0.52% White 7.17% Two or More Races 0.35%

When comparing enrollment numbers with students represented in special programs the Asian population is under represented in ESL, while the White Population is over represented in GT, while the Hispanic population is significantly underrepresented in GT.

Data for Special Programs over time

The data looks stable. Our S.E. percentages have increased since adding the ABLE Program to our campus.

Data on students who have exited Special Programs:

Insignificant

Percentages of At Risk Students:

15.38% total

0.17% Asian

2.27 % Hispanic

12.06% White

0.35% Two or More Races

Migrant Student Information

We currently do not have any migrant student population.

Composition of Madeley Ranch Elementary Staff

Title	2014	2015	
HOMEROOM TEACHERS	30	32	
IN-CLASS SUPPORT TEACHERS	7	7	
SPECIAL ED. SELF CONTAINED TEACHER – FUNCTIONAL ACADEMICS	1	1	

PRE-SCHOOL PROGRAM Teacher	0	0	
SPEECH THERAPIST	1	1	
ESL SPECIALIST	1.5 days per week	1.5 days per week	
ABLE TEACHER SELF CONTAINED	1	1	
MUSIC TEACHER	1	1	
PE TEACHER	1	1	
SP. ED. PARAPROFESSIONALS	7	6	
PARAPROFESSIONALS	2	2	
CLERICAL STAFF PARAPROFESSIONALS	3	3	
LIBRARIAN	1	1	
ADMINISTRATORS	2	2	
COUNSELOR	1	1	
LSSP	.5	.5	
Campus Interventionist	1	1	

For the 2015/16 school year, Madeley Ranch Elementary housed 4 programs: ABU, self- contained Functional Academics Classroom, and ESL, and G.T.

This past year we continued to implement a thirty minute block of time at the beginning of the school day for schoolwide interventions. This time also allowed for students to be pulled for interventions without taking students out of class time. This was very effective. Intervention for ESL and At Risk

students was offered mostly through a pull out program while enrichment for GT students was offered through inclusion as well as a pullout program once a week. This past year was also our third year of implementing the School Wide Enrichment Model. One day a week, our students attended "E-Tracks" to experience an hour of enrichment of their choice or passion. At the end of each "E-Track" period, students were able to provide a product or service to the community in response to what they learned in their track.

Student Achievement

Student Achievement Summary

The percentages of the 2016 STAAR Tests for third and fourth grades are as follows:

Third Grade:

Reading - 86.82% at Level 2 and 35.66% at Level 3

Math - 86.82%% at Level 2 and 32.56% at Level 3

Fourth Grade:

Reading - 90.07% at Level 2 and 34.04% at Level 3

Math - 87.23% at Level 2 and 31.21% at Level 3

Writing - 83.22% at Level 2 and 22.38% at Level 3

The percentages for the four Indices are as follows:

Index 1 - 87% (Target 60)

Index 2 - ?(Target 30)

Index 3 - ? (Target 28)

Index 4 - ? (Target 12)

MRE was awarded a Designation Distinction by the Texas Education Agency in the area of "Top 25 Percent Closing Performance Gaps" for the 2014-2015 school year. We do not have our final reports yet for the 2016 school year.

Madeley Ranch will continue to implement a School-wide Enrichment Model (SEM) for the 2016 - 2017 school year. This program develops a collaborative school culture while providing meaningful, high-level and potentially creative opportunities for students to develop their talents. We will offer an enrichment hour each Friday. We will continue to follow a scope and sequence established by MAC. This will help ensure that all TEKS are being addressed and that maximum vertical and horizontal alignment is being maintained. MRE will also utilize specific programs in each academic area to increase student success. In reading we will continue using Reading Horizons. We will also continue our development of a Balanced Math Curriculum. This program will include Singapore Math, Kim Sutton, Target the TEKS, and Target the Question. Teachers at MRE will continue to implement the Lucy Calkins writing program for all grade levels as well as Gretchin Bernabei for fourth grade. We will also continue to make certain that all students are instructed using a Balanced Reading approach.

Student Achievement Strengths

• Improved in both third and fourth grades on Level 3 percentages in all subjects except 3rd grade Reading.

Student Achievement Needs

Based upon district data analysis and information on the STAAR exam, these areas of need are identified and listed in priority order:

1. All teachers need a deeper understanding of the STAAR Readiness, Supporting and Process Standards including how learning builds between grades and depends on earlier grades.

2. Teachers need training on how STAAR will assess eligible TEKS at the higher cognitive level, in novel contexts and how to teach those skills to students.

3. There is a significant gap between Index One of Student Achievement and Index two of Student Progress.

School Culture and Climate

School Culture and Climate Summary

School Culture and Climate

2015/16 Needs Assessment Information

A positive school climate exists when all students feel comfortable, wanted, valued, accepted, and secure in an environment where they can interact with caring people they trust. A positive school climate affects everyone associated with the school- students, staff, parents, and the community. We believe our school culture underlies the day-to-day operation of our school. Improving school climate is an ongoing goal. Through the following programs and activities, we are consistently improving school culture and climate:

* A Transformational Leadership Team was implemented at the end of the 2015 school year. This team will meet 4 times a year to discuss ways to bring transformation into the classroom. This is an out of the box approach to teaching. The team will provide examples and staff development during staff meetings in hopes of the transformation mindset to spread amongst teachers.

*Campus adopted Conscious Discipline- helps with student motivation and behavior

*Monthly guidance lessons covering relevant topics

*9 Weeks Bucket Filler party and parade recognition- promotes and recognizes good character

*WATCH D.O.G. program- promotes a sense of fatherhood on campus

*Individual/Group/Classroom counseling for specific teacher requests

*Monthly teacher of the month

*Weekly recognition of classroom bucket fillers on morning announcements

*New teacher mentor/buddy program

*Check and Connect student buddy program

School Culture and Climate Strengths

Child Centered campus focusing on the "Whole Child's" well being.

School Culture and Climate Needs

*Instructional Transformation in the classroom. Student driven fascilitating learning and product based learning.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Strengths

*highly qualified staff

*good mentor program

*technology (Tech in Ten)

*Communication (grade level meetings, team liaisons)

*Hired more male teachers and added an African American Teacher

*Hired a Hispanic teacher - helping toward staff diversity

Staff Quality, Recruitment, and Retention Needs

Priorities/Needs:

*more culturally diverse staff (gender, ethnicity)

*staff becoming more comfortable working with/handling needs of Special Ed and/or behavior issues

*new teacher training

*mentor/buddy meetings scheduled throughout the year

Continue Watch Dog program on campus to provide more male involvement on our campus

*Provide programs to promote a more diverse and culturally rich environment (Ex: have authors from different cultures and genres brought in through our library program or PTO to meet needs of our students and TEKS) *Facilitate a Cultural fair or study of different countries in the month of May. Second

grade already does this but may be expand and make school-wide. (Examples include a Christmas Around the world them campus wide, family tree activity where students could find out more about their heritage, Cinco de Mayo – have student from the Spanish classes at the Jr. High or High School come to our campus and do activities with students like teach Mexican dances or teach Spanish Words, etc……)

Special Education and General Education meetings to role play and or discuss ways to handle different situations and share strategies that you have used.

Have a few set times throughout the year like the tech in ten to share ideas, concerns -presented by LLSP or District Special Ed. Staff

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Student achievement on state standardized tests fell below campus expectations in Index 2 for the 2012 -2013 school year. Madeley Ranch was rated as an "Improvement Required" campus for the 2013 School Year. Many steps were taken since that school year to increase student achievement and progress. Unit Assessments are given across all grade levels and reflect the rigor of state standardized tests. STAAR 1 was a resource that was used to create Unit Assessment that ensured the level of rigor resembling what is expected of students on the S.T.A.A.R. test. Administrators conducted multiple walkthroughs throughout the year to ensure that the level of rigor was evident in all classrooms. All Unit Tests and Benchmark Tests were reviewed on a continual basis with.

Teachers were provided with question stems to assist higher level questioning during small group and whole instruction. In addition, several teachers have been trained on Figure 19.

Students identified as GT continues to be pulled out of class once session per week by a GT trained teacher. The purpose is to facilitate small group or independent Type 2 and Type 3 activities to enrich student learning.

A continual challenge facing schools is ensuring there is curricular alignment of standards across grade levels. As student expectations become increasingly more difficult, it is necessary to look at instruction and student expectations vertically to make sure they are aligned. Montgomery Aligned Curriculum is a scope and sequence put in place to ensure that student expectations were vertically aligned in the appropriate sequence to. The purpose of this is to ensure success across all grade levels.

Data collection is a vital part of student success. Using assessment to drive instruction, as well as to evaluate systems and programs in place, will allow MRE to make better data driven decisions in regards to curriculum, instruction and assessment. Teachers will be provided with continued staff development on the features and uses of Eduphoria. Utilizing this program will better assist teachers and administrators in analyzing data. All unit tests and district benchmarks were scanned into Eduphoria and used by teachers to analyze and drive instruction.

Madeley Ranch began the process of implementing a School wide Enrichment Model that started in October of 2013 to better enrich our students academically and to help develop student talents and interests. Teachers and Staff have been trained. Multiple staff members have attended Confratute at the University of Connecticut, while the remainder of our staff have been trained in Coppell or have received in campus training. A SEM Committee has been established to help implement the model and adjust practices to best fit the needs of Madeley Ranch.

We are currently recruiting teachers to join our Product Base Learning Staff. Last year we had 2 math teachers and 2 language arts teachers teach product based learning or SEM2. Our goal is to continue to recruit teachers from within MRE to learn and fascilitate the product based learning approach.

In May, we formed a Transformational Leadership Committee. This committee was charged to help teach staff and fascilitate a "transformational approach" to learning. The idea is for teachers to allow students to take charge of their learning and fasciliate the instruction. This committee will meet 4 times a year.

Our students continue to participate in UIL where they compete with other students in the school district in various content areas. We will continue to offer UIL for K-5 grade students at Madeley Ranch. Students also participated in Destination Imagination. This program promotes challenging and engaging projects for students that lead to students creating a product that is later judged in competition in local areas. We will continue to offer Destination Imagination to our students at Madeley Ranch.

Curriculum, Instruction, and Assessment Strengths

*Growth in both 3rd and 4th grades on STAAR Tests.

*Completed year 3 of SEM successfullly. 90% of all teachers have been formally trained. Students are producing more Type 2 and 3 products.

Curriculum, Instruction, and Assessment Needs

- Continue to monitor instruction to ensure that lessons are aligned vertically and horizontally to MAC.
- Assessment need to be used to drive instruction.
- Eduphoria needs to be utilized by not only administrators but also teachers to anyalyze data.
- G.T./Advanced students need to be monitored closely to ensure that the level of rigor is appropriate and leads to students scoring at level lll on STAAR.
- Recruit more teachers within MRE to learn and fasciliate Product Base Learning Approach.
- Provide staff development in transformation of the classroom to promote more student driven instruction.

Family and Community Involvement

Family and Community Involvement Summary

The committee for “Family and Community Involvement” identified two focus areas that could benefit from further assessment. One of these areas is additional promotion of an already established fundraiser, the “Flag Program.” This fundraiser is currently advertised in the Walden Newsletter. A parent, a member of this committee, contacted Scott Sustman the General Manager of Walden, who gave us permission to promote this fundraiser by using the large Walden sign located at the entrance of Walden. He suggested promoting this fundraiser the first day of school besides advertising it in the newsletter. This sign is available for our use at that time. A parent also suggested utilizing the LED sign owned by Lake Conroe Realty (located on Walden Road) to further advertise this fundraiser the first week of school, giving pertinent information for those residents who might wish to participate and support Madeley Ranch Elementary. Additional advertising might be targeted to Del Lago residents as well, since some of their children attend Madeley Ranch. We have also reached out to the Boys Scouts, Girl Scouts and local retired Veterans to help distribute flags. We have a need for more volunteers to make the program successful.

Our School-wide Enrichment Model (Program) involves recruiting parents and community volunteers to share their knowledge, passion, or gifts with our students once a week for a nine week period. We have a lot of parent/community involvement with this program. We will continue to recruit our volunteers as we strive to go above and beyond with SEM.

We have a strong Parent Teacher Organization that is very hands on with the school. They have two big fundraisers each year and contribute all money raised back to the school. The new goal for raising money is to help with technology and supplying all classrooms with IPADS or tablets.

Lastly, our Watch Dog program introduced and ran by Kelly Lowe (counselor) has been a great success. It has encouraged many dads to become more involved in their child's education. We should continue to support this cause in our school and encourage more participation.

Family and Community Involvement Strengths

Strong Parent Teacher Organization.

We have many volunteers for our E-Tracks program.

Family and Community Involvement Needs

Students have become more interested in helping others thanks to our E-Track's program. We would like to further develop that interest through increased community awareness and involvement. Possible E-Tracks for next year could include a group interested in community helpers (such as fire fighters and police officers). It would be nice to get the local police and fire departments involved with this project. Other community businesses could get involved, either through donations of time or resources.

We need more volunteers to help with the flag program in order to make it more successful.

School Context and Organization

School Context and Organization Summary

- Madeley Ranch Elementary devotes extra time to students who are performing poorly by the teacher noticing that the student is struggling and requests a RTI meeting on the student. During this meeting the teacher will meet with administration to decide a plan for this student. This plan could involve accommodations in class or having this student being pulled out for interventions.
- Teachers at Madeley Ranch have a voice in decision making and school policies by having Team Leaders. The team leaders meet about once a month to go over certain concerns and/or needs. The team leaders then meet with their grade level team and discuss what was talked about in the meeting.
- Curricum Director this year has been an asset to our campus. When it comes to an assessment and the teachers have a question you are able to call or email. Teachers also are part of the curriculum team to help decide what and how the curriculum is laid out.
- The perception of Madeley Ranch Elementary according to the facebook page is positive. The students love being at Madeley and being involved in the E-Tracks, the bucket fillers, career day, and field day. The parents and the community have good remarks to make about Madeley Ranch Elementary when it comes to the loving environment.
- Madeley Ranch's expectations are very high for the students. An example of these high expectations was how hard the teachers and the students worked to improve STAAR scores by having extra tutoring available for the students who struggled.

Technology

Technology Summary

Technology at Madeley Ranch has significantly improved over the last several years. Every classroom teacher has a Smart Board, ELMO, 4 desktop computers, access to IPADS, Clickers, Maker Spaces, Dojo, GoNoodle, Twitter, Remind 101, and Google binoculars. Students also bring their own technology from home that they can access using MISD's wireless internet.

Technology Strengths

Technology Strengths:

•Technology Night

•One Ipad per Classroom

•Instructional/Classroom Mgmt Tools: Dojo, GoNoodle, Teacher Websites, Twitter, Remind 101.

•Smart Boards in every classroom

•Access to Samsung Table Carts/Wow Carts

•Teachers encourage BYOB: Bring Your Own Device to School.

•Upgraded Wifi Network Boosters

Technology Needs

Technology Needs:

•Ipad Cord to connect with Smart Board

•ITunes Gift Cards to assist with costs of educational apps

•Continue Educating Parents in regards to use of technology in the classroom and use of BYOD (Bring Your Own Device)

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- Federal Report Card Data
- Community and student engagement rating data
- Annual Measurable Achievement Objectives (AMAO) 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 Released Test Questions

Goals

Goal 1: MISD will provide a challenging curriculum, assess individual student achievement and support efforts to ensure student success.

Performance Objective 1: 90% of all student groups will meet or exceed performance standards on Texas statewide assessments.

