MISD 2016-2017 ANNUAL REPORT

REPORT CONTENTS

MONTGOMERY I.S.D.
2016-2017
Texas Academic
performance
report
(district report)

2016-17 Texas Academic Performance Report

District Name: **MONTGOMERY ISD**

District Number: **170903**

2017 Accountability Rating: **Met Standard**

2017 Special Education Determination Status:

Meets Requirements

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

		Region 06	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
	State												
STAAR Percent at Approaches Grade Level or Above													
Grade 3													
Reading	2017	73%	73%	**89%**	100%	85%	90%	-	*	*	83%	55%	84%	74%
	2016	73%	75%	**86%**	64%	77%	89%	*	*	*	71%	70%	76%	64%
Mathematics	2017	78%	79%	**91%**	78%	85%	92%	-	*	*	92%	50%	88%	83%
	2016	75%	77%	**87%**	73%	86%	88%	*	*	*	79%	75%	80%	79%
STAAR Percent at Approaches Grade Level or Above													
Grade 4													
Reading	2017	70%	71%	**83%**	67%	73%	86%	*	*	*	78%	62%	75%	54%
	2016	75%	77%	**87%**	53%	84%	89%	*	*	-	88%	54%	72%	64%
Mathematics	2017	76%	76%	**88%**	71%	86%	90%	*	*	*	89%	68%	81%	81%
	2016	73%	76%	**89%**	59%	91%	90%	*	*	-	94%	61%	79%	93%
Writing	2017	65%	63%	**75%**	58%	72%	76%	*	*	*	80%	46%	67%	44%
	2016	69%	70%	**82%**	59%	75%	84%	*	*	-	78%	45%	71%	57%
STAAR Percent at Approaches Grade Level or Above													
Grade 5 ***													
Reading	2017	82%	82%	**90%**	47%	82%	93%	*	*	-	95%	52%	77%	53%
	2016	81%	82%	**91%**	89%	88%	92%	*	100%	-	80%	58%	82%	82%
Mathematics	2017	87%	87%	**94%**	80%	91%	95%	*	*	-	95%	67%	88%	80%
	2016	86%	86%	**96%**	94%	91%	97%	*	100%	-	80%	69%	88%	82%
Science	2017	74%	76%	**85%**	57%	72%	89%	*	*	-	89%	61%	75%	33%
	2016	74%	76%	**84%**	67%	77%	86%	*	86%	-	90%	61%	74%	38%
STAAR Percent at Approaches Grade Level or Above													
Grade 6													
Reading	2017	69%	71%	**85%**	70%	74%	87%	*	100%	-	78%	41%	71%	*
	2016	69%	71%	**81%**	48%	76%	84%	*	100%	*	64%	45%	65%	*
Mathematics	2017	76%	79%	**93%**	85%	90%	94%	100%	100%	-	78%	68%	86%	*
	2016	72%	74%	**83%**	52%	64%	87%	100%	100%	*	86%	53%	67%	*

District Name: MONTGOMERY ISD
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District Number: 170903

		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 Approaches Grade Level or Above														
Grade 7														
Reading	2017	73%	73%	**80%**	45%	69%	84%	*	100%	*	82%	38%	60%	*
	2016	71%	73%	**81%**	45%	74%	84%	*	86%	*	64%	38%	67%	*
Mathematics	2017	70%	69%	**76%**	55%	59%	81%	*	*	*	67%	37%	62%	*
	2016	69%	69%	**81%**	59%	76%	84%	*	83%	-	*	41%	68%	*
Writing	2017	70%	70%	**76%**	52%	57%	81%	*	100%	*	82%	28%	57%	*
	2016	69%	71%	**81%**	45%	74%	84%	*	100%	*	64%	38%	72%	*
STAAR Percent at Approaches Grade Level or Above														
Grade 8 ***														
Reading	2017	86%	86%	**91%**	73%	86%	93%	*	100%	-	92%	41%	82%	71%
	2016	87%	88%	**94%**	92%	89%	95%	100%	*	*	100%	44%	86%	*
Mathematics	2017	85%	86%	**94%**	81%	90%	96%	86%	100%	-	100%	60%	86%	83%
	2016	82%	83%	**94%**	91%	89%	94%	100%	100%	*	100%	38%	85%	*
Science	2017	76%	78%	**84%**	55%	76%	88%	*	92%	-	77%	39%	68%	*
	2016	75%	76%	**84%**	67%	73%	86%	*	*	*	91%	37%	68%	*
Social Studies	2017	63%	65%	**73%**	29%	69%	75%	*	92%	-	77%	35%	55%	*
	2016	63%	64%	**80%**	58%	70%	82%	100%	*	*	91%	37%	60%	*
STAAR Percent at Approaches Grade Level or Above														
End of Course														
English I	2017	64%	64%	**80%**	60%	71%	82%	*	*	*	86%	16%	60%	*
	2016	65%	65%	**80%**	47%	75%	83%	*	100%	*	64%	21%	58%	*
English II	2017	66%	66%	**80%**	48%	72%	82%	*	100%	*	89%	20%	57%	*
	2016	67%	69%	**82%**	48%	70%	85%	*	100%	*	64%	29%	64%	*
Algebra I	2017	83%	82%	**94%**	75%	94%	95%	100%	100%	*	88%	43%	85%	88%
	2016	78%	77%	**90%**	63%	85%	92%	*	100%	*	100%	42%	78%	75%

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		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 Approaches Grade Level or Above														
End of Course														
Biology	2017	86%	87%	**92%**	71%	87%	93%	100%	*	*	100%	40%	81%	*
	2016	87%	88%	**90%**	67%	87%	92%	86%	100%	*	88%	38%	77%	83%
U.S. History	2017	91%	92%	**96%**	83%	94%	97%	100%	100%	*	89%	76%	92%	*
	2016	91%	90%	**93%**	60%	86%	96%	*	*	*	*	52%	83%	*
STAAR Percent at Approaches Grade Level or Above														
All Grades														
All Subjects	2017	75%	76%	**86%**	63%	79%	88%	76%	97%	75%	87%	46%	74%	58%
	2016	75%	76%	**86%**	61%	80%	88%	84%	95%	60%	81%	47%	73%	57%
Reading	2017	72%	73%	**84%**	60%	76%	87%	68%	98%	86%	86%	38%	70%	54%
	2016	73%	74%	**85%**	57%	79%	88%	79%	94%	71%	75%	42%	71%	52%
Mathematics	2017	79%	80%	**91%**	74%	86%	92%	93%	100%	71%	89%	56%	83%	76%
	2016	76%	77%	**89%**	67%	84%	91%	92%	95%	*	88%	54%	77%	71%
Writing	2017	67%	66%	**76%**	55%	66%	79%	63%	100%	*	81%	36%	62%	38%
	2016	69%	70%	**81%**	51%	74%	84%	75%	100%	*	72%	42%	71%	52%
Science	2017	79%	80%	**88%**	60%	79%	90%	69%	89%	*	89%	46%	75%	40%
	2016	79%	80%	**86%**	67%	79%	88%	79%	94%	*	90%	45%	73%	44%
Social Studies	2017	77%	79%	**85%**	58%	81%	87%	82%	96%	*	82%	55%	72%	46%
	2016	77%	77%	**86%**	59%	78%	88%	100%	89%	*	87%	47%	70%	*
STAAR Percent at Meets Grade Level														
All Grades														
Two or More Subjects	2017	48%	50%	**63%**	34%	51%	66%	42%	78%	*	71%	24%	43%	17%
	2016	45%	47%	**60%**	27%	51%	62%	47%	72%	*	47%	15%	39%	18%
Reading	2017	48%	50%	**61%**	31%	50%	64%	42%	71%	83%	70%	24%	41%	17%
	2016	46%	48%	**61%**	28%	52%	64%	35%	81%	*	52%	16%	41%	22%
Mathematics	2017	48%	50%	**66%**	42%	57%	69%	52%	84%	*	69%	31%	51%	20%
	2016	43%	45%	**60%**	30%	52%	62%	42%	76%	*	61%	19%	41%	25%

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STAAR Percent at Meets Grade Level														
All Grades														
Writing	2017	38%	37%	**44%**	26%	33%	47%	*	*	*	63%	22%	30%	*
	2016	41%	42%	**53%**	16%	46%	56%	*	50%	*	34%	*	38%	*
Science	2017	52%	55%	**64%**	23%	51%	68%	33%	71%	*	71%	24%	44%	*
	2016	47%	50%	**58%**	29%	48%	60%	42%	72%	*	64%	13%	39%	*
Social Studies	2017	51%	54%	**61%**	39%	54%	63%	45%	74%	-	52%	29%	47%	*
	2016	47%	50%	**56%**	39%	50%	57%	*	67%	*	79%	26%	40%	*
STAAR Percent at Masters Grade Level														
All Grades														
All Subjects	2017	20%	22%	**29%**	12%	21%	31%	13%	46%	*	31%	10%	16%	12%
	2016	18%	20%	**24%**	11%	17%	26%	10%	38%	30%	24%	8%	13%	9%
Reading	2017	19%	20%	**27%**	11%	20%	29%	*	40%	*	26%	8%	14%	11%
	2016	17%	19%	**24%**	12%	16%	26%	*	39%	*	21%	10%	13%	8%
Mathematics	2017	23%	25%	**34%**	15%	25%	36%	*	68%	*	34%	12%	18%	19%
	2016	19%	21%	**27%**	10%	19%	30%	*	36%	*	27%	9%	14%	11%
Writing	2017	12%	11%	**14%**	9%	8%	16%	*	*	*	22%	7%	8%	*
	2016	15%	15%	**18%**	*	14%	18%	*	28%	*	21%	*	9%	*
Science	2017	19%	22%	**25%**	*	16%	27%	*	29%	*	40%	9%	13%	*
	2016	16%	19%	**22%**	*	15%	24%	*	50%	*	17%	9%	11%	*
Social Studies	2017	27%	31%	**36%**	16%	34%	37%	*	48%	*	32%	12%	24%	*
	2016	22%	25%	**25%**	19%	22%	25%	*	*	*	40%	*	14%	*
STAAR Percent Met or Exceeded Progress														
All Grades														
All Subjects	2017	61%	61%	**65%**	58%	61%	66%	65%	74%	*	63%	58%	58%	55%
	2016	62%	61%	**66%**	61%	65%	66%	*	77%	*	64%	58%	63%	63%
Reading	2017	59%	59%	**59%**	55%	54%	60%	64%	58%	*	60%	54%	52%	46%
	2016	60%	60%	**60%**	56%	60%	60%	*	76%	*	59%	56%	57%	57%