Summative Evaluation: The measure of impact will be determined through Unit Common Assessments, Benchmark Assessments, and end of the year STAAR results.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Identify students early in the year for those that need targeted reading and math interventions. Then, identify throughout the year those that fall in the bottom 10th percentile in Reading and Math.	Administration, Counselor, Grade Level Teachers, State Comp Ed Teacher	DRA, PAPI, Fluency Probe, AIMSWEB Math, STAAR 2014 Data, Eduphoria Data, Common Assessments, MOY Benchmarks				
	Funding Sources: 199 General Fund SCE					
2) All MRE staff will monitor and ensure STAAR Progress on all Indices by monitoring student progress on Unit Assessments, Universal Screeners, and STAAR assessments throughout the year. 70% of all students will meet or exceed progress on Index 2 in Reading and Math STAAR and EOY Universal Screen results, with 25% exceeding progress in Reading and 30% exceeding progress in Math. 45% of all students and each student group will score at Level 3 on STAAR in Reading, 45% at Level 3 in Math, and 30% in Writing. 35% of Primary grade students will exceed DRA expectations by 2 levels by the end of the year.	Principal, Asst. Principal, Counselor, MRE Staff	Common Assessments, MOY Benchmarks, and 2015 STAAR Results.				
	Funding Sources: 199 General Fund, 461 Campus Activity					
3) Implementation of a balanced math program using MAC in K-4 addressing the varied needs through instruction utilizing Math adoption for math concepts, Target the Question for problem solving, Kim Sutton for math fluency, Singapore Math for problem solving method, Auditory questioning stems for Mental Math, STAAR 1 and Poster Friday for problem solving.	Principal, Asst. Principal, MRE Staff, and Math Interventionist	Student Performance on AIMS Web, Common Assessments, MOY Benchmark, Common Assessments, STAAR,				
	Funding Sources: 199 General Fund, 199 General Fund SCE, 461 Campus Activity					
4) Continued implementation of Handwriting skills to ensure appropriate handwriting development, and cursive handwriting beginning in third grade.	MRE Staff, Administrators	Student Writing Samples, Lesson Plans				
	Funding Sources: 199 General Fund					

5) Continue to hold vertical and horizontal team meetings to discuss curriculum alignment and departmental issues.	MRE Staff and Administrators	Meeting Attendance/Attendance, Committee Feedback, Class Observations				
	Funding Sources: 199 General Fund					
6) Conduct PLC's once every 9 weeks to review practices, programs, curriculum and data to ensure alignment of the MAC Curriculum and that TEKS are being taught at the appropriate depth of knowledge.	MRE Staff, Principal, Asst. Principal	Student Achievement, Teacher performance on Walk throughs and Direct Observations.				
	Funding Sources: 199 General Fund					
7) The SEM2 cohorts will continue to implement SEM strategies in core instruction.	Principal, Asst. Principal, and SEM2 teachers.	Benchmark Data, 2016 STAAR Observations of increased student engagement.				
	Funding Sources: 199 General Fund					
8) Ensure differentiated instruction is provided to all students within an inclusive environment.	Principal, Asst. Principal, MRE Staff	Administrative grade level data meetings.				
	Funding Sources: 199 General Fund					
9) To expand the MISD Gifted and Talented Plan, the Destination Imagination (DI) teams K-5 will compete in area competitions.	Principal, Asst. Principal, and DI Coach	Competition Scores and Awards				
	Funding Sources: 199 General Fund					
10) Continue the implementation of the District's Gifted and Talented 5 Year Plan that will provide a variety of services to meet the needs of GT students K-12 and will address all areas of the Texas State Plan for the Education of Gifted and Talented students, including identification, services, staff development, curriculum and instruction, and family and community.	Principal, G.T. Coordinator	MISD GT Program will meet the exemplary standards of the state plan.				
	Funding Sources: 199 General Fund					
11) The implementation of a Transformational Team that will meet 4 times a year to discuss how to transform classrooms at MRE. These teachers will demonstrate techniques on student driven instruction and product based learning. They will provide this information and staff development at Staff meetings throughout the year.	Principal Assistant Principal Transformation Team Teachers					
	Funding Sources: 199 General Fund - $0.00					
12) Provide more staff development on Product Base Learning to increase capacity.	Principal Assistant Principal Transformational Team Beth Klammar PBL teachers					
	Funding Sources: 199 General Fund					

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 1: MISD will provide a challenging curriculum, assess individual student achievement and support efforts to ensure student success.

Performance Objective 2: 90% economically disadvantaged students and two lowest performing racial/ethnic groups from the prior year will meet the weighted performance (Level ll and lll)

Summative Evaluation: STAAR scores and Benchmark Assessments

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Utilize TxEIS, PEIMS, Eduphoria, and other forms of data to track the participation rate, performance, and instructional setting of students taking the state assessment.	Principal, Asst. Principal, MRE Staff	Benchmark Data, STAAR Data, Report Card Data, Classroom Observation				
	Funding Sources: 199 General Fund					
2) Utilize Student Success Team to identify, intervene, and monitor the progress of "At-Risk" students and students identified for Title 1 Targeted Assistance having met 2 of the 3 criteria: low socio-economic, failed or passed STAAR, DRA score less than or equal to 38.	Principal, Asst. Principal, Counselor, SST Team, Interventionist, MRE Staff	Student Success Team Data by Grading Periods.				
	Funding Sources: 199 General Fund					
3) Track and provide services to at-risk students, students with special needs and their families through a District Support Liaison.	Principal, Asst. Principal, Counselor, MRE Staff	Program Data including Homeless, General Ed, Homebound, Foster, Migrant and Section 504.				
	Funding Sources: 199 General Fund					
4) Teachers will utilize Eduphoria to progress monitor all students' performance on local and state assessments.	Principal, Asst. Principal, Interventionist, MRE Staff.	RTI documentation and intervention strategies.				
	Funding Sources: 199 General Fund					
5) Provide a wide variety of and access to multiple computerized instruction opportunities based on individual student needs.	Principal, Asst. Principal, MRE Staff	Individual computerized student progress report.				
	Funding Sources: 199 General Fund					
6) Teachers will attend professional development on best strategies for teaching at-risk students and other sub-populations.	Principal, Asst. Principal, MRE Staff	STAAR Scores, Benchmarks, and Report Card Data.				
	Funding Sources: 199 General Fund					

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 1: MISD will provide a challenging curriculum, assess individual student achievement and support efforts to ensure student success.

Performance Objective 3: 90% of fall students including racial/ethnic groups will meet final Level ll standard on one or more tests combined over all subject areas; thus meeting criteria for College and Career Readiness.

Summative Evaluation: Common Assessments, STAAR Data

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Track the demographics of students who are in the G.T. classes as well as the students scoring at Level 3 on STAAR. Provide instructional staff with data analysis to increase participation of African American, Hispanic, and Economically Disadvantaged students in advanced courses.	Principal, Asst. Principal, Counselor, G.T. Teachers, MRE Staff	2015-2016 STAAR Data and Comparison Study with previous year's data.				
	Funding Sources: 199 General Fund					
2) Implement PBL into classrooms adding more teachers each year.	Principal, Asst. Principal, Counselor, MRE Staff	Student products				
	Funding Sources: 199 General Fund					

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 1: MISD will provide a challenging curriculum, assess individual student achievement and support efforts to ensure student success.

Performance Objective 4: 80% of all students will meet a minimum of one Healthy Fitness Zone standard, as measured by the Fitness Gram Assessment and monitored by the School Health Advisory Committee (SHAC).

Summative Evaluation: The measure of impact will be determined through the Fitness Gram Results.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) To ensure that 50% of class time, students are engaged in moderate to vigorous physical activity (MVPA).	P.E. Teacher and Principal, Asst. Principal	Fitness Gram Results, Classroom Observations				
	Funding Sources: 199 General Fund					
2) Integrate core curriculum content into physical education curriculum.	P.E. Teacher, Principal, Asst. Principal	Classroom Observations, Lesson Plans.				
	Funding Sources: 199 General Fund					
3) Develop quality Physical Education Lesson Plans that are developmentally and sequentially appropriate.	P.E. Teacher, Principal, Asst. Principal	Lesson Plans, TEKS				
	Funding Sources: 199 General Fund					
4) Provide state approved Coordinated School and Health Components into curriculum.	P.E. Teacher, Principal, Asst. Princial	Classroom Observations, Lesson Plans				
	Funding Sources: 199 General Fund					
5) Ensure that the student/teacher ratios meet the state standards as well as the required 135 minutes per week of physical education for every student.	P.E. Teacher, Principal, Asst. Principal, MRE Staff	Class Rosters, Master Schedule				
	Funding Sources: 199 General Fund					
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

Goal 1: MISD will provide a challenging curriculum, assess individual student achievement and support efforts to ensure student success.

Performance Objective 5: Continue implementation of the Dropout Prevention Program.

Summative Evaluation: Decrease in the number of retention at the end of the 2015 school year.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Utilize consistent procedures to identify, intervene and monitor the progress of At-Risk students in PK-12. Utilize procedures and strategies within best practices for meeting the needs of students in At-Risk situations.	MRE Staff, Reading and Math Interventionist, Principal, Asst. Principal	Student Performance on AIMS Web and DRA, PAPI, and Fluency Probe, Common Assessments, MOY Benchmark, Common Assessments, STAAR, and Report Card performance.				
	Funding Sources: 199 General Fund SCE, 199 General Fund					
2) Utilize procedures and strategies within best practices for meeting the needs of students in At-Risk situations.	Principal, Counselor, Intervention Specialist, MRE Staff.	Report Card Results				
	Funding Sources: 199 General Fund					
3) Provide credit recovery through on-line courses offered in Summer School as well as a and a summer enrichment program for students who need a "Jump Start" into the next grade level .	Principal, Asst. Principal, Counselor, MRE Staff	Report Card Results.				
	Funding Sources: 199 General Fund					
4) Continue to follow local procedures to monitor student retention.	Principal, Asst. Principal, Counselor, MRE Staff	Retention rates, Report Card results				
	Funding Sources: 199 General Fund					
5) Maintain accurate records of students' educational status to ensure the continuation of education career.	Principal, Asst. Principal, Counselor, MRE Staff	PEIMS documentation				
	Funding Sources: 199 General Fund					

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 2: MISD will vigorously enforce policies and procedures that promote a safe and orderly environment.

Performance Objective 1: By thoroughly informing and training staff, parents and students on safety policies and procedures, and by rigorously enforcing all safety policies and procedures, MISD will provide a safe and orderly learning environment.

Summative Evaluation: Student/Parent Handbook Pre K-5, classroom Training, Parent Signature Page. Student/Parent Handbooks 6-12, Campus Training & Student/Parent Signature Pages, Staff Development Agendas & Signature Pages.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Incorporate character education through Counselor's Corner, daily live announcements, guidance lessons, Check and Connect, Bucket Fillers, Watch Dogs, ÂCowboy Charlie and Lady Charlotte, the therapy dogs, and campus assemblies.	MRE Staff, Counselor, and Principal, and Asst. Principal	Decrease in the number of discipline referrals. Positive teacher and parent feedback. Parent/Teacher Survey				
	Funding Sources: 199 General Fund, 461 Campus Activity					
2) 100% of all students will participate in Red Ribbon Week activities to promote drug awareness.	MRE Staff, Counselor, Principal and Asst. Principal	Increased drug awareness by conducting a Drug Awareness Week on campus with different activities implemented each day. Also, reminders on weekly announcements, and through guidance counseling throughout the year.				
	Funding Sources: 199 General Fund, 461 Campus Activity					
3) Implement Conscious Discipline school-wide to promote good conduct, character traits, and citizenship.	Principal, Asst. Principal, Counselor, Classroom Teachers, Specials Teachers	Observation, Bucket Filler Winners, Lower incidence of discipline referrals.				
	Funding Sources: 199 General Fund					
4) Continued use of I-Safe curriculum for K-4th students to enhance their knowledge of safety using web.	Computer Lab Teacher, Technology Department, Principal, Asst. Principal, MRE Staff	Increased computer safety awareness.				
	Funding Sources: 199 General Fund					
5) Continued practice of fire drills, shelter in place, and lock down drills to ensure students are prepared for emergency situations.	Principal, Asst. Principal, MRE Staff, and MISD Police	Drill Reports and MISD Police Feedback				
	Funding Sources: 199 General Fund					
6) Implement Violence Prevention Intervention through Guidance Counseling lessons and in General Education Classes.	Principal, Asst. Principal, Counselor, MRE Staff, and MISD Police	Low Incidence of Discipline				
	Funding Sources: 199 General Fund SCE					

7) Update students, parents, faculty and staff annually on the MISD Code of Conduct.	Principal, Assistant Superintendent of Administrative Services.	Student/Parent Handbook Pre K - 5, Student/Parent Signature page, Staff Development Agenda.				
	Funding Sources: 199 General Fund					
8) Annually revise and update employees on the employee handbook as required.	Principal, Campus Secretary	Annual Employee Review/Update Training and Signature Pages.				
	Funding Sources: 199 General Fund					
9) Provide training for teachers and staff on suicide prevention, conflict resolution, dating violence, sexual abuse of children and anti-bullying strategies.	Principal, Asst. Principal, Counselor	Annual Employee Review/Update Training.				
	Funding Sources: 199 General Fund					
10) Continue to conduct safety, hazardous materials, blood-borne pathogens, sexual harassment, drug/alcohol abuse, and integrated pet management training to employees.	Principal, Asst. Principal, Director of School Security, Executive Director of HR/Communications.	Annual Employee Review/Update Training and Signature Pages.				
	Funding Sources: 199 General Fund					
11) Continue to train appropriate staff on CPR and the use of AED.	Lead Nurse, Principal and Asst. Principal	Training Completion Certificates, Campus & District List.				
	Funding Sources: 199 General Fund					
12) Train and implement Behavior Crisis Management Teams for the campus through utilization of the Texas Behavior Support Initiative (TBSI) and CPI Crisis Prevention Intervention.	Principal, Asst. Principal, Special Education Staff	Certificates of Completion.				
	Funding Sources: 199 General Fund					

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 3: MISD will improve the technology infrastructure and strategically plan for the deployment of 21st century technology for teacher and student use.

Performance Objective 1: MISD will develop a quality technology program to maximize teaching and learning.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Incorporate a minimum of one technology generated product in each core academic course each semester.	Administrators and teacher	Completion of student product.				
	Funding Sources: 199 General Fund					
2) Schedule presentations at team meetings so that teachers can present their student-generated products to the staff.	Administrators and teacher	Teacher presentations at faculty meetings.				
	Funding Sources: 199 General Fund					
3) Utilize computer lab for student research	Administrators and teacher	Student research projects.				
	Funding Sources: 199 General Fund					
4) Tech Tuesdays: in-house staff development with equipment and software that MRE currently owns or provides.	Administrators and TIM	Increased use of technology students				
	Funding Sources: 199 General Fund					
5) Implement Library Media Program with various forms of technology using tablet's, I-Pads, Maker Spaces, Robotics, Legos, etc to engage readers through a different format.	Administrators and Librarian	Increased student engagement/reading skills Increased library circulation				
	Funding Sources: 199 General Fund					
6) Staff development during teacher in-service in areas of flip video, Podcasts, Student Response clickers, & Smart Boards, Animotos, Educational Apps, Website Training and Glogster.	Administrators and TIM	Increased student use of technology in the classroom				
	Funding Sources: 199 General Fund, 461 Campus Activity					

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 3: MISD will improve the technology infrastructure and strategically plan for the deployment of 21st century technology for teacher and student use.

Performance Objective 2: MISD will use technology to enhance professional practices.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) The Technology Steering Committee and District Director of Instructional Technology will schedule web-based training to expand teacher use of web pages.	Administrators and TIM	Active teacher webpages				
	Funding Sources: 199 General Fund					
2) Tech Tuesdays: in-house staff development with equipment and software that MRE currently owns or provides.	Administrators and TIM	Increased teacher use of technology in the classrooms				
	Funding Sources: 199 General Fund					
3) Continue to offer professional development to include the following: a. Technology integration into lesson design and delivery. b. Strategies to increase online collaboration and communication horizontally and vertically among our campus and across district. c. Strategies to promote the use of new technologies that support teaching and learning. d. Strategies to promote Bring Your Own Device.	Principal, Director of Instructional Technology, Executive Directors of Elementary Ed., Special Ed., TIM.	Professional Development Schedule, Signature Pages, Agendas, Participant Evaluation of Training.				
	Funding Sources: 199 General Fund					
4) Utilize trained teachers as technology integration mentors (TIMS) to help promote and encourage good technology practices through regularly scheduled training sessions.	Principal, Director of Instructional Technology, Executive Director of Elementary Education, TIM	Campus Training Announcements, Schedules, Signature Pages.				
	Funding Sources: 199 General Fund					

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 3: MISD will improve the technology infrastructure and strategically plan for the deployment of 21st century technology for teacher and student use.

Performance Objective 3: Develop a technology program with infrastructure to support operations

Summative Evaluation: 100% of the staff will know when and how to access the Technology Help-Desk and will be able to utilize the work-ticket process.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Schedule training with Technology Department Staff on the Helpdesk function and work-ticket process.	Administrator and TIM	Sign-In Sheets and Agenda				
	Funding Sources: 199 General Fund					

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 4: MISD will establish procedures to allocate existing resources to areas of greatest need and actively pursue alternative sources of revenue.

Performance Objective 1: MISD will establish procedures to monitor and assess financial responsibility.

Summative Evaluation: Annual Audit Report/Madeley Budget/ Various Documents

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Continue to annually review budgets with secretary.	Principal, Campus Secretary, Chief Financial Officer	MRE Budget approved by MISD Board of Trustees.				
	Funding Sources: 199 General Fund					
2) Continue to track campus allocations.	Principal, Campus Secretary, Chief Financial Officer	MRE Budget approved by MISD Board of Trustees.				
	Funding Sources: 199 General Fund					
3) Track revenues and expenditures throughout the school year.	Principal, Campus Secretary, Chief Financial Officer	TxEIS Business System				
	Funding Sources: 199 General Fund					
4) Annually review cost saving measures to determine effectiveness.	Principal, Campus Secretary, Chief Financial Officer	Comparison Study of Expenditures.				
	Funding Sources: 199 General Fund					
5) Continually research ways to cut costs and to generate revenue.	Principal, Campus Secretary, Chief Financial Officer	Revenue Budget				
	Funding Sources: 199 General Fund					

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 4: MISD will establish procedures to allocate existing resources to areas of greatest need and actively pursue alternative sources of revenue.