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		State	Region 06	District	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														
Mathematics	2017	64%	64%	**71%**	62%	68%	72%	*	94%	*	67%	62%	64%	64%
	2016	63%	62%	**72%**	66%	71%	73%	*	78%	*	68%	61%	69%	68%
STAAR Percent Exceeded Progress														
All Grades														
All Subjects	2017	19%	19%	**20%**	17%	17%	21%	16%	36%	*	19%	16%	13%	18%
	2016	17%	16%	**17%**	15%	16%	17%	*	20%	*	10%	14%	14%	18%
Reading	2017	17%	17%	**17%**	19%	15%	17%	21%	20%	*	14%	17%	13%	17%
	2016	16%	15%	**14%**	16%	16%	14%	*	19%	*	12%	12%	13%	17%
Mathematics	2017	20%	20%	**24%**	14%	20%	25%	*	56%	*	25%	15%	14%	19%
	2016	17%	16%	**20%**	13%	17%	21%	*	22%	*	8%	16%	15%	19%
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2017	35%	33%	**38%**	29%	36%	40%	*	*	-	44%	16%	30%	37%
	2016	35%	35%	**43%**	28%	39%	46%	*	*	-	*	17%	34%	30%
Mathematics	2017	43%	42%	**48%**	35%	39%	52%	*	*	*	*	26%	36%	42%

District Name: MONTGOMERY ISD
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	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 Approaches Grade Level on First STAAR Administration													
2017	72%	**72%**	**83%**	33%	74%	87%	*	*	-	89%	41%	65%	47%
Students Requiring Accelerated Instruction													
2017	28%	**28%**	**17%**	67%	26%	13%	*	*	-	*	59%	35%	53%
STAAR Cumulative Met Standard													
2017	81%	**81%**	**90%**	47%	82%	93%	*	*	-	95%	46%	76%	53%
Grade 5 Mathematics													
Students Meeting Approaches Grade Level on First STAAR Administration													
2017	81%	**82%**	**92%**	73%	88%	93%	*	*	-	95%	61%	84%	73%
Students Requiring Accelerated Instruction													
2017	19%	**18%**	**8%**	*	13%	7%	*	*	-	*	39%	16%	*
STAAR Cumulative Met Standard													
2017	87%	**87%**	**94%**	80%	91%	95%	*	*	-	95%	63%	88%	80%

District Name: MONTGOMERY ISD
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	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 Approaches Grade Level on First STAAR Administration													
2017	76%	77%	83%	59%	76%	85%	*	100%	-	92%	20%	69%	*
Students Requiring Accelerated Instruction													
2017	24%	23%	17%	41%	24%	15%	67%	*	-	*	80%	31%	63%
STAAR Cumulative Met Standard													
2017	85%	85%	91%	73%	86%	93%	*	100%	-	92%	33%	82%	75%
Grade 8 Mathematics													
Students Meeting Approaches Grade Level on First STAAR Administration													
2017	75%	77%	90%	70%	87%	92%	86%	100%	-	93%	43%	78%	*
Students Requiring Accelerated Instruction													
2017	25%	23%	10%	30%	13%	8%	*	*	-	*	57%	22%	*
STAAR Cumulative Met Standard													
2017	85%	86%	94%	81%	90%	96%	86%	100%	-	100%	55%	85%	86%

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 District Performance
Bilingual Education/English as a Second Language

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

(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 Approaches Grade Level or Above															
All Grades															
All Subjects	2017	75%	76%	**86%**	66%	-	-	66%	-	47%	55%	40%	100%	56%	58%
	2016	75%	76%	**86%**	68%	-	-	68%	-	53%	68%	44%	58%	57%	57%
Reading	2017	72%	73%	**84%**	59%	-	-	59%	-	46%	50%	42%	*	52%	54%
	2016	73%	74%	**85%**	59%	-	-	59%	-	47%	50%	46%	*	51%	52%
Mathematics	2017	79%	80%	**91%**	82%	-	-	82%	-	68%	76%	60%	*	75%	76%
	2016	76%	77%	**89%**	83%	-	-	83%	-	65%	94%	48%	*	71%	71%
Writing	2017	67%	66%	**76%**	53%	-	-	53%	-	*	*	*	-	38%	38%
	2016	69%	70%	**81%**	50%	-	-	50%	-	67%	*	*	*	58%	52%
Science	2017	79%	80%	**88%**	*	-	-	*	-	32%	*	*	*	36%	40%
	2016	79%	80%	**86%**	-	-	-	-	-	44%	67%	*	-	44%	44%
Social Studies	2017	77%	79%	**85%**	-	-	-	-	-	42%	*	*	*	42%	46%
	2016	77%	77%	**86%**	-	-	-	-	-	*	*	*	-	*	*
STAAR Percent at Meets Grade Level															
All Grades															
Two or More Subjects	2017	48%	50%	**63%**	21%	-	-	21%	-	*	*	*	*	15%	17%
	2016	45%	47%	**60%**	*	-	-	*	-	*	*	*	*	17%	18%
Reading	2017	48%	50%	**61%**	21%	-	-	21%	-	*	*	*	*	17%	17%
	2016	46%	48%	**61%**	36%	-	-	36%	-	16%	*	*	*	22%	22%
Mathematics	2017	48%	50%	**66%**	23%	-	-	23%	-	*	*	*	*	17%	20%
	2016	43%	45%	**60%**	*	-	-	*	-	23%	*	*	*	25%	25%
Writing	2017	38%	37%	**44%**	*	-	-	*	-	*	*	*	-	*	*
	2016	41%	42%	**53%**	*	-	-	*	-	*	*	*	*	*	*
Science	2017	52%	55%	**64%**	*	-	-	*	-	*	*	*	*	*	*
	2016	47%	50%	**58%**	-	-	-	-	-	*	*	*	-	*	*
Social Studies	2017	51%	54%	**61%**	-	-	-	-	-	*	*	*	*	*	*
	2016	47%	50%	**56%**	-	-	-	-	-	*	-	*	-	*	*

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

	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 Masters Grade Level														
All Grades														
All Subjects 2017	20%	22%	**29%**	12%	-	-	12%	-	12%	15%	9%	*	12%	12%
2016	18%	20%	**24%**	12%	-	-	12%	-	8%	12%	6%	*	9%	9%
Reading 2017	19%	20%	**27%**	11%	-	-	11%	-	10%	*	*	*	11%	11%
2016	17%	19%	**24%**	*	-	-	*	-	*	*	*	*	7%	8%
Mathematics 2017	23%	25%	**34%**	20%	-	-	20%	-	15%	*	*	*	18%	19%
2016	19%	21%	**27%**	*	-	-	*	-	12%	*	*	*	11%	11%
Writing 2017	12%	11%	**14%**	*	-	-	*	-	*	*	*	-	*	*
2016	15%	15%	**18%**	*	-	-	*	-	*	*	*	*	*	*
Science 2017	19%	22%	**25%**	*	-	-	*	-	*	*	*	*	*	*
2016	16%	19%	**22%**	-	-	-	-	-	*	*	*	-	*	*
Social Studies 2017	27%	31%	**36%**	-	-	-	-	-	*	*	*	*	*	*
2016	22%	25%	**25%**	-	-	-	-	-	*	-	*	-	*	*
STAAR Percent Met or Exceeded Progress														
All Grades														
All Subjects 2017	61%	61%	**65%**	56%	-	-	56%	-	60%	57%	63%	*	58%	57%
2016	62%	61%	**66%**	67%	-	-	67%	-	57%	63%	54%	*	60%	61%
Reading 2017	59%	59%	**59%**	47%	-	-	47%	-	54%	50%	60%	*	51%	50%
2016	60%	60%	**60%**	*	-	-	*	-	49%	*	50%	*	49%	51%
Mathematics 2017	64%	64%	**71%**	64%	-	-	64%	-	68%	68%	*	*	65%	65%
2016	63%	62%	**72%**	81%	-	-	81%	-	65%	*	*	*	71%	72%
STAAR Percent Exceeded Progress														
All Grades														
All Subjects 2017	19%	19%	**20%**	24%	-	-	24%	-	25%	23%	26%	*	24%	24%
2016	17%	16%	**17%**	24%	-	-	24%	-	16%	16%	16%	*	19%	19%
Reading 2017	17%	17%	**17%**	19%	-	-	19%	-	25%	18%	35%	*	23%	22%
2016	16%	15%	**14%**	*	-	-	*	-	16%	*	19%	*	15%	15%

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

(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 Exceeded Progress															
All Grades															
Mathematics	2017	20%	20%	**24%**	27%	-	-	27%	-	24%	32%	*	*	26%	27%
	2016	17%	16%	**20%**	35%	-	-	35%	-	15%	*	*	*	22%	23%
Progress of Prior-Year Non-Proficient Students															
Sum of Grades 4-8															
Reading	2017	35%	33%	**38%**	*	-	-	*	-	39%	*	43%	-	37%	37%
	2016	35%	35%	**43%**	*	-	-	*	-	35%	*	31%	-	30%	30%
Mathematics	2017	43%	42%	**48%**	*	-	-	*	-	44%	*	38%	-	42%	42%

Texas Academic Performance Report
2016-17 District Participation

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

	State	Region 06	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
2017 STAAR Participation (All Grades)													
All Tests													
Test Participant	99%	99%	**98%**	98%	98%	98%	100%	99%	100%	97%	95%	97%	99%
Included in Accountability	94%	94%	**94%**	92%	94%	94%	99%	89%	100%	88%	90%	92%	85%
Not Included in Accountability													
Mobile	4%	4%	**4%**	5%	4%	3%	0%	8%	0%	9%	3%	4%	11%
Other Exclusions	1%	1%	**0%**	1%	0%	0%	1%	1%	0%	0%	2%	0%	3%
Not Tested	1%	1%	**2%**	2%	2%	2%	0%	1%	0%	3%	5%	3%	1%
Absent	1%	1%	**2%**	2%	2%	2%	0%	1%	0%	3%	5%	3%	1%
Other	0%	0%	**0%**	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
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

	State	Region 06	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
Attendance Rate													
2015-16	95.8%	96.1%	**95.5%**	95.9%	95.8%	95.4%	95.3%	97.0%	95.8%	95.2%	94.5%	94.5%	96.2%
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%
Annual Dropout Rate (Gr 7-8)													
2015-16	0.4%	0.1%	**0.1%**	0.0%	0.0%	0.2%	0.0%	0.0%	*	0.0%	0.0%	0.3%	0.0%
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%
Annual Dropout Rate (Gr 9-12)													
2015-16	2.0%	1.4%	**0.3%**	1.2%	0.6%	0.3%	0.0%	0.0%	*	0.0%	1.1%	0.6%	0.0%
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%
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2016													
Graduated	89.1%	89.9%	**95.4%**	90.0%	95.3%	95.6%	*	100.0%	*	92.3%	90.0%	89.2%	*
Received GED	0.5%	1.1%	**1.8%**	0.0%	0.0%	2.3%	*	0.0%	*	0.0%	0.0%	2.2%	*
Continued HS	4.2%	3.7%	**1.1%**	5.0%	1.6%	0.7%	*	0.0%	*	7.7%	2.5%	3.2%	*
Dropped Out	6.2%	5.3%	**1.6%**	5.0%	3.1%	1.4%	*	0.0%	*	0.0%	7.5%	5.4%	*
Graduates and GED	89.6%	91.1%	**97.3%**	90.0%	95.3%	97.9%	*	100.0%	*	92.3%	90.0%	91.4%	*
Grads, GED, & Cont	93.8%	94.7%	**98.4%**	95.0%	96.9%	98.6%	*	100.0%	*	100.0%	92.5%	94.6%	*
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%	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2015													
Graduated	91.3%	92.6%	**93.1%**	85.7%	95.6%	92.9%	*	*	*	100.0%	87.1%	83.7%	-
Received GED	0.8%	1.6%	**2.6%**	0.0%	2.2%	3.0%	*	*	*	0.0%	6.5%	7.0%	-
Continued HS	1.2%	0.7%	**0.0%**	0.0%	0.0%	0.0%	*	*	*	0.0%	0.0%	0.0%	-
Dropped Out	6.7%	5.1%	**4.3%**	14.3%	2.2%	4.2%	*	*	*	0.0%	6.5%	9.3%	-
Graduates and GED	92.1%	94.2%	**95.7%**	85.7%	97.8%	95.8%	*	*	*	100.0%	93.5%	90.7%	-
Grads, GED, & Cont	93.3%	94.9%	**95.7%**	85.7%	97.8%	95.8%	*	*	*	100.0%	93.5%	90.7%	-
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%	-

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

	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 2014													
Graduated	90.9%	91.7%	**92.9%**	70.6%	88.3%	94.7%	*	87.5%	-	85.7%	90.3%	84.4%	-
Received GED	1.2%	2.3%	**2.7%**	0.0%	6.7%	2.0%	*	0.0%	-	14.3%	0.0%	4.4%	-
Continued HS	0.6%	0.4%	**0.0%**	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	-
Dropped Out	7.2%	5.6%	**4.5%**	29.4%	5.0%	3.3%	*	12.5%	-	0.0%	9.7%	11.1%	-
Graduates and GED	92.2%	94.0%	**95.5%**	70.6%	95.0%	96.7%	*	87.5%	-	100.0%	90.3%	88.9%	-
Grads, GED, & Cont	92.8%	94.4%	**95.5%**	70.6%	95.0%	96.7%	*	87.5%	-	100.0%	90.3%	88.9%	-
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%	*
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2016	89.1%	89.9%	**95.3%**	90.0%	93.8%	95.6%	*	100.0%	*	92.3%	90.0%	88.3%	*
Class of 2015	89.0%	90.6%	**89.8%**	85.7%	86.7%	89.8%	*	*	*	100.0%	72.7%	79.5%	-
5-Year Extended Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2015	91.3%	92.6%	**92.3%**	85.7%	95.6%	92.2%	*	*	*	92.3%	84.4%	81.8%	-
Class of 2014	90.4%	91.3%	**92.5%**	70.6%	86.9%	94.5%	*	87.5%	-	85.7%	90.6%	84.4%	-
6-Year Extended Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2014	90.9%	91.7%	**92.3%**	70.6%	85.5%	94.5%	*	87.5%	-	85.7%	90.6%	84.4%	-
Class of 2013	90.9%	91.6%	**95.6%**	82.4%	93.8%	96.5%	88.9%	*	*	*	84.1%	86.5%	*
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2016	87.4%	84.7%	**81.4%**	64.7%	77.0%	82.8%	*	90.0%	*	75.0%	25.0%	62.2%	*
Class of 2015	86.1%	84.2%	**81.5%**	66.7%	79.5%	82.5%	*	*	*	75.0%	20.8%	62.9%	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2016	5.5%	6.5%	**77.8%**	*	-	87.5%	-	-	-	-	-	*	-
Class of 2015	3.5%	1.0%	**-**	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2016	54.0%	80.0%	**22.2%**	*	-	12.5%	-	-	-	-	-	*	-
Class of 2015	38.7%	80.1%	**-**	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2016	85.1%	84.9%	**81.8%**	66.7%	77.0%	83.1%	*	90.0%	*	75.0%	25.0%	62.7%	*
Class of 2015	84.1%	84.0%	**81.5%**	66.7%	79.5%	82.5%	*	*	*	75.0%	20.8%	62.9%	-

District Name: MONTGOMERY ISD
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District Number: 170903

	State	Region 06	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
RHSP/DAP Graduates (Annual Rate)													
2015-16	85.6%	83.1%	**81.2%**	64.7%	77.6%	82.5%	*	90.0%	*	75.0%	24.3%	63.0%	*
2014-15	84.3%	82.4%	**80.9%**	64.7%	75.0%	82.6%	*	*	*	69.2%	16.7%	60.0%	-
FHSP-E Graduates (Annual Rate)													
2015-16	5.6%	6.6%	**77.8%**	*	-	87.5%	-	-	-	-	-	*	-
2014-15	3.5%	1.1%	**-**	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2015-16	51.9%	78.8%	**22.2%**	*	-	12.5%	-	-	-	-	-	*	-
2014-15	37.3%	78.9%	**-**	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2015-16	83.3%	83.4%	**81.5%**	66.7%	77.6%	82.8%	*	90.0%	*	75.0%	24.3%	63.4%	*
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													
2015-16	55.0%	50.6%	**44.8%**	26.5%	37.9%	46.3%	37.5%	71.4%	*	38.9%	7.4%	27.7%	20.0%
2014-15	54.5%	51.3%	**48.6%**	23.7%	43.2%	50.5%	28.6%	52.9%	*	46.2%	16.4%	30.0%	*
English Language Arts													
2015-16	30.1%	26.6%	**22.3%**	7.1%	14.4%	23.7%	14.3%	41.7%	*	31.3%	3.2%	11.5%	0.0%
2014-15	29.0%	25.2%	**23.0%**	8.8%	18.0%	23.7%	14.3%	29.4%	*	32.0%	0.0%	12.1%	*
Mathematics													
2015-16	43.1%	40.1%	**34.9%**	14.8%	24.6%	36.7%	16.7%	63.6%	*	45.5%	0.0%	16.7%	*
2014-15	43.8%	41.8%	**31.1%**	10.0%	20.7%	33.1%	14.3%	37.5%	*	36.4%	0.0%	10.2%	*
Science													
2015-16	12.2%	13.5%	**5.4%**	0.0%	5.6%	5.3%	16.7%	10.0%	*	9.1%	3.4%	4.2%	0.0%
2014-15	12.7%	13.5%	**13.3%**	0.0%	11.6%	13.5%	0.0%	30.8%	*	17.4%	0.0%	4.6%	*
Social Studies													
2015-16	29.0%	26.6%	**28.5%**	9.4%	22.1%	30.1%	25.0%	42.9%	*	17.6%	1.4%	14.3%	0.0%
2014-15	28.4%	26.9%	**30.1%**	8.1%	30.5%	30.8%	28.6%	43.8%	*	26.9%	3.7%	17.6%	*
Advanced Course/Dual-Credit Course Completion (Grades 9-12)													
Any Subject													
2015-16	35.9%	30.6%	**26.4%**	15.2%	22.5%	27.3%	16.7%	48.4%	*	19.5%	3.6%	13.2%	7.7%
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%
English Language Arts													
2015-16	16.2%	12.6%	**10.6%**	4.3%	7.1%	11.3%	5.9%	17.2%	*	13.5%	1.4%	5.0%	0.0%
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%
Mathematics													
2015-16	19.3%	17.8%	**14.6%**	7.4%	10.0%	15.4%	6.3%	25.0%	*	16.1%	0.0%	6.3%	8.3%
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%