Performance Objective 2: MISD will provide a long and short-term capital asset plan

Goal 5: MISD will monitor growth and plan for an orderly, systemic process to ensure quality programs and facilities.

Performance Objective 1: MISD will conduct a comprehensive analysis of existing facility needs.

Summative Evaluation: Building walkthrough at the end of the year to evaluate progress.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Continue to conduct building walkthroughs throughout the year with the Campus Maintenance Personnel to evaluate building structures, paint, floors, plumbing concerns, electrical concerns, etc. to report any problems to the Asst. Superintendent.	Principal, Maintenance Personnel, Asst. Superintendent	Building Walkthroughs				
	Funding Sources: 199 General Fund					

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 6: MISD will recruit and retain excellent personnel and continually provide quality staff development.

Performance Objective 1: MISD compensation, contracts and benefit plans will be 100% competitive when compared with surrounding area employment markets.

Summative Evaluation: Comparison of MISD's Salary Comparison Sheet, Contracts, and benefit plans with surrounding school districts.

Goal 6: MISD will recruit and retain excellent personnel and continually provide quality staff development.

Performance Objective 2: During the 2016-2017 year, MISD will provide all essential positions necessary to accommodate growth in student population.

Summative Evaluation: Growth Project Study

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Utilize regional service center data to assist in the identification of critical, certified shortage areas, viable and reliable ACP programs and certified personnel placements.	Executive Directors, HR/Communications, Education, Special Ed., Principals	Region 6 Job App Web Bank, Region 6 ACP Program, District-wide ACP Announcements.				
	Funding Sources: 199 General Fund					
2) Continue to participate in area and regional job fairs.	Executive Directors, HR/Communications, Education, Special Education, Principals	Job Fair Registration and Certificate of Attendance.				
	Funding Sources: 199 General Fund					

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 6: MISD will recruit and retain excellent personnel and continually provide quality staff development.

Performance Objective 3: 100% of new teachers will successfully complete MISD's Mentoring Programs.

Summative Evaluation: Letter of Invitation, Training Agenda, Signature Pages and Participant Evaluation Forms.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Mentoring Programs will be provided at the district and campus levels for teachers in their first year of teaching, with a second year offered if necessary. Buddies will also be provided for teachers who are new to the district, but not new to teaching.	Coordinator of Special Programs, Assistant Principal	Participant Evaluations reflect at least 95% positive response to the usefulness of the mentoring support. Letter of invitation, Training Agenda, Signature Pages and Participant Evaluations.				
	Funding Sources: 199 General Fund					

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 6: MISD will recruit and retain excellent personnel and continually provide quality staff development.

Performance Objective 4: MISD will provide multiple opportunities to recognize and develop leadership skills among employees.

Summative Evaluation: District Announcement of Banquet Honorees, District E-Blast and Postings to Community Connections, Calendar of District Events.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Continue MISD programs and recognition banquet for "Teacher of the Year", and "Spirit of the Bear."	Executive Director of HR/Communications	District Announcement of Honorees Banquet Invitations Banquet Program.				
	Funding Sources: 199 General Fund					
2) Create a program to train the first "Leadership Montgomery ISD" leadership cohort.	Superintendent, Asst. Superintendent, Principals	Program Planning Committee, Calendar of Events, Electronic Invitation and Response, Agendas and Signature Pages.				
	Funding Sources: 199 General Fund					
3) Provide information on continuing education opportunities to develop leadership capacity for MISD.	Executive Director of HR/Communications, Principal	District Announcements, District E-Blast, Postings to "Community Connections."				
	Funding Sources: 199 General Fund					

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 6: MISD will recruit and retain excellent personnel and continually provide quality staff development.

Performance Objective 5: MISD will recruit and retain excellent personnel and continually provide quality staff development.

Summative Evaluation: 100% of MISD teachers and instructional aides will be Highly Qualified.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Coordinate with Curriculum and Instruction to provide continued professional development focused on STAAR requirements, Differentiated Instruction, Writing Strategies, Science/Math curriculum alignment, ELA/SS curriculum alignment, and student interventions to maintain HQ teachers and paraprofessionals.	Principal, Asst. Principal, C & I Coordinators, MRE Staff	Instruction reflecting strategies learned				
	Funding Sources: 199 General Fund					
2) Continue to have a Staff Advisory Committee to meet each quarterly to discuss staff strengths and weaknesses to determine solutions to improve quality instruction and staff relations.	Principal, Asst. Principal, Campus Advisory Committee	Staff Survey and Parent Survey				
	Funding Sources: 199 General Fund					
3) Prior to being hired, certifications will be carefully examined for the positions being filled.	Executive Director of HR, Certification Specialist	College Transcripts, SBEC Records				
	Funding Sources: 199 General Fund					
4) Instructional Aides who do not meet the requirements for the classification of Highly Qualified will participate in the Paraprofessional Assessment of Knowledge and Skills (PAKS) evaluation process to earn the classification of Highly Qualified.	Principal, Executive Director of H.R.	Completed PAKS Verification Form, Classroom Observation				
	Funding Sources: 199 General Fund					
5) In the case of losing a teacher after the first of the school year, the district will post the position and communicate with certified teachers on the MISD list of substitutes for a possible replacement who is Highly Qualified. MISD will conduct a search in the Region VI Job Application Bank.	Principal, Executive Director of HR/Communications, MISD Certification Specialist	Positions filled with Highly Qualified.				
	Funding Sources: 199 General Fund					

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 6: MISD will recruit and retain excellent personnel and continually provide quality staff development.

Performance Objective 6: Any teacher hired who is not High Qualified in their assigned position will be expected to pass the appropriate certification test(s) within the same semester as they were hired.

Summative Evaluation: PR1100 Highly Qualified Teacher Survey in e-Grants documenting 100% HQ.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) The teacher will access all information regarding certification at http://cms.texes-ets.org.	MISD Certification Specialist	Successful completion documented on teacher's Texas Teacher Certificate and in SBEC online certification data site.				
	Funding Sources: 199 General Fund					

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 7: MISD will establish a process that ensure open, honest, and frequent communication with the public.

Performance Objective 1: MISD/Madeley Ranch will establish a process that ensures open, honest, and frequent communication with the public.

Summative Evaluation: Maintain student-centered and meaningful relationships with parents, businesses, and community leaders.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Promote positive communication between the school, home, and community through the campus website, School Messenger (Email and phone system), Newsletters, phone communication and parent conferences	Principal, Assistant Principal, Counselor, Teachers	Parent Response/Involvement Parent Survey Publication of website, Facebook and Newsletter.				
	Funding Sources: 199 General Fund					
2) Continue to provide parent and staff survey at end of school year to identify strengths and weaknesses	Principal, CAC Committee	Data Collected for Campus Improvement Plan, Parent Survey				
	Funding Sources: 199 General Fund					
3) Promote positive communication between the school, home, and community by partnering with parents, community members and business partners to implement SEM.	Principal, Asst. Principal, MRE Staff	Student Products, Showcase, Observation				
	Funding Sources: 199 General Fund					
4) Continue to utilize Social Media, including Facebook and Twitter accounts to provide real time communication to Stakeholders.	Principal, Counselor	Current postings				
	Funding Sources: 199 General Fund					

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 8: MISD will encourage and promote a climate that fosters parental participation in the education of our children.

Performance Objective 1: MISD/Madeley Ranch will provide opportunities for parent involvement at the campus and district level.

Summative Evaluation: Parent Survey at the end of the school year.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Continue MISD Volunteer Programs for parents and community members.	Principal, Assistant Principal, Counselor, Teachers, Staff and P.T.O., Parents	Volunteer Membership Roster Event Calendar				
	Funding Sources: 199 General Fund					
2) Expand the Watch D.O.G.S. volunteer program for fathers, uncles, grandfathers, and male mentors in the community.	Principal, Counselor, Dads	Start-Up Meeting Agenda Signature Pages Visitation Calendar				
	Funding Sources: 199 General Fund					
3) Continue P.T.O. activities that incorporate a connection between the families and school including family nights, entertainment events, and philanthropic opportunities.	Principal, parents	P.T.O. Rosters Event Calendar Webpage				
4) Continue/Create regularly scheduled parent sessions on programs and special events: Gifted and Talented Night, Dyslexia Night, College Fairs, Celebrate Language Night, and Parent Orientations.	District Directors, Coordinators, Principal, Parents	Meeting Announcements Agendas Signature pages				
	Funding Sources: 199 General Fund					
5) Create Family Academic Nights such as a Technology Night to share information and strategies on increasing academic performance with parents/guardians.	Principal, Teachers, Parents	Flyers Marquee School Reach Campus Web Page				
	Funding Sources: 199 General Fund					
6) Publish Monthly Newsletter, utilize School Reach announcements, Tuesday Folders, Parent Conferences, Report Card, Progress Report, Campus Web Page, Weekly email to parents.	Principal, Teachers, Parents	Campus Communication file, End of the Year Survey				
	Funding Sources: 199 General Fund					

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Campus Funding Summary

199 General Fund					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	2			$0.00
1	1	3			$0.00
1	1	4			$0.00
1	1	5			$0.00
1	1	6			$0.00
1	1	7			$0.00
1	1	8			$0.00
1	1	9			$0.00
1	1	10			$0.00
1	1	11	Room 101		$0.00
1	1	12	tablets		$0.00
1	2	1			$0.00
1	2	2			$0.00
1	2	3			$0.00
1	2	4			$0.00
1	2	5			$0.00
1	2	6			$0.00
1	3	1			$0.00
1	3	2			$0.00
1	4	1			$0.00
1	4	2			$0.00
1	4	3			$0.00
1	4	4			$0.00
1	4	5			$0.00

1	5	1			$0.00
1	5	2			$0.00
1	5	3			$0.00
1	5	4			$0.00
1	5	5			$0.00
2	1	1			$0.00
2	1	2			$0.00
2	1	3			$0.00
2	1	4			$0.00
2	1	5			$0.00
2	1	7			$0.00
2	1	8			$0.00
2	1	9			$0.00
2	1	10			$0.00
2	1	11			$0.00
2	1	12			$0.00
3	1	1			$0.00
3	1	2			$0.00
3	1	3			$0.00
3	1	4			$0.00
3	1	5			$0.00
3	1	6			$0.00
3	2	1			$0.00
3	2	2			$0.00
3	2	3			$0.00
3	2	4			$0.00
3	3	1			$0.00
4	1	1			$0.00

4	1	2			$0.00
4	1	3			$0.00
4	1	4			$0.00
4	1	5			$0.00
5	1	1			$0.00
6	2	1			$0.00
6	2	2			$0.00
6	3	1			$0.00
6	4	1			$0.00
6	4	2			$0.00
6	4	3			$0.00
6	5	1			$0.00
6	5	2			$0.00
6	5	3			$0.00
6	5	4			$0.00
6	5	5			$0.00
6	6	1			$0.00
7	1	1			$0.00
7	1	2			$0.00
7	1	3			$0.00
7	1	4			$0.00
8	1	1			$0.00
8	1	2			$0.00
8	1	4			$0.00
8	1	5			$0.00
8	1	6			$0.00
				Sub-Total	$0.00
199 General Fund SCE					

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Staff, manipulatives, and incentives		$0.00
1	1	3			$0.00
1	5	1			$0.00
2	1	6	Conscious Discipline		$0.00
				Sub-Total	$0.00
461 Campus Activity					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	2			$0.00
1	1	3			$0.00
2	1	1			$0.00
2	1	2			$0.00
3	1	6			$0.00
				Sub-Total	$0.00
				Grand Total	$0.00

MONTGOMERY I.S.D.

2015-2016

REPORT ON VIOLENT OR CRIMINAL INCIDENTS

Report on Violent or Criminal Incidents
Student Disciplinary Action Incident Counts by Reason Code
2015-16 School Year

Reason Code	Description	LSE	MES	MRE	SCE	MIS	MMS	MJH	MHS	
		#	#	#	#	#	#	#	#	
11	Used, exhibited, possessed firearm	0	0	0	0	0	0	0	0	
12	Used, exhibited possessed illegal knife	0	0	0	0	0	0	0	1	
13	Used, exhibited, possessed illegal club	0	0	0	0	0	0	0	0	
14	Used, exhibited, possessed prohibited weapon	0	0	0	0	0	0	0	0	
16	Arson	0	0	0	0	0	0	0	0	
17	Murder, capital murder, criminal attempt to commit murder/capital murder	0	0	0	0	0	0	0	0	
18	Indecency with a child	0	0	0	0	0	0	0	0	
19	Aggravated kidnapping	0	0	0	0	0	0	0	0	
29	Aggravated assault against school district employee/volunteer	0	0	0	0	0	0	0	0	
30	Aggravated assault against non-employee/volunteer	0	0	0	0	0	0	0	0	
31	Sexual assault/aggravated sexual assault against school district employee/volunteer	0	0	0	0	0	0	0	0	
32	Sexual assault/aggravated sexual assault against non-employee/volunteer	0	0	0	0	0	0	0	0	
36	Felony controlled substance violation	0	0	0	0	0	0	0	0	
37	Felony alcohol violation	0	0	0	0	0	0	0	0	
46	Aggravated robbery	0	0	0	0	0	0	0	0	
47	Manslaughter	0	0	0	0	0	0	0	0	
48	Criminally negligent homicide	0	0	0	0	0	0	0	0	
	Total Incidents	0	0	0	0	0	0	0	1	
	Student Enrollment	883	754	572	772	671	666	1,347	2,512	
	Incident Rate	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	

Disciplinary Action Reason Codes 11, 12, 13, 14, 16, 17, 18, 19, 29, 30, 31, 32, 36, 37, 46, 47 and 48 are the Codes used by TEA in identifying a "Persistently Dangerous School" under No Child Left Behind.

For information concerning school violence prevention and violence intervention policies that the district is using to protect students, please refer to the District's Student Code of Conduct and School Board Policies (both of which are available on the Distict's webpage and at all campuses and at the District's Central Administrative Offices).

Montgomery ISD

2015-2016 Report on Violent or Criminal Incidents by Campus

For information concerning school violence prevention and violence intervention policies and procedures that the district is using to protect students, please refer to District Goal 2: MISD will vigorously enforce policies and procedures that promote a safe and orderly environment contained in each of the Campus Improvement Plans for all campuses. The Campus Improvement Plans can be found using the following hyperlinks:

Madeley Ranch Elementary School

Montgomery Elementary School

Lone Star Elementary School

Stewart Creek Elementary School

Montgomery Intermediate School

Montgomery Middle School

Montgomery Junior High School

Montgomery High School

MONTGOMERY I.S.D.

REPORT OF 2013-2014 HIGH SCHOOL GRADUATES' ENROLLMENT AND ACADEMIC PERFORMANCE IN TX PUBLIC HIGHER EDUCATION IN 2014

Report of 2013-2014 High School Graduates' Enrollment and Academic Performance in Texas Public Higher Education in FY 2015

Texas statute requires every school district to include, with their performance report, information received under Texas Education Code §51.403(e). This information, provided to districts from the Texas Higher Education Coordinating Board (THECB), reports on student performance in postsecondary institutions during the first year enrolled after graduation from high school.

Student performance is measured by the Grade Point Average (GPA) earned by 2013-2014 high school graduates who attended public four-year and two-year higher education in FY 2015. The data is presented alphabetically for each county, school district and high school. The bookmarks can be used to select the first letter of a county. Then the user can scroll down to the desired county, school district and high school.

For each student, the grade points and college-level semester credit hours earned by a student in fall 2014, spring 2015, and summer 2015 are added together and averaged to determine the GPA. These GPAs are accumulated in a range of five categories from < 2.0 to > 3.5. If a GPA could not be calculated for some reason, that student is placed in the "Unknown" column. GPA data is only available for students attending public higher education institutions in Texas. If a high school has fewer than five students attending four-year or two-year public higher education institutions, the number of students is shown but no GPA breakout is given. If a student attended both a four-year and a two-year institution in FY 2015, the student's GPA is shown in the type of institution where the most semester credit hours were earned.

The number of students located at Texas independent institutions is presented. Also shown are "not trackable" graduates, those with non-standard ID numbers that cannot be used to match student identifiers at Texas higher education institutions. "Not found" graduates have standard ID numbers but were not located in FY 2015 at Texas higher education institutions. They might have enrolled in higher education outside of Texas.

No data is given for high schools with 25 or fewer graduates.

Because the statute calls for data on the first year enrolled after graduation, the level of the institution attended by students in this report may not match that given in THECB's high school to college report at http://www.txhighereddata.org/Interactive/HSCollLink. That report shows where students attended in the fall semester after their high school graduation year. This report attributes students to the level of institution where they earned the most semester credit hours during the whole academic year, not just the fall semester.

Please note: In May 2012 the 2006-2007, 2007-2008, and 2008-2009 versions of the *Report of High School Graduates' Enrollment and Academic Performance in Texas Public Higher Education* were updated to reflect a minor correction in how the GPA data are distributed across ranges.