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District Number: 170903

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Advanced Course/Dual-Credit Course Completion (Grades 9-12)													
Science													
2015-16	5.1%	5.2%	**2.2%**	0.0%	2.2%	2.2%	6.3%	3.8%	*	3.1%	1.0%	1.4%	0.0%
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%
Social Studies													
2015-16	20.8%	18.7%	**18.8%**	8.2%	15.4%	19.7%	11.1%	35.5%	*	10.5%	0.7%	7.7%	0.0%
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%
College-Ready Graduates													
English Language Arts													
2015-16	50.6%	59.6%	**59.8%**	14.3%	57.4%	62.3%	*	55.6%	*	42.9%	14.3%	52.0%	*
2014-15	42.0%	50.0%	**58.0%**	15.0%	36.0%	61.0%	*	*	*	70.0%	*	41.0%	-
Mathematics													
2015-16	44.6%	53.7%	**58.4%**	14.3%	63.8%	59.3%	*	66.7%	*	62.5%	7.7%	42.0%	*
2014-15	38.0%	46.0%	**54.0%**	15.0%	36.0%	56.0%	*	*	*	70.0%	*	33.0%	-
Both Subjects													
2015-16	38.7%	48.1%	**52.4%**	7.1%	48.9%	55.0%	*	55.6%	*	42.9%	7.7%	36.0%	*
2014-15	35.0%	44.0%	**52.0%**	15.0%	36.0%	54.0%	*	*	*	70.0%	*	32.0%	-
Either Subject													
2015-16	56.4%	65.0%	**65.7%**	21.4%	72.3%	66.6%	*	66.7%	*	62.5%	14.3%	58.0%	*
2014-15	45.0%	53.0%	**59.0%**	15.0%	36.0%	62.0%	*	*	*	70.0%	*	41.0%	-
College and Career Ready Graduates													
2015-16	75.9%	74.2%	**99.3%**	100.0%	97.0%	99.5%	*	100.0%	*	100.0%	97.3%	97.6%	*
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													
2015-16	22.6%	22.8%	**16.1%**	11.1%	17.9%	16.5%	*	10.0%	*	0.0%	5.4%	22.0%	*
2014-15	10.6%	8.2%	**11.0%**	0.0%	7.5%	12.5%	*	*	*	0.0%	12.5%	10.0%	-
Mathematics													
2015-16	18.1%	17.9%	**14.9%**	11.1%	22.4%	14.0%	*	20.0%	*	16.7%	2.7%	14.6%	*
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)													
2015-16	48.7%	44.5%	**45.9%**	5.6%	40.3%	48.8%	*	50.0%	*	33.3%	2.7%	26.8%	*
2014-15	48.1%	44.8%	**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													
2015-16	12.2%	11.8%	**12.5%**	0.0%	6.0%	13.7%	*	20.0%	*	8.3%	0.0%	7.3%	*
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)													
2015-16	44.8%	40.8%	**41.9%**	5.6%	44.8%	42.8%	*	60.0%	*	33.3%	5.4%	26.8%	*
2014-15	43.4%	39.3%	**42.0%**	17.6%	37.5%	43.1%	*	*	*	53.8%	8.3%	25.7%	-

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

	State	Region 06	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
CTE Coherent Sequence (Annual Graduates)													
2015-16	47.8%	43.2%	**98.9%**	100.0%	97.0%	99.3%	*	100.0%	*	100.0%	97.3%	96.3%	*
2014-15	46.6%	44.1%	**75.7%**	70.6%	82.5%	74.7%	*	*	*	84.6%	91.7%	78.6%	-
AP/IB Results (Participation)													
All Subjects													
2016	25.5%	23.1%	**25.7%**	8.6%	23.9%	26.3%	28.6%	40.0%	*	23.5%	n/a	15.8%	n/a
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
English Language Arts													
2016	15.5%	10.5%	**6.4%**	2.9%	3.6%	6.7%	0.0%	20.0%	*	11.8%	n/a	4.0%	n/a
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
Mathematics													
2016	6.8%	7.2%	**7.4%**	0.0%	6.5%	7.5%	0.0%	20.0%	*	17.6%	n/a	5.0%	n/a
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
Science													
2016	10.4%	9.5%	**7.8%**	0.0%	7.2%	7.8%	14.3%	20.0%	*	11.8%	n/a	5.0%	n/a
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
Social Studies													
2016	14.8%	14.4%	**21.2%**	8.6%	18.1%	21.9%	14.3%	40.0%	*	17.6%	n/a	10.4%	n/a
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
AP/IB Results (Examinees >= Criterion)													
All Subjects													
2016	49.5%	57.2%	**41.6%**	*	39.4%	40.9%	*	50.0%	*	*	n/a	37.5%	n/a
2015	49.1%	58.1%	**62.9%**	*	55.0%	62.8%	-	60.0%	*	100.0%	n/a	64.7%	n/a
English Language Arts													
2016	43.3%	54.2%	**68.5%**	*	20.0%	71.0%	-	*	-	*	n/a	25.0%	n/a
2015	43.7%	55.2%	**81.4%**	*	71.4%	80.9%	-	*	*	*	n/a	66.7%	n/a
Mathematics													
2016	54.0%	62.9%	**41.7%**	-	44.4%	37.7%	-	*	-	*	n/a	20.0%	n/a
2015	51.7%	61.2%	**70.0%**	*	*	70.6%	-	*	*	*	n/a	*	n/a
Science													
2016	35.1%	50.8%	**53.9%**	-	60.0%	54.2%	*	*	*	*	n/a	30.0%	n/a
2015	35.4%	48.2%	**53.3%**	*	30.0%	53.5%	-	*	*	*	n/a	33.3%	n/a
Social Studies													
2016	41.6%	50.0%	**27.5%**	*	20.0%	27.7%	*	33.3%	-	*	n/a	33.3%	n/a
2015	40.1%	51.5%	**42.0%**	*	26.7%	43.9%	-	20.0%	-	*	n/a	40.0%	n/a
SAT/ACT Results													
Tested													
Class of 2016	71.6%	60.4%	**67.5%**	50.0%	59.7%	69.3%	*	70.0%	*	75.0%	n/a	42.4%	n/a
Class of 2015	68.3%	59.6%	**66.3%**	70.6%	55.0%	66.8%	*	*	*	84.6%	n/a	41.1%	n/a

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

	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													
At/Above Criterion													
Class of 2016	22.5%	31.4%	**40.4%**	0.0%	40.0%	41.6%	*	42.9%	*	33.3%	n/a	22.2%	n/a
Class of 2015	24.3%	33.8%	**36.6%**	16.7%	18.2%	37.1%	*	*	*	63.6%	n/a	13.3%	n/a
Average SAT Score													
All Subjects													
Class of 2016	1375	1473	**1530**	1356	1469	1532	*	1734	*	1702	n/a	1467	n/a
Class of 2015	1394	1487	**1511**	1351	1369	1525	*	*	*	1546	n/a	1345	n/a
English Language Arts and Writing													
Class of 2016	903	967	**997**	878	948	999	*	1132	*	1147	n/a	957	n/a
Class of 2015	912	973	**987**	898	885	997	*	*	*	996	n/a	889	n/a
Mathematics													
Class of 2016	472	507	**532**	478	520	533	*	602	*	558	n/a	509	n/a
Class of 2015	482	513	**524**	453	484	528	*	*	*	550	n/a	456	n/a
Average ACT Score													
All Subjects													
Class of 2016	20.3	21.8	**22.9**	16.8	22.2	23.1	*	23.6	-	22.0	n/a	20.8	n/a
Class of 2015	20.6	22.1	**22.6**	*	20.1	22.6	*	*	*	23.6	n/a	21.4	n/a
English Language Arts													
Class of 2016	19.8	21.4	**22.5**	16.2	22.1	22.7	*	23.4	-	21.1	n/a	20.4	n/a
Class of 2015	20.1	21.7	**22.3**	*	19.6	22.3	*	*	*	22.6	n/a	22.9	n/a
Mathematics													
Class of 2016	20.5	21.9	**22.9**	17.0	22.2	23.2	*	23.7	-	22.4	n/a	20.5	n/a
Class of 2015	20.9	22.4	**22.6**	*	21.5	22.5	*	*	*	24.2	n/a	19.1	n/a
Science													
Class of 2016	20.5	21.9	**23.1**	17.5	22.0	23.4	*	22.7	-	22.2	n/a	21.2	n/a
Class of 2015	20.7	22.1	**22.7**	*	19.7	22.8	*	*	*	24.0	n/a	20.4	n/a
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2014-15	56.1%	52.0%	**55.7%**	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
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
Graduates in TX IHE Completing One Year Without Remediation													
2014-15	55.6%	65.4%	**72.2%**	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
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

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

Student Information	--------------- District ---------------		----------------- State -----------------	
	Count	**Percent**	**Count**	**Percent**
Total Students:	8,282	100.0%	5,343,834	100.0%
Students by Grade:				
Early Childhood Education	8	0.1%	13,821	0.3%
Pre-Kindergarten	100	1.2%	223,833	4.2%
Kindergarten	503	6.1%	371,682	7.0%
Grade 1	562	6.8%	395,568	7.4%
Grade 2	559	6.7%	408,582	7.6%
Grade 3	599	7.2%	412,581	7.7%
Grade 4	661	8.0%	410,882	7.7%
Grade 5	668	8.1%	400,016	7.5%
Grade 6	698	8.4%	398,017	7.4%
Grade 7	672	8.1%	396,001	7.4%
Grade 8	680	8.2%	392,231	7.3%
Grade 9	720	8.7%	431,486	8.1%
Grade 10	651	7.9%	395,057	7.4%
Grade 11	658	7.9%	363,655	6.8%
Grade 12	543	6.6%	330,422	6.2%
Ethnic Distribution:				
African American	261	3.2%	673,291	12.6%
Hispanic	1,266	15.3%	2,802,180	52.4%
White	6,431	77.7%	1,499,559	28.1%
American Indian	52	0.6%	20,701	0.4%
Asian	71	0.9%	224,834	4.2%
Pacific Islander	8	0.1%	7,687	0.1%
Two or More Races	193	2.3%	115,582	2.2%
Economically Disadvantaged	1,995	24.1%	3,155,117	59.0%
Non-Educationally Disadvantaged	6,287	75.9%	2,188,717	41.0%
English Language Learners (ELL)	190	2.3%	1,010,168	18.9%
Students w/ Disciplinary Placements (2015-2016)	84	1.0%	74,803	1.4%
At-Risk	2,564	31.0%	2,685,789	50.3%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	538		467,611	
By Type of Primary Disability				
Students with Intellectual Disabilities	227	42.2%	207,935	44.5%
Students with Physical Disabilities	95	17.7%	102,283	21.9%
Students with Autism	66	12.3%	58,444	12.5%
Students with Behavioral Disabilities	134	24.9%	93,082	19.9%
Students with Non-Categorical Early Childhood	16	3.0%	5,867	1.3%

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

Student Information	--------------- District ---------------		----------------- State -----------------	
	Count	Percent	Count	Percent
Graduates (Class of 2016):				
Total Graduates	542	100.0%	324,311	100.0%
By Ethnicity (incl. Special Ed.):				
African American	18	3.3%	41,084	12.7%
Hispanic	67	12.4%	157,633	48.6%
White	430	79.3%	104,551	32.2%
American Indian	4	0.7%	1,280	0.4%
Asian	10	1.8%	13,481	4.2%
Pacific Islander	1	0.2%	449	0.1%
Two or More Races	12	2.2%	5,833	1.8%
By Graduation Type (incl. Special Ed.):				
Minimum H.S. Program	100	18.5%	42,804	13.2%
Recommended H.S. Program/DAP	433	79.9%	254,625	78.5%
Foundation High School Plan (No Endorsement)	0	0.0%	11,477	3.5%
Foundation High School Plan (Endorsement)	7	1.3%	1,501	0.5%
Foundation High School Plan (DLA)	2	0.4%	13,904	4.3%
Special Education Graduates	37	6.8%	23,325	7.2%

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

Student Information	- Non-Special Education Rates -		- Special Education Rates -	
	District	State	District	State
Retention Rates by Grade:				
Kindergarten	2.7%	1.8%	4.0%	7.7%
Grade 1	4.5%	3.8%	16.0%	6.8%
Grade 2	1.1%	2.4%	0.0%	3.1%
Grade 3	1.4%	1.6%	0.0%	1.2%
Grade 4	0.4%	0.8%	0.0%	0.7%
Grade 5	0.8%	0.4%	0.0%	0.7%
Grade 6	0.5%	0.6%	0.0%	0.7%
Grade 7	0.0%	0.7%	0.0%	0.8%
Grade 8	0.2%	0.5%	0.0%	0.9%

	---------- District ----------		----------- State -----------	
	Count	Percent	Count	Percent
Data Quality:				
Underreported Students	10	0.2%	6,686	0.3%

Class Size Information	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):		
Elementary:		
Kindergarten	20.2	18.8
Grade 1	19.4	18.8
Grade 2	18.6	18.9
Grade 3	18.5	19.0
Grade 4	19.1	19.0
Grade 5	22.7	20.9
Grade 6	24.8	20.4
Secondary:		
English/Language Arts	19.3	16.8
Foreign Languages	20.9	18.7
Mathematics	21.5	18.0
Science	21.5	19.0
Social Studies	22.0	19.4

Texas Academic Performance Report
2016-17 District Profile

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

Staff Information	--------------- District ---------------		----------------- State -----------------	
	Count	Percent	Count	Percent
Total Staff	947.8	100.0%	705,007.9	100.0%
Professional Staff:	631.9	66.7%	451,253.5	64.0%
Teachers	519.3	54.8%	352,756.1	50.0%
Professional Support	78.6	8.3%	70,392.1	10.0%
Campus Administration (School Leadership)	25.0	2.6%	20,492.1	2.9%
Central Administration	9.0	0.9%	7,613.2	1.1%
Educational Aides:	66.7	7.0%	67,934.0	9.6%
Auxiliary Staff:	249.3	26.3%	185,820.3	26.4%
Total Minority Staff:	113.0	11.9%	346,378.5	49.1%
Teachers by Ethnicity and Sex:				
African American	8.0	1.5%	35,986.3	10.2%
Hispanic	31.0	6.0%	93,694.5	26.6%
White	473.3	91.1%	211,028.1	59.8%
American Indian	1.0	0.2%	1,243.7	0.4%
Asian	1.0	0.2%	5,383.5	1.5%
Pacific Islander	0.0	0.0%	1,521.6	0.4%
Two or More Races	5.0	1.0%	3,898.4	1.1%
Males	93.5	18.0%	83,544.8	23.7%
Females	425.8	82.0%	269,211.3	76.3%
Teachers by Highest Degree Held:				
No Degree	1.0	0.2%	4,333.3	1.2%
Bachelors	396.4	76.3%	262,745.0	74.5%
Masters	118.9	22.9%	83,426.6	23.6%
Doctorate	3.0	0.6%	2,251.2	0.6%
Teachers by Years of Experience:				
Beginning Teachers	15.0	2.9%	27,413.0	7.8%
1-5 Years Experience	94.7	18.2%	98,846.9	28.0%
6-10 Years Experience	107.5	20.7%	73,646.0	20.9%
11-20 Years Experience	184.2	35.5%	98,156.2	27.8%
Over 20 Years Experience	117.9	22.7%	54,694.0	15.5%
Number of Students per Teacher	15.9	n/a	15.1	n/a

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

Staff Information	District	State
Experience of Campus Leadership:		
Average Years Experience of Principals	21.9	19.5
Average Years Experience of Principals with District	9.7	12.2
Average Years Experience of Assistant Principals	16.8	15.7
Average Years Experience of Assistant Principals with District	9.4	10.1
Average Years Experience of Teachers:	13.6	10.9
Average Years Experience of Teachers with District:	6.9	7.2
Average Teacher Salary by Years of Experience (regular duties only):		
Beginning Teachers	$48,982	$46,199
1-5 Years Experience	$50,648	$48,779
6-10 Years Experience	$53,400	$51,184
11-20 Years Experience	$56,036	$54,396
Over 20 Years Experience	$63,559	$60,913
Average Actual Salaries (regular duties only):		
Teachers	$56,012	$52,525
Professional Support	$65,125	$61,728
Campus Administration (School Leadership)	$82,002	$76,471
Central Administration	$128,224	$100,397
Instructional Staff Percent:	66.9%	64.6%
Turnover Rate for Teachers:	12.5%	16.4%
Staff Exclusions:		
Shared Services Arrangement Staff:		
Professional Staff	0.0	1,112.5
Educational Aides	0.0	216.4
Auxiliary Staff	0.0	454.3
Contracted Instructional Staff:	16.0	2,110.5

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

	--------------- District ---------------		----------------- State -----------------	
Program Information	**Count**	**Percent**	**Count**	**Percent**
Student Enrollment by Program:				
Bilingual/ESL Education	291	3.5%	1,005,219	18.8%
Career & Technical Education	2,769	33.4%	1,336,684	25.0%
Gifted & Talented Education	530	6.4%	415,641	7.8%
Special Education	538	6.5%	467,611	8.8%
Teachers by Program (population served):				
Bilingual/ESL Education	1.3	0.2%	21,143.9	6.0%
Career & Technical Education	34.8	6.7%	15,992.3	4.5%
Compensatory Education	18.7	3.6%	9,777.0	2.8%
Gifted & Talented Education	0.2	0.0%	6,556.8	1.9%
Regular Education	410.3	79.0%	256,918.3	72.8%
Special Education	46.3	8.9%	30,361.9	8.6%
Other	7.7	1.5%	12,005.8	3.4%

Link to:
PEIMS Financial Standard Reports/
2015-2016Financial Actual Report

'^'   Indicates that ELL rates at met or exceeded progress and exceeded progress include current and monitored students.
'*'   Indicates results are masked due to small numbers to protect student confidentiality.
'**'   When only one group is masked, then the second smallest group is masked (regardless of size).
'-'   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.

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MONTGOMERY I.S.D.
2016-2017
TEXAS ACADEMIC PERFORMANCE REPORT
(CAMPUS REPORTS)

2016-17 Campus TAPR Links

Lone Star Elementary School

Madeley Ranch Elementary School

Montgomery Elementary School

Stewart Creek Elementary School

Montgomery Intermediate School

Montgomery Middle School

Montgomery Junior High School

Montgomery High School

2016-17 Texas Academic Performance Report

District Name: **MONTGOMERY ISD**

Campus Name: **MONTGOMERY H S**

Campus Number: **170903002**

2017 Accountability Rating: **Met Standard**

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

Total Students: 2,571
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 Approaches Grade Level or Above														
End of Course														
English I	2017	64%	80%	**80%**	60%	71%	82%	*	*	*	86%	16%	60%	*
	2016	65%	80%	**80%**	47%	75%	83%	*	100%	*	64%	21%	58%	*
English II	2017	66%	80%	**80%**	48%	72%	82%	*	100%	*	89%	20%	57%	*
	2016	67%	82%	**82%**	48%	70%	85%	*	100%	*	64%	29%	64%	*
Algebra I	2017	83%	94%	**92%**	75%	93%	93%	*	-	*	82%	43%	84%	86%
	2016	78%	90%	**87%**	62%	82%	89%	*	100%	*	100%	41%	76%	75%
Biology	2017	86%	92%	**92%**	71%	87%	93%	100%	*	*	100%	40%	81%	*
	2016	87%	90%	**90%**	67%	87%	92%	86%	100%	*	88%	38%	77%	83%
U.S. History	2017	91%	96%	**96%**	83%	94%	97%	100%	100%	*	89%	76%	92%	*
	2016	91%	93%	**93%**	60%	86%	96%	*	*	*	*	52%	83%	*
STAAR Percent at Approaches Grade Level or Above														
All Grades														
All Subjects	2017	75%	86%	**87%**	65%	82%	89%	79%	100%	70%	89%	36%	73%	49%
	2016	75%	86%	**86%**	56%	79%	89%	81%	97%	*	75%	35%	70%	42%
Reading	2017	72%	84%	**80%**	54%	71%	82%	57%	100%	*	88%	18%	58%	30%
	2016	73%	85%	**81%**	47%	72%	84%	70%	100%	*	64%	25%	61%	*
Mathematics	2017	79%	91%	**92%**	75%	93%	93%	*	-	*	82%	43%	84%	86%
	2016	76%	89%	**87%**	62%	82%	89%	*	100%	*	100%	41%	76%	75%
Science	2017	79%	88%	**92%**	71%	87%	93%	100%	*	*	100%	40%	81%	*
	2016	79%	86%	**90%**	67%	87%	92%	86%	100%	*	88%	38%	77%	83%
Social Studies	2017	77%	85%	**96%**	83%	94%	97%	100%	100%	*	89%	76%	92%	*
	2016	77%	86%	**93%**	60%	86%	96%	*	*	*	*	52%	83%	*
STAAR Percent at Meets Grade Level														
All Grades														
Two or More Subjects	2017	48%	63%	**77%**	52%	68%	79%	60%	95%	*	86%	27%	57%	*
	2016	45%	60%	**71%**	39%	66%	73%	60%	76%	*	67%	20%	55%	*