Texas High School Graduates from FY2014
Enrolled in Texas Public or Independent Higher Education in FY 2015

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
MONTGOMERY									
	CONROE ISD								
	170902011	CANEY CREEK H S							
		Four-Year Public University	45	12	6	11	7	9	0
		Two-Year Public Colleges	115	33	15	11	25	23	8
		Independent Colleges & Universities	4						
		Not Trackable	33						
		Not Found	168						
		Total High School Graduates	365						
	170902014	COLLEGE PARK H S							
		Four-Year Public University	194	16	22	34	50	69	3
		Two-Year Public Colleges	177	43	33	17	39	40	5
		Independent Colleges & Universities	24						
		Not Trackable	36						
		Not Found	166						
		Total High School Graduates	597						
	170902001	CONROE H S							
		Four-Year Public University	106	31	12	23	25	12	3
		Two-Year Public Colleges	206	68	35	22	39	40	2
		Independent Colleges & Universities	11						
		Not Trackable	56						
		Not Found	313						
		Total High School Graduates	692						

Source: Texas Higher Education Coordinating Board and Texas Education Agency
"Not found" graduates have standard ID numbers that were not found in the specified year at Texas higher education institutions.
"Not trackable" graduates have non-standard ID numbers that will not find a match at Texas higher education institutions.
Includes high schools with more than 25 graduates. If enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2014
Enrolled in Texas Public or Independent Higher Education in FY 2015

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	170902002	HAUKE ALTER ED							
		Four-Year Public University	0						
		Two-Year Public Colleges	12	6	0	1	1	2	2
		Independent Colleges & Universities	0						
		Not Trackable	12						
		Not Found	61						
		Total High School Graduates	85						
	170902005	OAK RIDGE H S							
		Four-Year Public University	131	20	13	42	35	19	2
		Two-Year Public Colleges	269	84	44	35	54	45	7
		Independent Colleges & Universities	16						
		Not Trackable	26						
		Not Found	240						
		Total High School Graduates	682						
	170902003	THE WOODLANDS H S							
		Four-Year Public University	293	13	24	52	92	108	4
		Two-Year Public Colleges	298	56	39	35	72	88	8
		Independent Colleges & Universities	50						
		Not Trackable	64						
		Not Found	311						
		Total High School Graduates	1,016						

Source: Texas Higher Education Coordinating Board and Texas Education Agency
"Not found" graduates have standard ID numbers that were not found in the specified year at Texas higher education institutions.
"Not trackable" graduates have non-standard ID numbers that will not find a match at Texas higher education institutions.
Includes high schools with more than 25 graduates. If enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2014
Enrolled in Texas Public or Independent Higher Education in FY 2015

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	MAGNOLIA ISD								
	170906012 ALPHA								
		Four-Year Public University	0						
		Two-Year Public Colleges	10	6	1	1	0	1	1
		Independent Colleges & Universities	0						
		Not Trackable	0						
		Not Found	27						
		Total High School Graduates	37						
	170906001 MAGNOLIA H S								
		Four-Year Public University	83	10	16	18	19	20	0
		Two-Year Public Colleges	134	46	16	26	21	22	3
		Independent Colleges & Universities	11						
		Not Trackable	17						
		Not Found	138						
		Total High School Graduates	383						
	170906002 MAGNOLIA WEST H S								
		Four-Year Public University	67	9	12	17	16	13	0
		Two-Year Public Colleges	129	26	26	21	28	25	3
		Independent Colleges & Universities	10						
		Not Trackable	27						
		Not Found	166						
		Total High School Graduates	399						

Source: Texas Higher Education Coordinating Board and Texas Education Agency
"Not found" graduates have standard ID numbers that were not found in the specified year at Texas higher education institutions.
"Not trackable" graduates have non-standard ID numbers that will not find a match at Texas higher education institutions.
Includes high schools with more than 25 graduates. If enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2014
Enrolled in Texas Public or Independent Higher Education in FY 2015

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	MONTGOMERY ISD								
	170903002 MONTGOMERY H S								
		Four-Year Public University	106	14	16	20	26	29	1
		Two-Year Public Colleges	182	46	26	34	40	31	5
		Independent Colleges & Universities	15						
		Not Trackable	7						
		Not Found	164						
		Total High School Graduates	474						
	NEW CANEY ISD								
	170908001 NEW CANEY H S								
		Four-Year Public University	36	9	5	5	6	11	0
		Two-Year Public Colleges	79	40	7	9	13	6	4
		Independent Colleges & Universities	3						
		Not Trackable	33						
		Not Found	158						
		Total High School Graduates	309						
	170908006 PORTER H S								
		Four-Year Public University	42	7	12	8	11	4	0
		Two-Year Public Colleges	115	40	18	11	23	14	9
		Independent Colleges & Universities	4						
		Not Trackable	29						
		Not Found	144						
		Total High School Graduates	334						

Source: Texas Higher Education Coordinating Board and Texas Education Agency
"Not found" graduates have standard ID numbers that were not found in the specified year at Texas higher education institutions.
"Not trackable" graduates have non-standard ID numbers that will not find a match at Texas higher education institutions.
Includes high schools with more than 25 graduates. If enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2014
Enrolled in Texas Public or Independent Higher Education in FY 2015

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	SPLENDORA ISD								
	170907001 SPLENDORA H S								
		Four-Year Public University	40	6	10	4	11	8	1
		Two-Year Public Colleges	54	24	5	12	10	2	1
		Independent Colleges & Universities	4						
		Not Trackable	14						
		Not Found	123						
		Total High School Graduates	235						
	WILLIS ISD								
	170904002 WILLIS H S								
		Four-Year Public University	58	9	9	13	16	11	0
		Two-Year Public Colleges	109	31	22	16	21	18	1
		Independent Colleges & Universities	13						
		Not Trackable	17						
		Not Found	162						
		Total High School Graduates	359						

Source: Texas Higher Education Coordinating Board and Texas Education Agency
"Not found" graduates have standard ID numbers that were not found in the specified year at Texas higher education institutions.
"Not trackable" graduates have non-standard ID numbers that will not find a match at Texas higher education institutions.
Includes high schools with more than 25 graduates. If enrolllment in public higher education less than 5, the GPA data is omitted.

GLOSSARY FOR THE 2015-2016 TEXAS ACADEMIC PERFORMANCE REPORT (TAPR)

Glossary

November 2016

2015–16 Texas Academic Performance Report

Accountability Rating: The labels assigned to districts and campuses by the state academic accountability system that indicate acceptable and unacceptable performance or that a district or campus is not rated. Possible ratings are as follows:

- *Met Standard*
- *Met Alternative Standard*
- *Improvement Required*
- *Not Rated*
- *Not Rated: Data Integrity Issues*

For a detailed explanation of this year's accountability system, see the *2016 Accountability Manual,* available at http://tea.texas.gov/2016accountabilitymanual.aspx.

Accountability Subset: The collection of STAAR assessment results that are used to determine district and campus accountability ratings.

Campus-level accountability subset: Campuses are held accountable for the performance of only those students enrolled in the campus on both the snapshot date (the last Friday in October) and the testing date. For example, if a student was enrolled at one campus on October 30, 2015* then moved to another campus before the testing date, that student's performance is not included in the accountability results for either campus.

District-level accountability subset: A district is held accountable for the performance of only those students enrolled in the district on both the snapshot date (the last Friday in October) and the testing date. For example, if a student was enrolled in one district on October 30, 2015* then moved to another district before the testing date, that student's performance is not included in the accountability results for either district. If that student had moved from one campus to another in the same district, however, his or her performance would have been included in the district's results, even though it was not included in the results for either campus. This can cause districts performance results to vary from the aggregate of its campuses' results.

*In the case of STAAR End-of-Course exams administered in July 2015, the accountability subset date is for the prior year, October 31, 2014.

Advanced/Dual-Credit Course Completion: The percentage of students who complete and receive credit for at least one advanced course. TAPR includes separate completion percentages for grades 9–12 and grades 11–12. Decisions about awarding high school credit for college courses is described in Texas Administrative Code §74.25.

Appendix B lists all courses identified as advanced, with the exception of courses designated only as dual-credit. Courses for which a student can earn dual credit are not listed because they vary from campus to campus.

Course completion information is reported by districts through the Public Education Information Management System (PEIMS) after the close of the school year. For example, the values, expressed as percentages for grades 11–12, are calculated as follows:

number of students in grades 11 and 12 in 2014–15 who received credit for at least one advanced/dual-credit course

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number of students in grades 11–12 who received credit for least one course in 2014–15

This indicator was used in awarding distinction designations to high schools in 2016. For a detailed explanation of distinction designations, see Chapter 5 of the *2016 Accountability Manual.* (*Source of data: PEIMS; Record 415, Course Completion Data – Student; Submission 3*).

Advanced Placement Examinations: Please see *AP/IB Results.*

Annual Dropout Rate: The percentage of students who drop out of school during a school year. Annual dropout rates are shown for districts and campuses that serve grades 7–8 and/or 9–12. State law prohibits including a student who meets any of the following criteria from campus and district annual dropout rate calculations:

- Is ordered by a court to attend a high school equivalency certificate program but has not earned a high school equivalency certificate
- Was previously reported to the state as a dropout
- Was in attendance but not in membership for purposes of average daily attendance (i.e., students for whom school districts are not receiving state Foundation School Program [FSP] funds)
- Was initially enrolled in a school in the United States in any grade 7 through 12 as an unschooled refugee or asylee as defined by TEC §39.027(a-1)
- Attends a district exclusively as a function of having been detained at a county detention facility and is not otherwise a student of the district in which the facility is located
- Is incarcerated in a state jail or federal penitentiary as an adult or as a person certified to stand trial as an adult

Annual Dropout Rate (Gr 7–8). This includes only grades 7 and 8. It is calculated as follows:

number of dropouts in grades 7 and 8 during the 2014–15 school year

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number of students in grades 7 and 8 in attendance at any time during the 2014–15 school year

Annual Dropout Rate (Gr 9–12). This includes grades 9 through 12. It is calculated as follows:

number of dropouts in grades 9 through 12 during the 2014–15 school year

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number of students in grades 9–12 in attendance at any time during the 2014–15 school year

Both annual rates appear on campus, district, region, and state TAPRs. The state and region annual dropout rates that are reported on district and campus TAPRs, however, are calculated without the exclusions required for campus and district calculation.

Note that with all annual dropout rate calculations, a cumulative count of students is used in the denominator. This method for calculating the dropout rate neutralizes the effect of mobility by including in the denominator every student ever reported in attendance at the district or

campus throughout the school year, regardless of length of enrollment. For a more complete description of dropout rates and exclusions, see the *Secondary School Completion and Dropouts in Texas Public Schools, 2014–15* reports, available on the TEA website at http://tea.texas.gov/acctres/dropcomp_index.html.

For detailed information on data sources, see Appendix K in the *2016 Accountability Manual.* See also *Dropout* and *Leaver Record. (Source of data: PEIMS; Record 203, Student – School Leaver; Record 400, Student – Basic Attendance; Record 500, Student – Flexible Attendance Data, Submissions 1, 3, and 4)*

Annual Graduates: The count of students who graduate from a district or campus in a school year regardless of cohort. This is separate from, and may include different students than, the longitudinal graduation rates. *(Source of data: PEIMS; Record 203, Student – School Leaver; Submissions 1 and 3)*

AP/IB Course Completion: The percentage of annual graduates who completed at least one Advanced Placement (AP) course and/or the International Baccalaureate's (IB) course in the 2011–12 to 2014–15 school years.

$$\frac{\textbf{number of 2014–15 annual graduates who completed at least one AP or IB course in the 2011–12 to 2014–15 school years}}{\textbf{Number of 2014–15 annual graduates}}$$

AP/IB Results (Participation): The percentage of students in grades 11 and 12 who took the College Board's Advanced Placement (AP) examinations and/or the International Baccalaureate's (IB) Diploma Program examinations.

The percentage of students in grades 11 and 12 taking at least one AP or IB examination

$$\frac{\textbf{number of 11}^{\textbf{th}}\textbf{ and 12}^{\textbf{th}}\textbf{ graders in the 2014–15 school year taking at least one AP or IB examination}}{\textbf{total students enrolled in 11}^{\textbf{th}}\textbf{ and 12}^{\textbf{th}}\textbf{ grades}}$$

AP/IB Results (Examinees >= Criterion): The percentage of students in grades 11 and 12 with at least one AP or IB score at or above the criterion score. High school students may take one or more of these examinations, ideally upon completion of AP or IB courses, and may receive advanced placement or credit, or both, upon entering college. Generally, colleges will award credit or advanced placement for scores of 3, 4, or 5 on AP examinations and scores of 4, 5, 6, or 7 on IB examinations. Requirements vary by college and by subject tested.

The percentage of students in grades 11 and 12 with at least one AP or IB score at or above the criterion score (3 on AP or 4 on IB)

$$\frac{\textbf{number of 11}^{\textbf{th}}\textbf{ and 12}^{\textbf{th}}\textbf{ graders with at least one AP or IB score at or above criterion}}{\textbf{number of 11}^{\textbf{th}}\textbf{ and 12}^{\textbf{th}}\textbf{ graders with at least one AP or IB examination}}$$

This indicator was used in determining the 2016 postsecondary readiness distinction designation for campuses and districts. For a detailed explanation of distinction designations, see Chapter 5 of the *2016 Accountability Manual. (Sources of data: The College Board, Aug. 2015,*

Jan. 2015; The International Baccalaureate Organization, Aug. 2015, Aug. 2014; and PEIMS; Record 101, Student – Demographic, Submission 1)

At-Risk: The count and percentage of students identified as being at risk of dropping out of school as defined by TEC §29.081(d) and (d-1).

$$\frac{\textbf{number of students in the 2014–15 school year considered as at risk}}{\textbf{total number of students}}$$

(Source of data: PEIMS; Record 110, Student – Enrollment, Submission 1)

Attendance Rate: The percentage of days that students were present in 2014–15 based on student attendance for the entire school year. Only students in grades 1–12 are included in the calculation. Attendance is calculated as follows:

$$\frac{\textbf{total number of days that students in grade 1–12 were present in 2014–15}}{\textbf{total number of days that students in grade 1–12 were in membership in 2014–15}}$$

This indicator was used in awarding distinction designations in 2016. For a detailed explanation of distinction designations, see Chapter 5 of the *2016 Accountability Manual.*
(Source of data: PEIMS; Record 400, Student – Basic Attendance, Submission 1)

Auxiliary Staff *(not on campus profile)***:** The count of full-time equivalent (FTE) staff reported in PEIMS employment and payroll records who are not reported in the PEIMS 090 Staff – Responsibilities record. The auxiliary staff (and educational aide who performs routine classroom tasks under the general supervision of a certified teacher or teaching team) are expressed as a percentage of total staff. For auxiliary staff, the FTE is the value of the percent of day worked. *(Source of data: PEIMS; Record 060, Staff Data – Employment Payroll Accounting, Record 090, Staff – Responsibilities, Submission 1)*

Average Actual Salaries (regular duties only): For each category, the total salary for that category divided by the total FTE count for that category. Only payment for regular duties is included in the total salary; supplemental payments for extra duties (e.g., coaching, band and orchestra assignments, club sponsorships) are not included. See Appendix A for lists of the PEIMS role IDs included in each category.

- *Teachers*. Teachers, special duty teachers, and substitute teachers. Substitute teachers are people who are either temporarily hired to replace a teacher or hired permanently on an as-needed basis.
- *Campus Administration*. Principals, assistant principals, and other administrators reported with a specific school ID.
- *Central Administration. (not on campus profile)* Superintendents, presidents, chief executive officers, chief administrative officers, business managers, athletic directors, and other administrators reported with a central office ID and not a specific school ID.
- *Professional Support*. Therapists, nurses, librarians, counselors, and other campus professional personnel.

Average Teacher Salary by Years of Experience (regular duties only): Total pay for all teachers in each category divided by the total teacher FTE count in that category. For the purpose of this calculation, the total actual salary amount is pay for regular duties only and does not include supplemental pay. For teachers who also have non-teaching roles, only the portion of time and pay dedicated to classroom responsibilities is factored into the average teacher salary calculation. *(Source of data: PEIMS; Record 060, Staff Data – Employment Payroll Accounting, Submission 1)*

Average Years' Experience of Teachers: The average number of completed years of professional experience, regardless of district. Weighted averages are calculated by multiplying each teacher's FTE coefficient (1 for a full-time teacher, .75 for a three-quarter-time teacher, and .5 for a half-time teacher, for example) by his or her years of experience. These amounts are added together and divided by the sum of all teachers' FTE coefficients. *(Source of data: PEIMS; Record 040, Staff – Identification/Demographic, Record 050, Staff – Employment – Payroll Summary, Record 090, Staff – Responsibilities, Submission 1)*

Average Years' Experience of Teachers with District: The average number of years employed in the district regardless of any interruption in service. Weighted averages are calculated by multiplying each teacher's FTE coefficient by his or her years of experience in the district. These amounts are added together and divided by the sum of all teacher's coefficients. *(Source of data: PEIMS; Record 050, Staff – Employment – Payroll Summary, Submission 1)*

Bilingual Education (BE) Dual-language program that enables English language learners to become competent in listening, speaking, reading, and writing in English through the development of literacy and academic skills in both the primary language and English. This category includes the transitional bilingual/early exit, the transitional bilingual/late exit, the dual language immersion/one-way, and the dual language immersion/two-way instructional models.