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

Total Students: 2,571
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 Meets Grade Level														
All Grades														
Reading	2017	48%	61%	**73%**	46%	65%	75%	60%	89%	*	89%	18%	52%	*
	2016	46%	61%	**71%**	38%	65%	74%	56%	88%	*	56%	13%	50%	*
Mathematics	2017	48%	66%	**69%**	50%	57%	72%	*	-	*	70%	24%	50%	-
	2016	43%	60%	**61%**	25%	61%	62%	*	*	-	*	*	50%	*
Science	2017	52%	64%	**76%**	45%	62%	78%	*	*	*	92%	23%	50%	-
	2016	47%	58%	**71%**	27%	60%	74%	*	71%	*	100%	*	49%	*
Social Studies	2017	51%	61%	**83%**	70%	80%	83%	*	100%	-	88%	41%	73%	*
	2016	47%	56%	**72%**	44%	67%	74%	*	*	-	*	38%	67%	*
STAAR Percent at Masters Grade Level														
All Grades														
All Subjects	2017	20%	29%	**27%**	8%	21%	28%	*	62%	*	32%	9%	13%	*
	2016	18%	24%	**19%**	4%	14%	21%	*	29%	*	13%	7%	11%	*
Reading	2017	19%	27%	**14%**	*	11%	15%	*	*	*	*	5%	4%	*
	2016	17%	24%	**11%**	*	5%	13%	*	35%	*	*	4%	5%	*
Mathematics	2017	23%	34%	**31%**	*	25%	33%	*	-	*	55%	11%	15%	*
	2016	19%	27%	**25%**	*	27%	27%	*	*	*	*	9%	19%	*
Science	2017	19%	25%	**32%**	*	20%	34%	*	*	*	54%	*	13%	*
	2016	16%	22%	**25%**	*	20%	28%	*	*	*	*	10%	13%	*
Social Studies	2017	27%	36%	**48%**	25%	46%	48%	*	80%	*	*	18%	34%	*
	2016	22%	25%	**28%**	*	23%	30%	*	*	*	*	*	19%	*
STAAR Percent Met or Exceeded Progress														
All Grades														
All Subjects	2017	61%	65%	**62%**	*	59%	63%	*	*	*	65%	35%	47%	*
	2016	62%	66%	**56%**	*	61%	55%	*	*	*	*	44%	57%	*
Reading	2017	59%	59%	**56%**	*	*	57%	*	*	-	*	*	*	*
	2016	60%	60%	**50%**	*	*	*	*	*	*	*	*	*	*

Texas Academic Performance Report
2016-17 Campus Performance

District Name: MONTGOMERY ISD

Campus Name: MONTGOMERY H S

Campus Number: 170903002

Total Students: 2,571

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 Met or Exceeded Progress														
All Grades														
Mathematics	2017	64%	71%	**69%**	*	65%	70%	*	-	*	78%	*	50%	*
	2016	63%	72%	**66%**	*	74%	66%	*	*	-	*	*	61%	*
STAAR Percent Exceeded Progress														
All Grades														
All Subjects	2017	19%	20%	**15%**	*	11%	16%	*	*	*	22%	9%	8%	*
	2016	17%	17%	**10%**	*	10%	10%	*	*	*	*	7%	11%	*
Reading	2017	17%	17%	**4%**	*	*	5%	*	*	-	*	*	*	*
	2016	16%	14%	**1%**	*	*	*	*	*	*	*	*	*	*
Mathematics	2017	20%	24%	**29%**	*	21%	30%	*	-	*	56%	*	15%	*
	2016	17%	20%	**24%**	*	24%	25%	*	*	-	*	*	22%	*

Texas Academic Performance Report
2016-17 Campus Performance
Bilingual Education/English as a Second Language

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

Total Students: 2,571
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 at Approaches Grade Level or Above															
All Grades															
All Subjects	2017	75%	86%	**87%**	-	-	-	-	-	49%	57%	*	-	49%	49%
	2016	75%	86%	**86%**	-	-	-	-	-	42%	46%	*	*	42%	42%
Reading	2017	72%	84%	**80%**	-	-	-	-	-	30%	36%	*	-	30%	30%
	2016	73%	85%	**81%**	-	-	-	-	-	*	*	*	*	*	*
Mathematics	2017	79%	91%	**92%**	-	-	-	-	-	86%	100%	*	-	86%	86%
	2016	76%	89%	**87%**	-	-	-	-	-	75%	86%	*	-	75%	75%
Science	2017	79%	88%	**92%**	-	-	-	-	-	*	*	*	-	*	*
	2016	79%	86%	**90%**	-	-	-	-	-	83%	83%	-	-	83%	83%
Social Studies	2017	77%	85%	**96%**	-	-	-	-	-	*	*	-	-	*	*
	2016	77%	86%	**93%**	-	-	-	-	-	*	*	*	-	*	*
STAAR Percent at Meets Grade Level															
All Grades															
Two or More Subjects	2017	48%	63%	**77%**	-	-	-	-	-	*	*	*	-	*	*
	2016	45%	60%	**71%**	-	-	-	-	-	*	*	*	*	*	*
Reading	2017	48%	61%	**73%**	-	-	-	-	-	*	-	*	-	*	*
	2016	46%	61%	**71%**	-	-	-	-	-	*	*	-	*	*	*
Mathematics	2017	48%	66%	**69%**	-	-	-	-	-	-	-	-	-	-	-
	2016	43%	60%	**61%**	-	-	-	-	-	*	*	-	-	*	*
Science	2017	52%	64%	**76%**	-	-	-	-	-	-	-	-	-	-	-
	2016	47%	58%	**71%**	-	-	-	-	-	*	*	-	-	*	*
Social Studies	2017	51%	61%	**83%**	-	-	-	-	-	*	*	-	-	*	*
	2016	47%	56%	**72%**	-	-	-	-	-	*	-	*	-	*	*
STAAR Percent at Masters Grade Level															
All Grades															
All Subjects	2017	20%	29%	**27%**	-	-	-	-	-	*	*	*	-	*	*
	2016	18%	24%	**19%**	-	-	-	-	-	*	*	*	*	*	*

Texas Academic Performance Report
2016-17 Campus Performance
Bilingual Education/English as a Second Language

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

Total Students: 2,571
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 at Masters Grade Level															
All Grades															
Reading	2017	19%	27%	**14%**	-	-	-	-	-	*	*	*	-	*	*
	2016	17%	24%	**11%**	-	-	-	-	-	*	*	*	*	*	*
Mathematics	2017	23%	34%	**31%**	-	-	-	-	-	*	*	*	-	*	*
	2016	19%	27%	**25%**	-	-	-	-	-	*	*	*	-	*	*
Science	2017	19%	25%	**32%**	-	-	-	-	-	*	*	*	-	*	*
	2016	16%	22%	**25%**	-	-	-	-	-	*	*	-	-	*	*
Social Studies	2017	27%	36%	**48%**	-	-	-	-	-	*	*	-	-	*	*
	2016	22%	25%	**28%**	-	-	-	-	-	*	-	*	-	*	*
STAAR Percent Met or Exceeded Progress															
All Grades															
All Subjects	2017	61%	65%	**62%**	-	-	-	-	-	*	*	*	-	*	*
	2016	62%	66%	**56%**	-	-	-	-	-	*	*	*	*	*	*
Reading	2017	59%	59%	**56%**	-	-	-	-	-	*	*	*	-	*	*
	2016	60%	60%	**50%**	-	-	-	-	-	*	*	*	*	*	*
Mathematics	2017	64%	71%	**69%**	-	-	-	-	-	*	*	*	-	*	*
	2016	63%	72%	**66%**	-	-	-	-	-	*	*	-	-	*	*
STAAR Percent Exceeded Progress															
All Grades															
All Subjects	2017	19%	20%	**15%**	-	-	-	-	-	*	*	*	-	*	*
	2016	17%	17%	**10%**	-	-	-	-	-	*	*	*	*	*	*
Reading	2017	17%	17%	**4%**	-	-	-	-	-	*	*	*	-	*	*
	2016	16%	14%	**1%**	-	-	-	-	-	*	*	*	*	*	*
Mathematics	2017	20%	24%	**29%**	-	-	-	-	-	*	*	*	-	*	*
	2016	17%	20%	**24%**	-	-	-	-	-	*	*	-	-	*	*

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

Total Students: 2,571
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
2017 STAAR Participation (All Grades)													
All Tests													
Test Participant	99%	98%	**99%**	98%	99%	99%	100%	100%	100%	97%	97%	98%	100%
Included in Accountability	94%	94%	**96%**	95%	96%	96%	97%	92%	100%	94%	93%	95%	89%
Not Included in Accountability													
Mobile	4%	4%	**2%**	3%	2%	2%	0%	0%	0%	3%	3%	3%	2%
Other Exclusions	1%	0%	**0%**	0%	0%	0%	3%	8%	0%	0%	1%	0%	9%
Not Tested	1%	2%	**1%**	2%	1%	1%	0%	0%	0%	3%	3%	2%	0%
Absent	1%	2%	**1%**	2%	1%	1%	0%	0%	0%	3%	3%	2%	0%
Other	0%	0%	**0%**	0%	0%	0%	0%	0%	0%	0%	1%	0%	0%
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%

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

Total Students: 2,571
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													
2015-16	95.8%	95.5%	**94.5%**	95.1%	94.8%	94.4%	93.9%	96.1%	*	93.4%	93.8%	93.1%	96.4%
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%
Annual Dropout Rate (Gr 9-12)													
2015-16	2.0%	0.3%	**0.3%**	1.2%	0.6%	0.3%	0.0%	0.0%	*	0.0%	1.1%	0.6%	0.0%
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%
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2016													
Graduated	89.1%	95.4%	**95.4%**	90.0%	95.3%	95.6%	*	100.0%	*	92.3%	90.0%	89.2%	*
Received GED	0.5%	1.8%	**1.8%**	0.0%	0.0%	2.3%	*	0.0%	*	0.0%	0.0%	2.2%	*
Continued HS	4.2%	1.1%	**1.1%**	5.0%	1.6%	0.7%	*	0.0%	*	7.7%	2.5%	3.2%	*
Dropped Out	6.2%	1.6%	**1.6%**	5.0%	3.1%	1.4%	*	0.0%	*	0.0%	7.5%	5.4%	*
Graduates and GED	89.6%	97.3%	**97.3%**	90.0%	95.3%	97.9%	*	100.0%	*	92.3%	90.0%	91.4%	*
Grads, GED, & Cont	93.8%	98.4%	**98.4%**	95.0%	96.9%	98.6%	*	100.0%	*	100.0%	92.5%	94.6%	*
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%	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2015													
Graduated	91.3%	93.1%	**93.1%**	85.7%	95.6%	92.9%	*	*	*	100.0%	87.1%	83.7%	-
Received GED	0.8%	2.6%	**2.6%**	0.0%	2.2%	3.0%	*	*	*	0.0%	6.5%	7.0%	-
Continued HS	1.2%	0.0%	**0.0%**	0.0%	0.0%	0.0%	*	*	*	0.0%	0.0%	0.0%	-
Dropped Out	6.7%	4.3%	**4.3%**	14.3%	2.2%	4.2%	*	*	*	0.0%	6.5%	9.3%	-
Graduates and GED	92.1%	95.7%	**95.7%**	85.7%	97.8%	95.8%	*	*	*	100.0%	93.5%	90.7%	-
Grads, GED, & Cont	93.3%	95.7%	**95.7%**	85.7%	97.8%	95.8%	*	*	*	100.0%	93.5%	90.7%	-
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%	-