Bilingual Education/English as a Second Language Reports: The performance for selected indicators disaggregated by bilingual and English as a second language (ESL) instructional models. The TAPR shows the statutorily-required performance indicators disaggregated by eleven columns for students identified as limited English proficient (LEP) in the current school year.

For definitions of the BE/ESL instructional programs, see the *PEIMS Data Standards,* available at http://tea.texas.gov/index4.aspx?id=25769817517.

Campus Number: A unique nine-digit number assigned to every public school. It is comprised of a three-digit county number (assigned alphabetically from 001 to 254), followed by a three-digit district number (9XX is used primarily for traditional campuses, 8XX for charter campuses), and ending with a three-digit campus number (typically 00X_ for high schools, 04Xfor middle schools, and 1XX for elementary schools).

Class Size Averages by Grade and Subject: The average class size by grade (elementary) or selected subjects (secondary classes).

For secondary classes, averages are determined by totaling the number of students served (in a given subject at the campus) and dividing that sum by the count of classes for that subject.

For elementary classes, how the average is determined depends on the instructional model. If an elementary teacher teaches all subjects to the same group of fourth graders all day, the class size average is simply the numbers of fourth grade students served by that teacher. If an elementary teacher teaches a single subject to five different sections of fourth graders each day, however, the average is calculated the same way as it is for secondary subjects. For example, one fourth grade science teacher teaches five science classes each day with 18, 20, 19, 21, and 22 students in each class. The total of 100 students divided by the five classes produces an average class size of 20 students for that teacher.

The following rules apply to the average class sizes:

- Classes identified as serving regular, compensatory/remedial, gifted and talented, career and technical, and honors students are included in the calculation.
- Subjects in the areas of English language arts (ELA), mathematics, science, social studies, languages other than English, computer science, and career and technical education are included in the calculation, as are self-contained classrooms.
- Classes where the number of students served is reported to be zero are not included.
- Service codes with the "SR" prefix are not included.
- Teacher roles coded as "teacher" and/or "substitute teacher" are included.
- Only class settings coded as "regular class" are included.
- Missing partial FTE counts are not included.
- Elementary classes in which the number of students exceeds 100 are not included.
- Mixed grade-level class averages are not included.

(Source of data: PEIMS; Record 090, Staff Data – Responsibilities, Submission 1)

Cohort: a group of students who begin grade 9 for the first time in the same school year plus any students who, in the next three school years, enter the Texas public school system in the grade level expected for the cohort

A cohort is formed when a group of students begins ninth grade, regardless of whether the school that they attend has students in any other grades.

- A student transfers into a campus, district, or state cohort when he or she moves into the cohort from another high school in Texas, from another district in Texas, or from out of state.
- A student transfers out of a campus or district cohort when he or she moves to another public high school in Texas or moves to another district in Texas. Note that these students are transferred into the cohort of the high school or district to which they moved. There are also students who move out of state or out of the country and students who transfer to private schools or who are home-schooled. These types of transfer students cannot be tracked and are not included in longitudinal rate calculations.

- A student does not change cohorts if he or she repeats or skips a grade. A student who begins with the 2011–12 ninth-grade cohort remains with that cohort. A student who started the ninth grade in 2011–12 but takes 5 years to graduate (i.e., graduates in May 2016) is still part of the 2015 cohort; he or she is not switched to the 2016 cohort. This student would be considered a continuing student and counted as part of the *Continued HS* number for the class of 2015. This is also true for the five-year and six-year extended longitudinal cohorts.

College Admissions Tests: Please see *SAT/ACT Results.*

College-Ready Graduates: The percentage of graduates that meet or exceed the college-ready criteria on the Texas Success Initiative Assessment (TSIA), the SAT test, or the ACT test. The criteria for each are as follows:

Subject	TSIA		SAT		ACT
ELA	at least 351 on Reading	OR	at least 500 on Critical Reading AND at least 1070 Total	OR	at least 19 on English AND at least 23 Composite
Math	at least 350 on Mathematics	OR	at least 500 on Math AND at least 1070 Total	OR	at least 19 on Math AND at least 23 Composite

The percentages are calculated as follows:

English Language Arts.

$$\frac{\textbf{number of graduates who scored at or above the } \textbf{\textit{college-ready}} \textbf{ criterion for ELA in 2014–15}}{\textbf{number of 2014–15 annual graduates with ELA results to evaluate}}$$

Mathematics.

$$\frac{\textbf{number of graduates who scored at or above the } \textbf{\textit{college-ready}} \textbf{ criterion for mathematics in 2014–15}}{\textbf{number of 2014–15 annual graduates with mathematics results to evaluate}}$$

Both Subjects.

$$\frac{\textbf{number of graduates who scored at or above the } \textbf{\textit{college-ready}} \textbf{ criteria on } \textbf{\textit{both}} \textbf{ ELA \& mathematics in 2014–15}}{\textbf{number of 2014–15 annual graduates with results in both subjects to evaluate}}$$

Either Subject.

$$\frac{\textbf{number of graduates who scored at or above the } \textbf{\textit{college-ready}} \textbf{ criteria on } \textbf{\textit{either}} \textbf{ ELA or mathematics in 2014–15}}{\textbf{number of 2014–15 annual graduates with results in either subjects to evaluate}}$$

Performance is shown for the classes of 2015 and 2014.

(Sources of data: The Texas Higher Education Coordinating Board (THECB), The College Board, Aug. 2015, Aug. 2014, ACT, Inc. Oct. 2015, Oct. 2014; and PEIMS; Record 203, Student – School Leaver, Submissions 1 and 3)

College and Career Ready Graduates: The number of 2014–15 annual graduates who demonstrate preparedness for postsecondary success in one of three ways:

- Meeting the TSI criteria in both ELA/reading and mathematics, as described above for College-Ready Graduates
- Completing and earning credit for at least two advanced/dual-credit courses in the 2013–14 or 2014–15 school year
- Enrolling in a coherent sequence of career and technical education (CTE) courses as part of a four-year plan of study to take two or more CTE courses for three or more credits

(Sources of data: consolidated accountability file [CAF], THECB, College Board, and ACT)

Completion of Two or More Advanced/Dual Credit Courses in Current and/or Prior Year: The percentage of annual graduates who complete two or more advanced or dual-credit courses.

$$\frac{\text{number of 2014–15 annual graduates who completed 2 or more advanced/dual credit courses in the current and/or prior school year}}{\text{Number of 2014–15 annual graduates}}$$

(Source of data: PEIMS; Record 415, Course Completion Data – Student; Submission 3 and Record 203, Student – School Leaver, Submissions 1 and 3)

Completion of Twelve or More Hours of Postsecondary Credit: The percentage of annual graduates who earn at least 12 hours of postsecondary credit in the 2011–12 to 2014–15 school years.

$$\frac{\text{number of 2014–15 annual graduates who completed 12 or more hours of postsecondary credit in the 2011–12 to 2014–15 school years}}{\text{Number of 2014–15 annual graduates}}$$

(Source of data: PEIMS; Record 415, Course Completion Data – Student; Submission 3 and Record 203, Student – School Leaver, Submissions 1 and 3)

Completion Rate: Please see *Longitudinal Rates.*

County District Number (CDN): Please see District Number

County District Campus Number (CDCN): Please see Campus Number

CTE Coherent Sequence Graduate: The percentage of annual graduates enrolled in a coherent sequence of career and technical education (CTE) courses as part of a four-year plan of study.

$$\frac{\text{number of 2014–15 annual graduates who were enrolled in a CTE-coherent sequence of courses as part of a four-year plan of study to take two or more CTE courses for three or more credits}}{\text{number of 2014–15 annual graduates}}$$

(Source of data: PEIMS; Record 101, Student – Demographic, Submission 1; Record 203, Student – School Leaver, Submissions 1 and 3; Record 400, Student – Basic Attendance, Submission 1)

Data Quality *(not on campus profile)***:** The percentage of errors made by district in two key data submissions: the PID in PEIMS Student Data and the PEIMS Student Leaver Data.

(1) **The PID Error Rate cannot be reported for the 2015-16 school year due to the transition from PEIMS Edit+ to TSDS.**

(2) *Percent of Underreported Students.* Underreported students are 7th–12th graders who were enrolled at any time during the prior year, who are not accounted for through district records or TEA processing in the current year, and for whom the district did not submit a leaver record. A district is required to submit a leaver record for any student served in grades 7–12 the previous year unless the student received a GED certificate by August 31, is a previous Texas public school graduate, moved to and enrolled in another Texas public school district, or returned to the district by the end of the school start window. (For 2014–15, the end of the school-start window was September 25, 2015.) (For a more complete definition of leavers, see *Leaver Records*.)

$$\frac{\textbf{number of underreported students}}{\textbf{number of students in grades 7–12 who were served in the district in the 2014–15 school year}}$$

(Source of data: General Educational Development Information File; PEIMS; Record 101, Student – Demographic, Submission 1; Record 110, Student – Enrollment, Submission 1; Record 400, Student – Basic Attendance, Submission 3; Record 500, Student – Flexible Attendance Data, Submission 3)

Distinction Designations: Recognitions for outstanding achievement in the following academic areas:

- Academic Achievement in English Language Arts/Reading (campus only)
- Academic Achievement in Mathematics (campus only)
- Academic Achievement in Science (campus only)
- Academic Achievement in Social Studies (campus only)
- Top 25 Percent: Student Progress (campus only)
- Top 25 Percent: Closing Performance Gaps (campus only)
- Postsecondary Readiness (district and campus)

Only those districts and campuses that receive a *Met Standard* rating are eligible for distinction designations. Charter districts and alternative education campuses evaluated by alternative education accountability (AEA) provisions are not eligible for distinction designations. See Chapter 5 in the *2016 Accountability Manual* for more information.

Distinguished Achievement Program: Please see *RHSP/DAP Graduates.*

District Number: A unique six-digit number assigned to every public school district. It is comprised of a three-digit county number (assigned alphabetically from 001 to 254) followed by a three-digit district number (9XX for traditional districts, 8XX for charter operators).

Dropout: A student who was enrolled in public school in grade 7–12 during the previous year, did not return to public school in current year, was not expelled, and did not graduate, receive a high school equivalency certificate, continue school outside the public school system, begin college, or die. Dropout counts are obtained from PEIMS records. For more information, see *Annual Dropout Rate. (Source of data: PEIMS; Record 203, Student – School Leaver, Submissions 1, 3)*

Dropout Rate: Please see *Annual Dropout Rate.*

Economically Disadvantaged: The count and percentage of students eligible for free or reduced-price lunch or eligible for other public assistance.

$$\frac{\textbf{number of students eligible for free or reduced-price lunch or other public assistance}}{\textbf{total number of students}}$$

See also *Total Students. (Source of data: PEIMS; Record 101, Student – Demographic, Submission 1; and TEA Student Assessment Division*)

Educational Aides: The count and percentage of paraprofessional staff who are reported with a role of 033 (Educational Aide) or 036 (Certified Interpreter). The FTE counts of educational aides are expressed as a percentage of the total staff FTEs. See Appendix A for all PEIMS Role IDs. *(Source of data: PEIMS; Record 090, Staff Data – Responsibilities, Submission 1)*

English as a Second Language (ESL): An intensive program designed to develop proficiency in listening, speaking, reading, and writing in the English language. This category includes both ESL content and ESL pull-out instructional models.

English Language Learners (ELLs): The count and percentage of students whose primary language is other than English and who are in the process of acquiring English. The terms "English Language Learner," "English Learner," and "Limited English Proficient" (LEP) are used interchangeably.

Inclusion and exclusion of ELL performance varies by indicator:

- ELL performance of students who are in their first year in U.S. schools is excluded from all STAAR indicators. Exclusion of other ELL performance varies, depending on the indicator. For detailed information on the inclusion and exclusion of ELL performance, see Appendix I in the *2016 Accountability Manual.*
- ELL performance is included in all other non-STAAR indicators, regardless of years in U.S. schools.

In the *Profile* section of the reports, the percentage of ELLs is calculated by dividing the number of ELLs by the total number of students in the district or campus. Not all students identified as ELLs receive bilingual or English as a second language instruction. *(Source of data: PEIMS; Record 110, Student – Enrollment, Submission 1)*

Enrollment: Please see *Total Students.*

Ethnic Distribution: The number and percentage of students and staff who are identified as belonging to one of the following groups: African American, Hispanic, White, American Indian, Asian, Pacific Islander, and Two or More Races. *(Source of data: PEIMS; Record 101, Student – Demographic, Record 040, Staff – Identification/Demographic, Record 050, Staff – Employment – Payroll Summary, Record 090, Staff – Responsibilities, Submission 1; The College Board; ACT Inc.; The International Baccalaureate Organization; and TEA Student Assessment Division)*

Expenditure Information: Information available on the *PEIMS Financial Standard Reports* at http://tea.texas.gov/financialstandardreports/.

Foundation High School Program (FHSP): Please see *Graduation Plan.*

Full Time Equivalent (FTE): A measure of the extent to which a person (or responsibility) occupies a full-time position; it is calculated for each staff member reported in PEIMS. FTE values are used in various staff reports as well as input to the Budget and Actual financial allocation process.

An employee who works half time and has a reported actual salary of $30,000 has a full-time equivalent salary of $60,000. All average salaries are expressed in full-time equivalent form by dividing the sum of the actual salaries earned by the total FTE count. *(Source of data: PEIMS; Record 050, Staff – Employment – Payroll Summary, Record 060, Staff Data – Employment Payroll Accounting, Record 090, Staff – Responsibilities, Submission 1)*

Fund Balance Information: Information is available on the *PEIMS Financial Standard Reports* at http://tea.texas.gov/financialstandardreports/.

Graduates: The count and percentage of students who graduate at some time during the school year. It includes summer graduates and is reported by districts in the fall of the following school year. It includes all students in grade 12 who graduated, as well as graduates from other grades. Students served by special education who graduate are included in the totals. Counts of students graduating under the following graduation types in 2014–15 are also shown:

- Minimum High School Program (MHSP)
- Recommended High School Program (RHSP)
- Distinguished Achievement Program (DAP)
- Foundation High School Plan (FHSP)

See also *College-Ready Graduates, Longitudinal Rate, RHSP/DAP Graduates, RHSP/DAP/FHSP-E/FHSP-DLA Graduates. (Source of data: PEIMS; Record 203, Student – School Leaver; Submissions 1 and 3)*

Graduation Plan: The percentage of students who graduated under one of the following:

- FHSP-DLA Graduates (Longitudinal Rate) (Class of 2015) The percentage of graduates who, after four years, satisfied the course requirements for the Foundation High School Program at the distinguished level of achievement.

$$\frac{\textbf{number of graduates in the Class of 2015 who complete a 4-year FHSP-DLA}}{\textbf{number of graduates in the Class of 2015 with reported FHSP graduation plans)}}$$

- FHSP-E Graduates (Longitudinal Rate) (Class of 2015) The percentage of graduates who, after four years, satisfied the course requirements for the Foundation High School Program with an endorsement.

$$\frac{\textbf{number of graduates in the Class of 2015 who complete a 4-year FHSP-E}}{\textbf{number of graduates in the Class of 2015 with reported FHSP graduation plans}}$$

- RHSP/DAP Graduates (Longitudinal Rate) (Class of 2015, Class of 2014) The percentage of graduates who, after four years, satisfied the course requirements for the Recommended High School Program or Distinguished Achievement Program.

$$\frac{\textbf{number of graduates in the Class of 2015 who complete a 4-year RHSP or DAP}}{\textbf{number of graduates in the Class of 2015 with reported graduation plans}}$$

- RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate) (Class of 2015) The percentage of graduates who, after four years, satisfied the course requirements for the Recommended High School Program, Distinguished Achievement Program, or the Foundation High School Program with an endorsement or at the distinguished level of achievement.

$$\frac{\textbf{number of graduates from the Class of 2015 who complete a 4-year RHSP or DAP or FHSP-E or FHSP-DLA}}{\textbf{number of graduates in the Class of 2015 with reported graduation plans}}$$

- FHSP-DLA Graduates (Annual Rate) (2014–15) The percentage of graduates in 2015 who satisfied the course requirements for the Foundation High School Program at the distinguished level of achievement.

$$\frac{\textbf{number of graduates in SY 2014–15 who earn an FHSP-E}}{\textbf{number of graduates in SY 2014-15 with reported FHSP graduation plans (excludes graduates with RHSP and DAP degree plans)}}$$

- FHSP-E Graduates (Annual Rate) (2014–15) The percentage of graduates in 2015 who satisfied the course requirements for the Texas State Board of Foundation High School Program with an endorsement.

$$\frac{\textbf{number of graduates in SY 2014–15 who earn an FHSP-E}}{\textbf{number of graduates in SY 2014–15 with reported FHSP graduation plans}}$$

- RHSP/DAP Graduates (Annual Rate) (2014–15) The percentage of graduates in 2015 who satisfied the course requirements for the Recommended High School Program or Distinguished Achievement Program.

$$\frac{\textbf{number of graduates in SY 2014–15 reported with graduation codes for RHSP or DAP}}{\textbf{number of graduates in SY 2014–15 with reported graduation plans}}$$

- RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate) (2014–15) The percentage of graduates in 2015 who satisfied the course requirements for the Recommended High School Program, Distinguished Achievement Program, or at the Foundation High School Program with an endorsement or the distinguished level of achievement.

$$\frac{\textbf{number of graduates in SY 2014–15 reported with graduation codes for RHSP or DAP or FHSP-E or FHSP-DLA}}{\textbf{number of graduates in SY 2014–15 with reported graduation plans}}$$

RHSP graduates have graduation type codes of 19, 22, 25, 28, or 31; DAP graduates have graduation type codes of 20, 23, 26, 29, or 32; FHSP graduates are students with graduation type codes of 34, 35, 54, 55, 56, or 57. See the *PEIMS Data Standards* for more information. Results are shown for the Class of 2015 and the Class of 2014. See also *Graduates. (Source of data: PEIMS; Record 203, Student – School Leaver and Graduation Program, Submissions 1 and 3)*

For additional information about graduation programs please see http://tea.texas.gov/graduation.aspx

Graduates Enrolled in Texas Institution of Higher Education (TX IHE): The percentage of students who enroll and begin instruction at an institution of higher education in Texas for the school year following high school graduation.

$$\frac{\textbf{number of graduates during the 2013–14 school year who attended a public or independent college or university in Texas in the 2014–15 academic year}}{\textbf{number of graduates during the 2013–14 school year}}$$

Students who enrolled in independent colleges or universities in Texas, out-of-state colleges or universities, or any non-public career school are not included. Students who attend public community colleges in Texas are included. *(Source of data: Texas Higher Education Coordinating Board)*

Graduates in TX IHE Completing One Year Without Remediation: The percentage of students who enrolled and began instruction at an institution of higher education in Texas for the school year following high school graduation and did not require a developmental education course.

$$\frac{\text{number of graduates during the 2013–14 school year who enrolled in a public college or university in Texas for the school year following the year they graduated } \textit{and} \text{ met the } \textit{Texas Success Initiative} \text{ requirement in all subject areas (reading, writing, and mathematics)}}{\text{number of graduates during the 2013–14 school year who enrolled in a public college or university in Texas for the school year following the year they graduated}}$$

Students who attended Texas public two- or four-year institutions of higher education are included.

Students who enrolled in independent colleges or universities in Texas, out-of-state colleges or universities, or any non-public career school are not included.

Additional reports showing students enrolled in Texas public colleges and universities are available on the Texas Higher Education Coordinating Board (THECB) site at http://www.txhighereddata.org/generatelinks.cfm?Section=HS2Col.

For more information on the data used in this indicator, contact the Texas Higher Education Coordinating Board at (512) 427-6153. *(Source of data: Texas Higher Education Coordinating Board, Fall 2016)*

Graduation Rate: Please see *Longitudinal Rates.*

Instructional Expenditure Ratio (2014–15): This information is available on the *PEIMS Financial Standard Reports* at http://tea.texas.gov/financialstandardreports/.

Instructional Staff Percent *(district profile only)***:** The percentage of the district's FTEs whose job function was to provide classroom instruction directly to students during the 2014–15 school year. The instructional staff percent is a district-level measure and is calculated as follows:

$$\frac{\text{total number of hours for district staff who were reported under expenditure object codes 6112, 6119, and 6129, and function codes 11, 12, 13, and 31}}{\text{total number of hours worked by all district employees}}$$

Contact the Division of Financial Compliance at (512) 463-9095 for further details about this measure. *(Source of data: PEIMS; Record 040, Staff – Identification/Demographic, Record 050, Staff – Employment – Payroll Summary, Record 090, Staff – Responsibilities, Submission 1)*

International Baccalaureate (IB) Results: See *AP/IB Results.*

Leaver Record: The PEIMS record that reports the status of prior year grade 7–12 students who are no longer enrolled at a Texas public school. Districts are required to submit a leaver record for each student who graduated, enrolled in school in another state, returned to his or her home country, died, or dropped out.

See *Data Quality. (Source of data: PEIMS; Record 203, Student – School Leaver; Submissions 1 and 3); Secondary School Completion and Dropouts in Texas Public Schools, 2014–15, Texas Education Agency)*

LEP (Limited English Proficient): Please see *English Language Learner.*

Longitudinal Rates: The status of a group (cohort) of students after four years in high school (*4-Year Longitudinal Rate*), after five years in high school (*5-Year Extended Longitudinal Rate*), or after six years in high school (*6-Year Extended Longitudinal Rate).*

For the *4-Year Longitudinal Rate,* the cohort consists of students who first attended ninth grade in 2011–12. They are followed through their expected graduation with the class of 2015.

For the *5-Year Extended Longitudinal Rate,* the cohort consists of students who first attended ninth grade in 2010–11. They are followed for five years and included if they graduated within a year after their expected graduation with the class of 2014.

For the *6-Year Extended Longitudinal Rate,* the cohort consists of students who first attended ninth grade in 2009–10. They are followed for six years, and included if they graduated within two years after their expected graduation with the class of 2013.

Additional Information on Cohorts:

- A student transfers into a campus, district, or state cohort when he or she moves into the cohort from another high school in Texas, from another district in Texas, or from out of state.
- A student transfers out of a campus or district cohort when he or she moves to another public high school in Texas or moves to another district in Texas. Note that these students are transferred into the cohort of the high school or district to which they moved. There are also students who move out of state or out of the country and students who transfer to private schools or who are home-schooled. These types of transfer students cannot be tracked and are not included in longitudinal rate calculations.
- A student does not change cohorts if he or she repeats or skips a grade. A student who begins with the 2011–12 ninth-grade cohort remains with that cohort. A student who started the ninth grade in 2011–12 but takes 5 years to graduate (i.e., graduates in May 2016) is still part of the 2015 cohort; he or she is not switched to the 2016 cohort. This student would be considered a continuing student and counted as part of the *Continued HS* number for the class of 2015. This is also true for the five-year and six-year extended longitudinal cohorts.

There are four student outcomes used in computing each longitudinal rate:

4-Year Longitudinal Rate

(1) *Graduated:* The percentage who received their high school diploma in four years or fewer by August 31, 2015 for the 2015 cohort.

$$\frac{\textbf{number of students from the cohort who received a high school diploma by August 31, 2015}}{\textbf{number of students in the 2015 cohort*}}$$

(2) *Received GED:* For the 2015 cohort, the percentage who received a General Educational Development (GED) certificate by August 31, 2015. It is calculated as follows:

$$\frac{\textbf{number of students from the cohort who received a GED by August 31, 2015}}{\textbf{number of students in the 2015 cohort*}}$$

(3) *Continued High School:* The percent of the 2015 cohort still enrolled as students in the fall of the 2015–16 school year. It is calculated as follows:

$$\frac{\textbf{number of students from the cohort who were enrolled in the fall of the 2014–15 school year}}{\textbf{number of students in the 2015 cohort*}}$$

(4) *Dropped Out:* The percent of the 2015 cohort who dropped out and did not return by the fall of the 2015–16 school year. It is calculated as follows:

$$\frac{\textbf{number of students from the cohort who dropped out before fall of the 2014–15 school year}}{\textbf{number of students in the 2015 cohort*}}$$

(5) *Graduates & GED:* The percentage of graduates and GED recipients in the 2015 cohort. It is calculated as follows:

$$\frac{\textbf{number of students from the 2015 cohort who received a high school diploma by August 31, 2015 plus number of students from the cohort who received a GED by August 31, 2015}}{\textbf{number of students in the 2015 cohort*}}$$

(6) *Graduates, GED & Cont:* The percentage of graduates, GED recipients, and continuers in the 2015 cohort. It is calculated as follows:

$$\frac{\textbf{number of students from the cohort who received a high school diploma by August 31, 2015 plus number of students from the cohort who received a GED by August 31, 2015 plus number of students from the cohort who were enrolled in the fall of the 2015–16 school year}}{\textbf{number of students in the 2015 cohort*}}$$

5-Year Extended Longitudinal Rate

(1) *Graduated:* The percentage who received their high school diploma by August 31, 2015, for the 2014 cohort. It is calculated as follows:

$$\frac{\textbf{number of students from the cohort who received a high school diploma by August 31, 2015}}{\textbf{number of students in the 2014 cohort*}}$$

(2) *Received GED:* For the 2014 cohort, the percentage who received a GED certificate by August 31, 2015. It is calculated as follows:

$$\frac{\textbf{number of students from the cohort who received a GED by August 31, 2015}}{\textbf{number of students in the 2014 cohort*}}$$

(3) *Continued High School:* The percent of the 2014 cohort still enrolled as students in the fall of the 2015–16 school year. It is calculated as follows:

$$\frac{\textbf{number of students from the cohort who were enrolled in the fall of the 2014–15 school year}}{\textbf{number of students in the 2014 cohort*}}$$

(4) *Dropped Out:* The percent of the 2014 cohort who dropped out and did not return by the fall of the 2015–16 school year. It is calculated as follows:

$$\frac{\textbf{number of students from the cohort who dropped out before fall of the 2014–15 school year}}{\textbf{number of students in the 2014 cohort*}}$$

(5) *Graduates & GED:* The percentage of graduates and GED recipients in the 2014 cohort. It is calculated as follows:

$$\frac{\textbf{number of students from the cohort who received a high school diploma by August 31, 2015 plus number of students from the cohort who received a GED by August 31, 2015}}{\textbf{number of students in the 2014 cohort*}}$$

(6) *Graduates, GED & Cont:* The percentage of graduates, GED recipients, and continuers in the 2014 cohort. It is calculated as follows:

$$\frac{\textbf{number of students from the cohort who received a high school diploma by August 31, 2015 plus number of students from the cohort who received a GED by August 31, 2015 plus number of students from the cohort who were enrolled in the fall of the 2015–16 school year}}{\textbf{number of students in the 2014 cohort*}}$$

Six-year Extended Longitudinal Rate

(1) *Graduated:* The percentage who received their high school diploma by August 31, 2015, for the 2013 cohort. It is calculated as follows:

$$\frac{\textbf{number of students from the cohort who received a high school diploma by August 31, 2015}}{\textbf{number of students in the 2013 cohort*}}$$

(2) *Received GED:* For the 2013 cohort, the percentage who received a GED certificate by August 31, 2015. It is calculated as follows:

$$\frac{\textbf{number of students from the cohort who received a GED by August 31, 2015}}{\textbf{number of students in the 2013 cohort*}}$$

(3) *Continued High School:* The percent of the 2013 cohort still enrolled as students in the fall of the 2015–16 school year. It is calculated as follows:

$$\frac{\textbf{number of students from the cohort who were enrolled in the fall of the 2014–15 school year}}{\textbf{number of students in the 2013 cohort*}}$$

(4) *Dropped Out:* The percent of the 2013 cohort who dropped out and did not return by the fall of the 2015–16 school year. It is calculated as follows:

$$\frac{\textbf{number of students from the cohort who dropped out before fall of the 2014–15 school year}}{\textbf{number of students in the 2013 cohort*}}$$

(5) *Graduates & GED.* The percentage of graduates and GED recipients in the 2013 cohort. It is calculated as follows:

$$\frac{\textbf{number of students from the cohort who received a high school diploma by August 31, 2015 plus number of students from the cohort who received a GED by August 31, 2015}}{\textbf{number of students in the 2013 cohort*}}$$

(6) *Graduates, GED & Cont.* The percentage of graduates, GED recipients, and continuers in the 2013 cohort. It is calculated as follows:

$$\frac{\textbf{number of students from the cohort who received a high school diploma by August 31, 2015 plus number of students from the cohort who received a GED by August 31, 2015 plus number of students from the cohort who were enrolled in the fall of the 2015–16 school year}}{\textbf{number of students in the 2013 cohort*}}$$

* The cohort in the denominator of the formulas shown above includes those students who graduated, continued in school, received a GED, or dropped out. It does not include data errors or leavers with the leaver reason codes 03, 16, 24, 60, 66, 78, 81, 82, 83, 85, 86, 87, 88, 89 or 90. See *Annual Dropout Rate* for a list of all the exclusions mandated by state statute for districts and campuses.

The graduation, continuation, GED recipient, and dropout rates sum to 100% (some totals may not equal exactly 100% due to rounding). Students served through special education who graduate with an individualized education program (IEP) are included as graduates.

Additional Information about Federal Graduation Rates

In addition to the detailed breakdown of the four-, five- and six-year longitudinal rates, the district and campus TAPRs show federal graduation rates for the following:

(1) *4-Year Federal Graduation Rate.* Cohort of students who first attended ninth grade in 2011–12. They are followed through their expected graduation with the class of 2015. It is calculated as follows:

$$\frac{\textbf{number of students from the cohort who received a high school diploma by August 31, 2015}}{\textbf{number of students in the 2015 cohort **}}$$

(2) *5-Year Extended Federal Graduation Rate.* Cohort of students who first attended ninth grade in 2010–11. They are followed for five years to see if they graduated within a year after their expected graduation with the class of 2014. It is calculated as follows:

$$\frac{\textbf{number of students from the cohort who received a high school diploma by August 31, 2015}}{\textbf{number of students in the 2014 cohort**}}$$

** The cohort in the denominator above includes those students who graduated, continued in school, received a GED, or dropped out. It does not include data errors or leavers with leaver reason codes 03, 16, 24, 60, 66, 78, 81, 82, 83, 85, 86, 87, or 90. Students with leaver codes 88 and 89 are included in the federal rates.

A student in a Texas Juvenile Justice Department facility or residential treatment facility served by a Texas public school district is excluded from district and campus graduation rates calculated for federal accountability purposes. Students served by special education who graduate with an individualized education program (IEP) are included as graduates.

For further information on these rates, see the report *Secondary School Completion and Dropouts in Texas Public Schools, 2014–15*. *(Sources: PEIMS; Record 203, Student – School Leaver; Submissions 1 and 3 and General Educational Development Information File)*

Masking: Concealing the performance results of small groups of students to comply with the Federal Educational Rights and Privacy Act (FERPA)

Please see Special Symbols for additional information.

Membership: The count of enrolled students that does not include those students who are served for less than two hours per day. For example, the count of Total Students excludes students who attend a nonpublic school but receive some services, such as speech therapy—for less than two hours per day—from their local public school district. *(Source of data: PEIMS; Record 110, Student Data – Demographic, Submission 1)*

Mobility *(campus profile only)***:** The count and percentage of students who have been in membership at a school for less than 83% of the school year (i.e., missed six or more weeks).

$$\frac{\textbf{number of mobile students in 2014–15}}{\textbf{number of students who were in membership at any time during the 2014–15 school year}}$$

This rate is calculated at the campus level. The mobility rate shown in the "district" column is based on the count of mobile students identified at the campus level. The district mobility rate reflects school-to-school mobility within the same district or from outside the district. *(Source of data: PEIMS; Record 400, Student – Basic Attendance, Submission 1)*

Non-Educationally Disadvantaged: Those students not eligible to participate in free or reduced-price lunch or to receive any other public assistance. This is the complementary count and percentage to Economically Disadvantaged.

Number of Students per Teacher: The total number of students divided by the total teacher FTE count. *(Source of data: PEIMS; Record 040, Staff – Identification/Demographic, Record 050, Staff – Employment – Payroll Summary, Record 090, Staff – Responsibilities, Submission 1)*

Paired Schools: Two campuses that are combined virtually for the purpose of assigning accountability ratings. All campuses serving prekindergarten (PK) through grade 12 must receive an accountability rating. A campus that does not serve grade levels at which STAAR is administered is paired with another campus in the same district for accountability purposes. For example, Travis Primary (K–2) feeds students into Navarro Elementary (3–5). The district pairs

these two campuses for accountability purposes. This means that the performance index outcome of Navarro Elementary is also used as the rating Travis Primary. For more information about paring, please see Chapter 6 in the *2016 Accountability Manual*.

Professional Staff: The full-time equivalent (FTE) count of teachers, professional support staff, campus administrators, and on the district profile, central office administrators. Staff are grouped according to roles as reported in PEIMS. Each type of professional staff is shown as a percentage of the total staff FTE. See also Appendix A. *(Source of data: PEIMS; Record 040, Staff – Identification/Demographic, Record 050, Staff – Employment – Payroll Summary, Record 090, Staff – Responsibilities, Submission 1)*

Progress of Prior-Year Non-Proficient Students *(Percent of students who did not reach the satisfactory standard on at least one STAAR assessment in the previous year)***:** The percentage of students in grades 4–8 who did not reach the satisfactory standard on STAAR (including STAAR Alt 2 and STAAR A) in the prior year but passed the corresponding assessment in the current year. For 2016, rates for ELA/reading and mathematics are calculated as follows:

$$\frac{\textbf{number of matched students who did not reach the satisfactory standard in 2015 but passed in 2016}}{\textbf{number of matched students who did not reach the satisfactory standard in 2015}}$$

For 2016, students in grades 4–8 included in these measures are those who

- took the spring 2016 STAAR, STAAR A or STAAR Alt 2 in ELA/reading and/or mathematics. This indicator does not include grade 3 test takers because that is the first STAAR test;
- are part of the 2016 accountability subset;
- can be matched to the spring 2015 STAAR administration—anywhere in the state—to find their prior year score for ELA/reading and/or mathematics; and
- did not reach the satisfactory standard on the 2015 STAAR administration of ELA/reading and/or mathematics.