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

Total Students: 2,571
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 2014													
Graduated	90.9%	92.9%	**92.9%**	70.6%	88.3%	94.7%	*	87.5%	-	85.7%	90.3%	84.4%	-
Received GED	1.2%	2.7%	**2.7%**	0.0%	6.7%	2.0%	*	0.0%	-	14.3%	0.0%	4.4%	-
Continued HS	0.6%	0.0%	**0.0%**	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	-
Dropped Out	7.2%	4.5%	**4.5%**	29.4%	5.0%	3.3%	*	12.5%	-	0.0%	9.7%	11.1%	-
Graduates and GED	92.2%	95.5%	**95.5%**	70.6%	95.0%	96.7%	*	87.5%	-	100.0%	90.3%	88.9%	-
Grads, GED, & Cont	92.8%	95.5%	**95.5%**	70.6%	95.0%	96.7%	*	87.5%	-	100.0%	90.3%	88.9%	-
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%	*
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2016	89.1%	95.3%	**95.3%**	90.0%	93.8%	95.6%	*	100.0%	*	92.3%	90.0%	88.3%	*
Class of 2015	89.0%	89.8%	**89.8%**	85.7%	86.7%	89.8%	*	*	*	100.0%	72.7%	79.5%	-
5-Year Extended Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2015	91.3%	92.3%	**92.3%**	85.7%	95.6%	92.2%	*	*	*	92.3%	84.4%	81.8%	-
Class of 2014	90.4%	92.5%	**92.5%**	70.6%	86.9%	94.5%	*	87.5%	-	85.7%	90.6%	84.4%	-
6-Year Extended Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2014	90.9%	92.3%	**92.3%**	70.6%	85.5%	94.5%	*	87.5%	-	85.7%	90.6%	84.4%	-
Class of 2013	90.9%	95.6%	**95.6%**	82.4%	93.8%	96.5%	88.9%	*	*	*	84.1%	86.5%	*
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2016	87.4%	81.4%	**81.4%**	64.7%	77.0%	82.8%	*	90.0%	*	75.0%	25.0%	62.2%	*
Class of 2015	86.1%	81.5%	**81.5%**	66.7%	79.5%	82.5%	*	*	*	75.0%	20.8%	62.9%	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2016	5.5%	77.8%	**77.8%**	*	-	87.5%	-	-	-	-	-	*	-
Class of 2015	3.5%	-	**-**	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2016	54.0%	22.2%	**22.2%**	*	-	12.5%	-	-	-	-	-	*	-
Class of 2015	38.7%	-	**-**	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2016	85.1%	81.8%	**81.8%**	66.7%	77.0%	83.1%	*	90.0%	*	75.0%	25.0%	62.7%	*
Class of 2015	84.1%	81.5%	**81.5%**	66.7%	79.5%	82.5%	*	*	*	75.0%	20.8%	62.9%	-

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

Total Students: 2,571
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
RHSP/DAP Graduates (Annual Rate)													
2015-16	85.6%	81.2%	**81.2%**	64.7%	77.6%	82.5%	*	90.0%	*	75.0%	24.3%	63.0%	*
2014-15	84.3%	80.9%	**80.9%**	64.7%	75.0%	82.6%	*	*	*	69.2%	16.7%	60.0%	-
FHSP-E Graduates (Annual Rate)													
2015-16	5.6%	77.8%	**77.8%**	*	-	87.5%	-	-	-	-	-	*	-
2014-15	3.5%	-	**-**	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2015-16	51.9%	22.2%	**22.2%**	*	-	12.5%	-	-	-	-	-	*	-
2014-15	37.3%	-	**-**	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2015-16	83.3%	81.5%	**81.5%**	66.7%	77.6%	82.8%	*	90.0%	*	75.0%	24.3%	63.4%	*
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													
2015-16	55.0%	44.8%	**44.8%**	26.5%	37.9%	46.3%	37.5%	71.4%	*	38.9%	7.4%	27.7%	20.0%
2014-15	54.5%	48.6%	**48.6%**	23.7%	43.2%	50.5%	28.6%	52.9%	*	46.2%	16.4%	30.0%	*
English Language Arts													
2015-16	30.1%	22.3%	**22.3%**	7.1%	14.4%	23.7%	14.3%	41.7%	*	31.3%	3.2%	11.5%	0.0%
2014-15	29.0%	23.0%	**23.0%**	8.8%	18.0%	23.7%	14.3%	29.4%	*	32.0%	0.0%	12.1%	*
Mathematics													
2015-16	43.1%	34.9%	**34.9%**	14.8%	24.6%	36.7%	16.7%	63.6%	*	45.5%	0.0%	16.7%	*
2014-15	43.8%	31.1%	**31.1%**	10.0%	20.7%	33.1%	14.3%	37.5%	*	36.4%	0.0%	10.2%	*
Science													
2015-16	12.2%	5.4%	**5.4%**	0.0%	5.6%	5.3%	16.7%	10.0%	*	9.1%	3.4%	4.2%	0.0%
2014-15	12.7%	13.3%	**13.3%**	0.0%	11.6%	13.5%	0.0%	30.8%	*	17.4%	0.0%	4.6%	*
Social Studies													
2015-16	29.0%	28.5%	**28.5%**	9.4%	22.1%	30.1%	25.0%	42.9%	*	17.6%	1.4%	14.3%	0.0%
2014-15	28.4%	30.1%	**30.1%**	8.1%	30.5%	30.8%	28.6%	43.8%	*	26.9%	3.7%	17.6%	*
Advanced Course/Dual-Credit Course Completion (Grades 9-12)													
Any Subject													
2015-16	35.9%	26.4%	**26.4%**	15.2%	22.5%	27.3%	16.7%	48.4%	*	19.5%	3.6%	13.2%	7.7%
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%
English Language Arts													
2015-16	16.2%	10.6%	**10.6%**	4.3%	7.1%	11.3%	5.9%	17.2%	*	13.5%	1.4%	5.0%	0.0%
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%
Mathematics													
2015-16	19.3%	14.6%	**14.6%**	7.4%	10.0%	15.4%	6.3%	25.0%	*	16.1%	0.0%	6.3%	8.3%
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%

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

Total Students: 2,571
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 9-12)													
Science													
2015-16	5.1%	2.2%	**2.2%**	0.0%	2.2%	2.2%	6.3%	3.8%	*	3.1%	1.0%	1.4%	0.0%
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%
Social Studies													
2015-16	20.8%	18.8%	**18.8%**	8.2%	15.4%	19.7%	11.1%	35.5%	*	10.5%	0.7%	7.7%	0.0%
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%
College-Ready Graduates													
English Language Arts													
2015-16	50.6%	59.8%	**59.8%**	14.3%	57.4%	62.3%	*	55.6%	*	42.9%	14.3%	52.0%	*
2014-15	42.0%	58.0%	**58.0%**	15.0%	36.0%	61.0%	*	*	*	70.0%	*	41.0%	-
Mathematics													
2015-16	44.6%	58.4%	**58.4%**	14.3%	63.8%	59.3%	*	66.7%	*	62.5%	7.7%	42.0%	*
2014-15	38.0%	54.0%	**54.0%**	15.0%	36.0%	56.0%	*	*	*	70.0%	*	33.0%	-
Both Subjects													
2015-16	38.7%	52.4%	**52.4%**	7.1%	48.9%	55.0%	*	55.6%	*	42.9%	7.7%	36.0%	*
2014-15	35.0%	52.0%	**52.0%**	15.0%	36.0%	54.0%	*	*	*	70.0%	*	32.0%	-
Either Subject													
2015-16	56.4%	65.7%	**65.7%**	21.4%	72.3%	66.6%	*	66.7%	*	62.5%	14.3%	58.0%	*
2014-15	45.0%	59.0%	**59.0%**	15.0%	36.0%	62.0%	*	*	*	70.0%	*	41.0%	-
College and Career Ready Graduates													
2015-16	75.9%	99.3%	**99.3%**	100.0%	97.0%	99.5%	*	100.0%	*	100.0%	97.3%	97.6%	*
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													
2015-16	22.6%	16.1%	**16.1%**	11.1%	17.9%	16.5%	*	10.0%	*	0.0%	5.4%	22.0%	*
2014-15	10.6%	11.0%	**11.0%**	0.0%	7.5%	12.5%	*	*	*	0.0%	12.5%	10.0%	-
Mathematics													
2015-16	18.1%	14.9%	**14.9%**	11.1%	22.4%	14.0%	*	20.0%	*	16.7%	2.7%	14.6%	*
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)													
2015-16	48.7%	45.9%	**45.9%**	5.6%	40.3%	48.8%	*	50.0%	*	33.3%	2.7%	26.8%	*
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													
2015-16	12.2%	12.5%	**12.5%**	0.0%	6.0%	13.7%	*	20.0%	*	8.3%	0.0%	7.3%	*
2014-15	10.6%	8.1%	**8.1%**	5.9%	5.0%	8.7%	*	*	*	0.0%	0.0%	1.4%	-
AP/IB Course Completion (Annual Graduates)													
2015-16	44.8%	41.9%	**41.9%**	5.6%	44.8%	42.8%	*	60.0%	*	33.3%	5.4%	26.8%	*
2014-15	43.4%	42.0%	**42.0%**	17.6%	37.5%	43.1%	*	*	*	53.8%	8.3%	25.7%	-