(Source of data: TEA Student Assessment Division)

Recommended High School Program: Please see *Graduation Plan.*

Retention Rates by Grade (not on campus profile): The percentage of students in Texas public schools who enrolled in fall 2015 in the same grade in which they were reported for the last six-week period of the prior school year (2014–15).

$$\frac{\textbf{the number of students enrolled in the same grade from one school year to the next}}{\textbf{the number of students enrolled from one school year who return the next year or who graduate}}$$

Special education retention rates are calculated and reported separately because local retention practices differ for students served by special education.

The TAPR shows retention rates only for grades K–8. Retention rates for all grades can be found in *Grade-Level Retention in Texas Public Schools, 2014–15,* available from TEA. *(Source of data: PEIMS; Record 110, Student Data – Enrollment, Submission 1)*

Revenue Information: Please see the *PEIMS Financial Standard Reports* at http://tea.texas.gov/financialstandardreports/.

SAT/ACT Results: Participation and performance of graduating seniors from all Texas public schools on the College Board's SAT and ACT, Inc.'s ACT assessment. Only one record is sent per student. If a student takes an ACT and/or SAT test more than once, the agency receives the record for the most recent examination taken.

Four values are calculated for this indicator:

(1) *Tested:* The percentage of graduates who took either college admissions test:

$$\frac{\textbf{number of graduates who took either the SAT or the ACT}}{\textbf{Total number of graduates reported}}$$

(2) *At/Above Criterion:* The percentage of examinees who scored at or above the criterion score on either test (1110 on the SAT critical reading and mathematics sections combined, or 24 on the ACT composite):

$$\frac{\textbf{number of graduating examinees who scored at or above the criterion score}}{\textbf{number of graduating examinees taking either the SAT or the ACT}}$$

(3) *Average SAT Score:* The average score for the SAT critical reading, writing, and mathematics combined. The maximum score is 2400. It is calculated as follows:

$$\frac{\textbf{sum of total scores (critical reading + writing + mathematics) of all students who took the SAT}}{\textbf{number of students who took the SAT}}$$

(4) *Average ACT Score:* The average score for the ACT composite. The maximum score is 36. It is calculated as follows:

$$\frac{\textbf{sum of total composite scores of all students who took the ACT}}{\textbf{number of students who took the ACT}}$$

See also *Criterion Score. (Sources: The College Board, Aug. 2015, Jan. 2015; ACT, Inc. (ACT) Oct. 2015, Oct. 2014; and PEIMS; Record 203, Student – School Leaver and Graduation Program, Submissions 1 and 3)*

School Type: A specific label given to a campus for the purposes of determining its index targets. How it is labeled—elementary, middle, elementary/secondary, or high—is determined by the grades served by the campus as reported in the fall PEIMS enrollment snapshot. For more information about school types and how they are used in accountability, see Chapter 2 of the *2016 Accountability Manual.*

Snapshot Date: The first submission of data to PEIMS of a new school year. Enrollment information submitted by this date is used for accountability. It is the last Friday of October. October 30, 2015, is the PEIMS snapshot date for the 2015–16 school year.

Special Education: The population of students served by special education programs. Assessment decisions for students in special education programs are made by their admission, review, and dismissal (ARD) committees. In the 2015–16 school year, a student in special education may have been administered the STAAR, STAAR A, or STAAR Alt 2.

Other indicators that include the performance of students served by special education are advanced course/dual-credit course completion, attendance rate, annual dropout rates, college-ready graduates, longitudinal rates, and RHSP/DAP/FHSP rates. Information that would allow the separation of performance of students in special education on college admissions tests and on Advanced Placement and International Baccalaureate examinations is not available. Note that in the *Profile* section of the report, retention rates (district profile only) for students receiving special education services are shown separately. See *STAAR Special Education Assessments* and *STAAR Participation. (Source of data: PEIMS; Record 163, Student – Special Education Program, Submission 1)*

Special Education Determination Status *(district TAPR only)*: The 2015–16 TAPR provides the 2015–16 special education integrated intervention stage/determination status for each district on the cover page of the report. This label represents an integrated determination status based on an evaluation of each district's Performance-Based Monitoring Analysis (PBMAS) indicators in the special education program area; the State Performance Plan (SPP) compliance indicators 9, 10, 11, 12, and 13; data integrity; uncorrected noncompliance; and audit findings. Districts receive one of four special education determination statuses:

- Meets Requirements
- Needs Assistance
- Needs Intervention
- Needs Substantial Intervention

For more information, see the special education intervention guidance and resources documents at the following link:

http://tea.texas.gov/Student_Testing_and_Accountability/Monitoring_and_Interventions/Program_Monitoring_and_Interventions/Special_Education_Intervention_Guidance_and_Resources/.

Additional resources include the PBMAS Manual and the State Performance Plan at the following links:

http://tea.texas.gov/pbm/PBMASManuals.aspx

http://tea.texas.gov/Reports_and_Data/Data_Submission/State_Performance_Plan/State_Performance_Plan_and_Annual_Performance_Report_and_Requirements/

Special Symbols: Characters used to indicate certain, specific circumstances. The 2015–16 TAPR uses special symbols in the following circumstances:

- '^' Indicates that ELL rates at met or exceeded standard and exceeded standard include current and monitored students.
- An asterisk (*) is used to mask small numbers in order to comply with the federal Family Educational Rights and Privacy Act (FERPA).
- '-' Indicates zero observations reported for this group.
- n/a indicates that the data are not available or not applicable.
- '**' Indicates that rates for Reading and Mathematics are based on the cumulative results from the first and second administrations of STAAR.
- A question mark (?) indicates data that are statistically improbable or were reported outside of a reasonable range.
- '##' Indicates that PID Error rate information cannot be reported in 2015–16 due to the transition from PEIMS Edit+ to TSDS.

For more information, see the *Explanation of Masking* at https://rptsvr1.tea.texas.gov/perfreport/tapr/2016/masking.html

STAAR (State of Texas Assessments of Academic Readiness): A comprehensive testing program for public school students in grades 3–8 or high school courses with end-of-course (EOC) assessments. The STAAR program is designed to measure to what extent a student has learned, understood, and is able to apply the concepts and skills expected at each grade level or after completing each course for which an EOC assessment exists. Each STAAR test is linked directly to the Texas Essential Knowledge and Skills (TEKS). The TEKS are the state-mandated content standards that describe what a student should know and be able to do upon completion of a course. For more information on the TEKS, see the *Texas Essential Knowledge and Skills* website at http://tea.texas.gov/curriculum/teks/

The performance section of the TAPR shows STAAR performance in different ways:

- *By Grade and Subject:*
  - Grade 3 – reading and mathematics
  - Grade 4 – reading, mathematics and writing
  - Grade 5 – reading, mathematics (1st and 2nd administration cumulative) and science
  - Grade 6 – reading and mathematics
  - Grade 7 – reading, mathematics and writing
  - Grade 8 – reading, mathematics (1st and 2nd administration cumulative), science, and social studies
- *By End-of-Course (EOC) Subject:*
  - English I
  - English II
  - Algebra I
  - U.S. History
  - Biology

- *All Grades:*
  - *STAAR Percentage at Level II Satisfactory Standard or Above* (All Grades). The accountability indicator used to determine the scores for Indices 1 and 3. The first measure under this indicator, All Subjects, combines all subjects and all grades.
  - *STAAR Percentage at Postsecondary Readiness Standard.* The percentage of students who are determined to be sufficiently prepared for postsecondary success by achieving the Final Level II performance standard on two or more assessments. The measure Two or More Subjects includes the performance of 1) students who took only one assessment and scored at the postsecondary level or better and 2) students who scored at the postsecondary level or better on two or more assessments. A student who took more than one assessment and scored at the postsecondary level on only one of them is not included in the count of postsecondary-ready students. This measure is part of determining the score for Index 4.
  - *STAAR Percentage at Advanced Standard.* The percentage of tests that met or exceeded the Advanced Level III performance standard. This indicator was part of determining the score for Index 3.
  - *STAAR Percentage Met or Exceeded Progress.* The percentage of tests that met or exceeded the STAAR or ELL progress measure expectations. See Chapter 4 of the 2016 Accountability Manual for more information. This indicator was used in determining the score for Index 2.
  - *STAAR Percentage Exceeded Progress.* The percentage of tests that exceeded the progress measure expectations. This indicator was used in determining the score for Index 2.

Other Important Information

- *The Texas English Language Learner Progress Measure.* Often referred to simply as the ELL progress measure, it provides year-to-year performance expectations on the State of Texas Assessments of Academic Readiness (STAAR®) content-area assessments for ELL students. The progress measure is based on a student's level of English language proficiency and the amount of time he or she has attended school in the United States. Year-to-year performance expectations for the STAAR content-area tests identify ELL progress as meeting or exceeding an individual year-to-year expectation plan. An ELL's plan is determined by the number of years the student has been enrolled in U.S. schools and the student's Texas English Language Proficiency Assessment System (TELPAS) composite proficiency level. For detailed information regarding inclusion and exclusion of ELL performance, see Appendix I in the *2016 Accountability Manual.*
- *Substitute Assessments.* Certain, specific assessments that students may take in place of an EOC assessment. Performance on the substitute assessments is used in calculating Index 1 and Index 4. For more information, see the Texas Administrative Code, §101.4002, at http://ritter.tea.state.tx.us/rules/tac/chapter101/ch101dd.html.
- *Special Education. STAAR and STAAR A results are included in all indices. STAAR Alt 2 results are included in Index 1, Index 2, and Index 3.*
- *Spanish STAAR.* All STAAR tests in grades 3, 4, and 5 are available in both English and Spanish. The TAPR performance includes performance on the Spanish STAAR tests.

- *Rounding of STAAR results.* STAAR performance shown on the TAPR is rounded to whole numbers. For example, 49.877% is rounded to 50%; 49.4999% is rounded to 49%; and 59.5% is rounded to 60%.
- *Masking.* STAAR performance rates are masked when necessary to comply with FERPA. For more information, see the Explanation of Masking at https://rptsvr1.tea.texas.gov/perfreport/account/2016/masking.html

See *STAAR Participation* and *Student Success Initiative. (Source of data: TEA Student Assessment Division)*

STAAR Participation: The percentage of students who were administered a STAAR assessment. Includes STAAR, STAAR A, STAAR Alt 2, TELPAS, and STAAR-L. The details on the participation categories are as follows:

- *Test Participant:* 1) answer documents (STAAR, STAAR A, STAAR Alternate 2, STAAR-L, TELPAS) with a score code of "S", 2) STAAR Alternate 2 testers with a score code of "N", 3) STAAR, STAAR A or STAAR Alternate 2 reading testers with a score code of "A" or "O" who also have a scored TELPAS assessment, and 4) year 1-5 asylee/refugees and SIFE mathematics testers with a scored TELPAS assessment.
  - *Included in Accountability:* scored answer documents used in determining the district or campus accountability rating, including substitute assessments with a score code of O
  - *Not included in Accountability:* answer documents counted as participants, but not used in determining the district or campus accountability rating
    - *Mobile:* answer documents were excluded because the students enrolled in the district or campus after the fall PEIMS submission dates (October 30, 2015, or October 31, 2014 for summer 2015 EOCs)
    - *Other Exclusions.* The following answer documents were excluded from the rating determination:
      - Answer documents for students who were tested only on the TELPAS or TELPAS plus STAAR tests with score codes of A or O.
      - Answer documents of students who are either an ELL who has been is school in the U.S. for less than two years or an asylee, refugee, or SIFE student who has been in school in the U.S. for less than six years.
      - Answer documents of ELL students who have been in U.S. schools for two to four years, took the STAAR in English, and for whom an ELL progress measure was not calculated for reasons other than parental denial of services or the student having exceeded the ELL progress measure plan.
      - Answer documents of STAAR Alt 2 testers with a score code of N.
- *Not Tested:* answer documents with score codes A or O
  - *Absent:* answer documents with a score code A
  - *Other:* answer documents with score codes O, except for substitute assessments.

The denominator for participation is the sum of these five categories: Included in Acct, Mobile, Other Exclusions, and Not Tested (Absent and Other). *STAAR Participation Rate* is rounded to whole numbers. For example, 94.49% is rounded to 94%. Small values may show as zero: 0.4% is rounded to 0%, and 0.6% is rounded to 1%. *(Source of data: TEA Student Assessment Division)*

Staff Exclusions *(not on campus profile):* The counts of individuals who serve public school students but are not included in the FTE totals for any of the other employee statistics. There are two types of these entries: individuals participating in a shared services arrangement and individuals on contract with the district to provide instructional services. *Shared Services Arrangement (SSA) Staff* are staff who work in schools located in districts other than their employing district or whose assigned organization (in PEIMS) shows a code of 751, indicating that they are employed by the fiscal agent of an SSA. Only the portion of a person's total FTE amount associated with the school in another district (or with the 751 organization code) is counted as SSA. SSA staff are grouped into three categories: Professional Staff (which includes teachers, administrators, and professional support); Educational Aides; and Auxiliary Staff. Note that SSA Auxiliary Staff are identified by the type of fund from which they are paid. *Contracted Instructional Staff (District and Campus Profiles)* refers to counts of instructors for whom the district has entered into a contractual agreement with some outside organization. Through the contract, the outside organization has committed to supplying instructional staff for the district. They are never employees of the reporting school district. *(Source of data: PEIMS; Record 055, District Finance Data – Contracted Instructional Staff, Record 060 – Staff Data – Employment Payroll Accounting, Submission 1)*

Student Enrollment by Program: The count and percentage of students served in programs and/or courses for special education, career and technical education, bilingual/ESL education, or gifted and talented education. The percentages do not total to 100 because students may participate in more than one of these programs. *(Source of data: PEIMS; Record 110 – Student – Enrollment, Record 163 – Student – Special Education Program, Record 169 – Student – Career and Technical Education Program, Submission 1)*

Student Success Initiative (SSI): Grade-advancement requirements enacted by the 76th Legislature in 1999 that requires students to demonstrate proficiency on the mathematics and reading assessments at grades 5 and 8.

For 2016, the TAPR shows the following for each SSI grade:

(1) *Students Meeting Level II 2015–16 Satisfactory Standard on First STAAR Administration*: The percentage of students who met Level II Satisfactory Standard during the first administration. It is calculated as follows:

$$\frac{\textbf{number of students who met Level II Satisfactory Standard in the first administration}}{\textbf{number of students tested in the first administration}}$$

(2) *Students Requiring Accelerated Instruction:* The percentage of students who did not pass the first administration of the STAAR. It is calculated as follows:

$$\frac{\textbf{number of students who did not meet the standard in the first administration}}{\textbf{number of students in the first administration}}$$

(3) *STAAR Cumulative Met Standard:* The cumulative (and unduplicated) percentage of students who took and passed the tests in the first and second administrations combined. It is calculated as follows:

$$\frac{\textbf{number of students who passed the test in either of the first two administrations}}{\textbf{cumulative number of students who took the test in either of the first two administrations}}$$

(4)* *STAAR Non-Proficient Students Promoted by Grade Placement Committee (GPC):* The percentage of students who were non-proficient after all attempts to pass but were promoted to the next grade by their GPC. It is calculated as follows:

$$\frac{\textbf{number of students promoted by their GPC}}{\textbf{cumulative number of students who did not pass all administrations}}$$

(5)* *STAAR Met Standard (Non-Proficient in Previous Year):*

- *Promoted to Grade 6 or 9*: The percentage of students who passed the STAAR in 2015 who were promoted to grade 6 or 9. Using grade 5 reading as an example, the calculation is as follows:

$$\frac{\textbf{number of students promoted by their GPC who passed grade 6 STAAR reading in 2016}}{\textbf{number of students who were promoted by their GPC and took grade 6 STAAR reading in 2016}}$$

- *Retained in Grade 5 or 8*: The percentage of students who passed the STAAR in 2015 who were retained in grade 5 or 8. Using grade 5 reading as an example, the calculation is as follows:

$$\frac{\textbf{number of students retained who passed grade 5 STAAR reading in 2016}}{\textbf{number of students retained and took grade 5 STAAR reading in 2016}}$$

* This item does not apply to Mathematics in 2016, because the grade 3–8 Mathematics was not included in the 2015 accountability.

For more information, see TEA's Student Assessment Division SSI site at http://tea.texas.gov/student.assessment/ssi/

(Source of data: TEA Student Assessment Division)

Students by Grade: The count of students in each grade divided by the total number of students. *(Source of data: PEIMS; Record 110, Student Data – Enrollment, Submission 1)*

Students with Disciplinary Placements: The count and percentage of students placed in alternative education programs under Chapter 37 of the Texas Education Code (Discipline; Law and Order). Districts report the disciplinary actions taken toward students who are removed from the classroom for at least one day. Although students can have multiple removals throughout the year, this measure counts students only once and includes only those whose removal results in a placement in a disciplinary alternative education program or juvenile justice alternative education program. It is calculated as follows:

$$\frac{\textbf{number of students with one or more disciplinary placements}}{\textbf{number of students who were in attendance at any time during the school year}}$$

For 2015–16, the following 19 action codes on the PEIMS 425 record are included as disciplinary placements: 02, 03, 04, 07, 08, 10, 12, 13, 14, 15, 51, 52, 53, 54, 55, 57, 59, 60, and 61. *(Source of data: PEIMS; Record 425, Disciplinary Action Data, Submission 3)*

Superintendent: The educational leader and administrative manager of the district or charter operator. It includes other titles that may apply to charter operators, such as chief executive officer, president, and chief administrative officer.

Tax Information: This information, including tax rates and assessed district property values, is available on the *PEIMS Financial Standard Reports* at http://tea.texas.gov/financialstandardreports/.

Teachers by Ethnicity and Sex: The counts of teacher FTEs by ethnic group and by sex. Counts are also expressed as a percentage of the total teacher FTEs. *(Source of data: PEIMS; Record 040, Staff – Identification/Demographic, Record 050, Staff – Employment – Payroll Summary, Record 090, Staff – Responsibilities, Submission 1)*

Teachers by Highest Degree Held: The distribution of degrees held by teachers. The FTE counts of teachers with no degree, a bachelor's degree, a master's degree, or a doctorate are expressed as a percentage of the total teacher FTEs. *(Source of data: PEIMS; Record 040, Staff – Identification/Demographic, Record 050, Staff – Employment – Payroll Summary, Record 090, Staff – Responsibilities, Submission 1)*

Teachers by Program *(population served) (district profile only)***:** The FTE count of teachers categorized by the type of student populations served: regular, special, compensatory, career and technical, bilingual/ESL, gifted and talented education students, and other populations. Teacher FTE values are allocated across population types for teachers who serve multiple population types. Percentages are expressed as a percent of total teacher FTEs. *(Source of data: PEIMS; Record 040, Staff – Identification/Demographic, Record 050, Staff – Employment – Payroll Summary, Record 090, Staff – Responsibilities, Submission 1)*

Teachers by Years of Experience: The FTE count of teachers by total years of experience for the individual, not necessarily years of experience in the reporting district or campus. Teacher counts within each range of experience are expressed as a percentage of total teacher FTEs. A beginning teacher is a teacher reported with zero years of experience. *(Source of data: PEIMS; Record 040, Staff – Identification/Demographic, Record 050, Staff – Employment – Payroll Summary, Record 090, Staff – Responsibilities, Submission 1)*

Texas Success Initiative Assessment (TSIA): The percentage of annual graduates who met the TSI criteria on the TSIA

Percentages are calculated and shown for English and mathematics separately.

$$\frac{\textbf{number of 2014–15 annual graduates who met the TSI criteria on the TSIA}}{\textbf{number of 2014–15 annual graduates}}$$

(Source of data: THECB [applicable scores from June 2011 through October 2015] and Record 203, Student – School Leaver, Submissions 1 and 3)

Total Staff: The total count of staff which includes professional staff (teachers, professional support, administrators), educational aides, and (on the district profile) auxiliary staff. Minority staff is the sum of the FTE counts for all non-white staff groups (African American, Hispanic, American Indian, Asian, Pacific Islander, and Two or More Races). The minority staff FTE count is expressed as a percent of the total staff FTE. *(Source of data: PEIMS; Record 040, Staff – Identification/Demographic, Record 050, Staff – Employment – Payroll Summary, Record 090, Staff – Responsibilities, Submission 1)*

Total Students: The total number of public school students who were reported in membership on October 30, 2015, at any grade from early childhood education through grade 12. Membership differs from enrollment because it does not include those students who are served in the district for less than two hours per day. For example, the count of *Total Students* excludes students who attend a nonpublic school but receive some services, such as speech therapy—for less than two hours per day—from their local public school district. *(Source of data: PEIMS; Record 110, Student Data – Demographic, Submission 1)*

Turnover Rate for Teachers *(not on campus profile)***:** The percentage of teachers from the fall of 2014–15 who were not employed in the district in the fall of 2015–16. It is calculated as the total FTE count of teachers from the fall of 2015–16 who were not employed in the district in the fall of 2014–15, divided by the total teacher FTE count for the fall of 2014–15. Staff who remained employed in the district but not as teachers also count toward teacher turnover. *(Source of data: PEIMS; Record 050, Staff – Employment – Payroll Summary, Record 090, Staff Data – Responsibilities, Submission 1)*

Who to Call

Information about the calculation of all Texas Academic Performance Report (TAPR) data elements is provided in this *Glossary*. If, after reading the *Glossary* you have questions about the calculation of TAPR indicators, contact **Performance Reporting at (512) 463-9704.**

Questions related to programs and policies for the following subjects should be directed to the contacts listed below.

Subject	Contact	Number
Accountability Ratings (methodology)	Performance Reporting	(512) 463-9704
Advanced Courses	Curriculum	(512) 463-9581
Charter Schools	Charter Schools	(512) 463-9575
College Admissions Tests:		
SAT	College Board	(512) 721-1800
ACT	ACT Regional Office	(512) 320-1850
Copies of TAPR reports	https://rptsvr1.tea.texas.gov/perfreport/tapr/index.html	
DAEP (Disciplinary Alternative Education Program)		
	Discipline, Law, and Order	(512) 463-9286
Distinguished Achievement Program	Curriculum	(512) 463-9581
Distinction Designations	Performance Reporting	(512) 463-9704
Dropouts	Accountability Research	(512) 475-3523
English Language Learners		
Testing Issues	Student Assessment	(512) 463-9536
Other Issues	Curriculum (Bilingual Education Program Unit)	(512) 463-9581
Financial Standard Reports	State Funding	(512) 463-9238
General Inquiry	General Inquiries	(512) 463-9290
Graduates	Accountability Research	(512) 475-3523
Graduates Enrolled in Texas IHE	Texas Higher Education Coordinating Board	(512) 427-6101
JJAEP (Juvenile Justice Alternative Education Program)		
	Discipline, Law, and Order	(512) 463-9286
Federal Accountability	Federal and State Education Policy	(512) 463-9414
PBM Special Education Monitoring Results Status		
	School Improvement	(512) 463-5226
PEIMS (TSDS PEIMS)	PEIMS HelpLine	(512) 463-9229
Recommended High School Program	Curriculum	(512) 463-9581
Retention Policy	Curriculum	(512) 463-9581
School Finance	State Funding	(512) 463-9238
School Governance	School Governance	(512) 463-9623
School Report Card	Performance Reporting	(512) 463-9704
Special Education		
Testing Issues	Student Assessment	(512) 463-9536
Other Issues	Special Education	(512) 463-9414
STAAR (all assessments)	Student Assessment	(512) 463-9536
STAAR Testing Contractor	ETS	(855) 333-7770
	Pearson	(800) 328-5999
	Austin Operational Center	(512) 989-5300
Statutory (Legal) Issues	Legal Services	(512) 463-9720
TELPAS	Student Assessment	(512) 463-9536
TAIS	Texas Accountability Intervention System	(512) 463-9414

Information on the Internet: http://tea.texas.gov/accountability/

PEIMS Role Identifications

(In Alphabetical Order by Label)

CENTRAL ADMINISTRATORS

027 ..... Superintendent/CAO/CEO/President

CAMPUS ADMINISTRATORS

003 ..... Assistant Principal

EITHER CENTRAL OR CAMPUS ADMINISTRATORS*

004 ..... Assistant/Associate/Deputy Superintendent
012 ..... Instructional Officer
020 ..... Principal
028 ..... Teacher Supervisor
040 ..... Athletic Director
043 ..... Business Manager
044 ..... Tax Assessor and/or Collector
045 ..... Director - Personnel/Human Resources
055 ..... Registrar
060 ..... Executive Director
061 ..... Asst/Assoc/Deputy Exec Director
062 ..... Component/Department Director
063 ..... Coordinator/Manager/Supervisor

PROFESSIONAL SUPPORT STAFF

002 ..... Art Therapist
005 ..... Psychological Associate
006 ..... Audiologist
007 ..... Corrective Therapist
008 ..... Counselor
011 ..... Educational Diagnostician
013 ..... Librarian
015 ..... Music Therapist
016 ..... Occupational Therapist
017 ..... Certified Orientation & Mobility Specialist
018 ..... Physical Therapist
019 ..... Physician
021 ..... Recreational Therapist
022 ..... School Nurse
023 ..... LSSP/Psychologist
024 ..... Social Worker
026 ..... Speech Therapist/Speech-Lang Pathologist
030 ..... Visiting Teacher/Truant Officer
032 ..... Work-Based Learning Site Coordinator
041 ..... Teacher Facilitator
042 ..... Teacher Appraiser
054 ..... Department Head
056 ..... Athletic Trainer
058 ..... Other Campus Professional Personnel
064 ..... Specialist/Consultant
065 ..... Field Service Agent
079 ..... Other ESC Professional Personnel
080 ..... Other Non-Campus Professional Personnel

TEACHERS

087 ..... Teacher
047 ..... Substitute Teacher

EDUCATIONAL AIDES

033 ..... Educational Aide
036 ..... Certified Interpreter

AUXILIARY STAFF

Employment record, but no responsibility records.

* Administrators reported with these roles are categorized as central office or campus, depending on the organization ID reported for them.

Advanced Academic Courses
2015–16 Texas Academic Performance Reports

- All courses shown were for the 2014–15 school year.
- An "A" prefix indicates a College Board Advanced Placement course.
- An "I" prefix indicates an International Baccalaureate course.
- Dual-credit courses are not specifically shown on this list.

English Language Arts

03221100	Research/Technical Writing
03221200	Creative Writing
03221500	Literary Genres
03221600	Humanities (First Time Taken)
03221800	Independent Study In English (First Time Taken)
03231000	Independent Study In Journalism (First Time Taken)
03231902	Advanced Broadcast Journalism III
03240400	Oral Interpretation III
03240800	Debate III
03241100	Public Speaking III
03241200	Independent Study In Speech (First Time Taken)
A3220100	AP English Language and Composition
A3220200	AP English Literature and Composition
I3220300	IB English III
I3220400	IB English IV

Mathematics

03101100	Pre Calculus
03102500	Independent Study In Mathematics (1st Time Taken)
03102501	Independent Study In Mathematics (Second Time Taken)
A3100101	AP Calculus AB
A3100102	AP Calculus BC
A3100200	AP Statistics
I3100100	IB Mathematical Studies, Standard Level
I3100200	IB Mathematics, Standard Level
I3100300	IB Mathematics, Higher Level
I3100400	IB Further Mathematics, Standard Level

Technology Applications

03580200	Computer Science I
03580300	Computer Science II
A3580100	AP Computer Science A
I3580200	IB Computer Science I, Standard Level
I3580300	IB Computer Science II ,Higher Level
I3580400	IB Information Technology In A Global Society SL

Fine Arts

03150400	Music IV Band
03150800	Music IV Orchestra
03151200	Music IV Choir
03151600	Music IV Jazz Band
03152000	Music IV Instrumental Ensemble
03152400	Music IV Vocal Ensemble
03250400	Theatre Arts IV
03251000	Theatre Production IV
03251200	Technical Theatre IV
03502300	Art IV Drawing
03502400	Art IV Painting
03502500	Art IV Printmaking
03502600	Art IV Fibers
03502700	Art IV Ceramics
03502800	Art IV Sculpture
03502900	Art IV Jewelry
03503100	Art IV Photography
03503200	Art IV Graphic Design
03503500	Art IV Electronic Media
03830400	Dance IV
A3150200	AP Music Theory
A3500100	AP History Of Art
A3500300	AP Art/Drawing
A3500400	AP Art/Two-Dimensional Design Portfolio
A3500500	AP Art/Three-Dimensional Design Portfolio
I3250200	IB Music SL
I3250300	IB Music HL
I3250500	IB Theatre/Film - HL
I3600100	IB Art/Design HL
I3600200	IB Art/Design SL-A
I3600300	IB Art Design SL-B
I3750200	IB Theatre Arts SL
I3750300	IB Theatre Arts HL
I3830200	IB Dance - HL

Science

A3010200	AP Biology
A3020000	AP Environmental Science
A3040000	AP Chemistry
A3050002	AP Physics C
I3010200	IB Biology
I3020000	IB Environmental Systems and Societies
I3030001	IB Design Technology SL
I3030002	IB Design Technology HL
I3040001	IB Chemistry I
I3050001	IB Physics I

Social Studies/History

03310301	Economics Advanced Studies (First Time Taken)
03380001	Social Studies Advanced Studies (First Time Taken)
A3310100	AP Microeconomics
A3310200	AP Macroeconomics
A3330100	AP United States Government and Politics
A3330200	AP Comparative Government and Politics
A3340100	AP United States History
A3340200	AP European History
A3350100	AP Psychology
A3360100	AP Human Geography
A3370100	AP World History
I3301100	IB History
I3301200	IB History: Africa
I3301300	IB History: Americas
I3301400	IB History: East and Southeast Asia
I3301500	IB History: Europe
I3302100	IB Geography, Standard Level
I3302200	IB Geography, Higher Level
I3303100	IB Economics, Standard Level
I3303200	IB Economics, Higher Level
I3303300	IB Business and Management I
I3303400	IB Business and Management II
I3304100	IB Psychology, Standard Level
I3304200	IB Psychology, Higher Level
I3366010	IB Philosophy

Advanced Languages (Modern or Classical)

03110400	Arabic IV
03110500	Arabic V
03110600	Arabic VI
03110700	Arabic VII
03120400	Japanese IV
03120500	Japanese V
03120600	Japanese VI
03120700	Japanese VII
03400400	Italian IV
03400500	Italian V
03400600	Italian VI
03400700	Italian VII
03410400	French IV
03410500	French V
03410600	French VI
03410700	French VII
03420400	German IV
03420500	German V
03420600	German VI
03420700	German VII
03430400	Latin IV
03430500	Latin V
03430600	Latin VI
03430700	Latin VII
03440400	Spanish IV
03440440	Spanish For Spanish Speakers IV
03440500	Spanish V
03440550	Spanish For Spanish Speakers V
03440600	Spanish VI
03440660	Spanish For Spanish Speakers VI
03440700	Spanish VII
03440770	Spanish For Spanish Speakers VII
03450400	Russian IV
03450500	Russian V
03450600	Russian VI
03450700	Russian VII
03460400	Czech IV
03460500	Czech V
03460600	Czech VI
03460700	Czech VII

Advanced Languages (cont.)

03470400	Portuguese IV
03470500	Portuguese V
03470600	Portuguese VI
03470700	Portuguese VII
03480400	Hebrew IV
03480500	Hebrew V
03480600	Hebrew VI
03480700	Hebrew VII
03490400	Chinese IV
03490500	Chinese V
03490600	Chinese VI
03490700	Chinese VII
03510400	Vietnamese IV
03510500	Vietnamese V
03510600	Vietnamese VI
03510700	Vietnamese VII
03520400	Hindi IV
03520500	Hindi V
03520600	Hindi VI
03520700	Hindi VII
03980400	American Sign Language IV
03980500	American Sign Language V
03980600	American Sign Language VI
03980700	American Sign Language VII
03996000	Other Foreign Languages Level IV
03996100	Other Foreign Languages Level V
03996200	Other Foreign Languages Level VI
03996300	Other Foreign Languages Level VII
A3120400	AP Japanese
A3410100	AP French
A3420100	AP German
A3430100	AP Latin
A3440100	AP Spanish
A3440200	AP Spanish
A3490400	AP Chinese
I3110400	IB Arabic IV
I3110500	IB Arabic V
I3120400	IB Japanese IV
I3120500	IB Japanese V
I3410400	IB French IV
I3410500	IB French V
I3420400	IB German IV

Advanced Languages (cont.)

I3420500	IB German V
I3430400	IB Latin IV
I3430500	IB Latin V
I3440400	IB Spanish IV
I3440500	IB Spanish V
I3440600	IB Spanish VI
I3440700	IB Spanish VII
I3450400	IB Russian IV
I3450500	IB Russian V
I3480400	IB Hebrew IV
I3480500	IB Hebrew V
I3490400	IB Chinese IV
I3490500	IB Chinese V
I3490600	IB Chinese VI
I3490700	IB Chinese VII
I3520400	IB Hindi IV
I3520500	IB Hindi V
I3663600	IB Other VI
I3663700	IB Other VII
I3996000	IB Other IV
I3996100	IB Other V

Other

I3000100	IB Theory Of Knowledge
I3305100	IB World Religions A
I3366100	IB World Religions B
N1290317	GT Independent Study Mentorship III
N1290318	GT Independent Study Mentorship IV