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

Total Students: 2,571
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
CTE Coherent Sequence (Annual Graduates)													
2015-16	47.8%	98.9%	**98.9%**	100.0%	97.0%	99.3%	*	100.0%	*	100.0%	97.3%	96.3%	*
2014-15	46.6%	75.7%	**75.7%**	70.6%	82.5%	74.7%	*	*	*	84.6%	91.7%	78.6%	-
AP/IB Results (Participation)													
All Subjects													
2016	25.5%	25.7%	**25.7%**	8.6%	23.9%	26.3%	28.6%	40.0%	*	23.5%	n/a	15.8%	n/a
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
English Language Arts													
2016	15.5%	6.4%	**6.4%**	2.9%	3.6%	6.7%	0.0%	20.0%	*	11.8%	n/a	4.0%	n/a
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
Mathematics													
2016	6.8%	7.4%	**7.4%**	0.0%	6.5%	7.5%	0.0%	20.0%	*	17.6%	n/a	5.0%	n/a
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
Science													
2016	10.4%	7.8%	**7.8%**	0.0%	7.2%	7.8%	14.3%	20.0%	*	11.8%	n/a	5.0%	n/a
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
Social Studies													
2016	14.8%	21.2%	**21.2%**	8.6%	18.1%	21.9%	14.3%	40.0%	*	17.6%	n/a	10.4%	n/a
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
AP/IB Results (Examinees >= Criterion)													
All Subjects													
2016	49.5%	41.6%	**41.6%**	*	39.4%	40.9%	*	50.0%	*	*	n/a	37.5%	n/a
2015	49.1%	62.9%	**62.9%**	*	55.0%	62.8%	-	60.0%	*	100.0%	n/a	64.7%	n/a
English Language Arts													
2016	43.3%	68.5%	**68.5%**	*	20.0%	71.0%	-	*	-	*	n/a	25.0%	n/a
2015	43.7%	81.4%	**81.4%**	*	71.4%	80.9%	-	*	-	*	n/a	66.7%	n/a
Mathematics													
2016	54.0%	41.7%	**41.7%**	-	44.4%	37.7%	-	*	-	*	n/a	20.0%	n/a
2015	51.7%	70.0%	**70.0%**	*	*	70.6%	-	*	*	*	n/a	*	n/a
Science													
2016	35.1%	53.9%	**53.9%**	-	60.0%	54.2%	*	*	*	*	n/a	30.0%	n/a
2015	35.4%	53.3%	**53.3%**	*	30.0%	53.5%	-	*	*	*	n/a	33.3%	n/a
Social Studies													
2016	41.6%	27.5%	**27.5%**	*	20.0%	27.7%	*	33.3%	-	*	n/a	33.3%	n/a
2015	40.1%	42.0%	**42.0%**	*	26.7%	43.9%	-	20.0%	-	*	n/a	40.0%	n/a
SAT/ACT Results													
Tested													
Class of 2016	71.6%	67.5%	**67.5%**	50.0%	59.7%	69.3%	*	70.0%	*	75.0%	n/a	42.4%	n/a
Class of 2015	68.3%	66.3%	**66.3%**	70.6%	55.0%	66.8%	*	*	*	84.6%	n/a	41.1%	n/a

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

Total Students: 2,571
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													
At/Above Criterion													
Class of 2016	22.5%	40.4%	**40.4%**	0.0%	40.0%	41.6%	*	42.9%	*	33.3%	n/a	22.2%	n/a
Class of 2015	24.3%	36.6%	**36.6%**	16.7%	18.2%	37.1%	*	*	*	63.6%	n/a	13.3%	n/a
Average SAT Score													
All Subjects													
Class of 2016	1375	1530	**1530**	1356	1469	1532	*	1734	*	1702	n/a	1467	n/a
Class of 2015	1394	1511	**1511**	1351	1369	1525	*	*	*	1546	n/a	1345	n/a
English Language Arts and Writing													
Class of 2016	903	997	**997**	878	948	999	*	1132	*	1147	n/a	957	n/a
Class of 2015	912	987	**987**	898	885	997	*	*	*	996	n/a	889	n/a
Mathematics													
Class of 2016	472	532	**532**	478	520	533	*	602	*	558	n/a	509	n/a
Class of 2015	482	524	**524**	453	484	528	*	*	*	550	n/a	456	n/a
Average ACT Score													
All Subjects													
Class of 2016	20.3	22.9	**22.9**	16.8	22.2	23.1	*	23.6	-	22.0	n/a	20.8	n/a
Class of 2015	20.6	22.6	**22.6**	*	20.1	22.6	*	*	*	23.6	n/a	21.4	n/a
English Language Arts													
Class of 2016	19.8	22.5	**22.5**	16.2	22.1	22.7	*	23.4	-	21.1	n/a	20.4	n/a
Class of 2015	20.1	22.3	**22.3**	*	19.6	22.3	*	*	*	22.6	n/a	22.9	n/a
Mathematics													
Class of 2016	20.5	22.9	**22.9**	17.0	22.2	23.2	*	23.7	-	22.4	n/a	20.5	n/a
Class of 2015	20.9	22.6	**22.6**	*	21.5	22.5	*	*	*	24.2	n/a	19.1	n/a
Science													
Class of 2016	20.5	23.1	**23.1**	17.5	22.0	23.4	*	22.7	-	22.2	n/a	21.2	n/a
Class of 2015	20.7	22.7	**22.7**	*	19.7	22.8	*	*	*	24.0	n/a	20.4	n/a
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2014-15	56.1%	55.7%	**55.7%**	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
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
Graduates in TX IHE Completing One Year Without Remediation													
2014-15	55.6%	72.2%	**72.2%**	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
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

District Name: MONTGOMERY ISD

Texas Academic Performance Report
2016-17 Campus Profile

Campus Name: MONTGOMERY H S

Campus Number: 170903002

Total Students: 2,571

Grade Span: 09 - 12

School Type: High School

Student Information	--------------- Campus --------------- Count	Percent	District	State
Total Students:	2,571	100.0%	8,282	5,343,834
Students by Grade:				
Early Childhood Education	0	0.0%	0.1%	0.3%
Pre-Kindergarten	0	0.0%	1.2%	4.2%
Kindergarten	0	0.0%	6.1%	7.0%
Grade 1	0	0.0%	6.8%	7.4%
Grade 2	0	0.0%	6.7%	7.6%
Grade 3	0	0.0%	7.2%	7.7%
Grade 4	0	0.0%	8.0%	7.7%
Grade 5	0	0.0%	8.1%	7.5%
Grade 6	0	0.0%	8.4%	7.4%
Grade 7	0	0.0%	8.1%	7.4%
Grade 8	0	0.0%	8.2%	7.3%
Grade 9	720	28.0%	8.7%	8.1%
Grade 10	651	25.3%	7.9%	7.4%
Grade 11	657	25.6%	7.9%	6.8%
Grade 12	543	21.1%	6.6%	6.2%
Ethnic Distribution:				
African American	80	3.1%	3.2%	12.6%
Hispanic	336	13.1%	15.3%	52.4%
White	2,059	80.1%	77.7%	28.1%
American Indian	22	0.9%	0.6%	0.4%
Asian	26	1.0%	0.9%	4.2%
Pacific Islander	3	0.1%	0.1%	0.1%
Two or More Races	45	1.8%	2.3%	2.2%
Economically Disadvantaged	486	18.9%	24.1%	59.0%
Non-Educationally Disadvantaged	2,085	81.1%	75.9%	41.0%
English Language Learners (ELL)	17	0.7%	2.3%	18.9%
Students w/ Disciplinary Placements (2015-2016)	62	2.4%	1.0%	1.4%
At-Risk	898	34.9%	31.0%	50.3%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	154			
By Type of Primary Disability				
Students with Intellectual Disabilities	88	57.1%	42.2%	44.5%
Students with Physical Disabilities	5	3.2%	17.7%	21.9%
Students with Autism	13	8.4%	12.3%	12.5%
Students with Behavioral Disabilities	48	31.2%	24.9%	19.9%
Students with Non-Categorical Early Childhood	0	0.0%	3.0%	1.3%

Texas Academic Performance Report
2016-17 Campus Profile

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

Total Students: 2,571
Grade Span: 09 - 12
School Type: High School

Student Information	--------------- Campus ---------------		District	State
	Count	Percent		
Mobility (2015-2016):				
Total Mobile Students	263	10.1%	10.7%	16.2%
By Ethnicity:				
African American	11	0.4%		
Hispanic	40	1.5%		
White	197	7.5%		
American Indian	2	0.1%		
Asian	1	0.0%		
Pacific Islander	1	0.0%		
Two or More Races	11	0.4%		
Graduates (Class of 2016):				
Total Graduates	542	100.0%	542	324,311
By Ethnicity (incl. Special Ed.):				
African American	18	3.3%	18	41,084
Hispanic	67	12.4%	67	157,633
White	430	79.3%	430	104,551
American Indian	4	0.7%	4	1,280
Asian	10	1.8%	10	13,481
Pacific Islander	1	0.2%	1	449
Two or More Races	12	2.2%	12	5,833
By Graduation Type (incl. Special Ed.):				
Minimum H.S. Program	100	18.5%	100	42,804
Recommended H.S. Program/DAP	433	79.9%	433	254,625
Foundation High School Plan (No Endorsement)	0	0.0%	0	11,477
Foundation High School Plan (Endorsement)	7	1.3%	7	1,501
Foundation High School Plan (DLA)	2	0.4%	2	13,904
Special Education Graduates	37	6.8%	37	23,325

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 Campus Profile

District Name: MONTGOMERY ISD

Campus Name: MONTGOMERY H S

Campus Number: 170903002

Total Students: 2,571

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	-	20.2	18.8
Grade 1	-	19.4	18.8
Grade 2	-	18.6	18.9
Grade 3	-	18.5	19.0
Grade 4	-	19.1	19.0
Grade 5	-	22.7	20.9
Grade 6	-	24.8	20.4
Secondary:			
English/Language Arts	18.3	19.3	16.8
Foreign Languages	19.7	20.9	18.7
Mathematics	21.6	21.5	18.0
Science	21.8	21.5	19.0
Social Studies	22.1	22.0	19.4

Texas Academic Performance Report
2016-17 Campus Profile

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

Total Students: 2,571
Grade Span: 09 - 12
School Type: High School

| Staff Information | --------------- Campus --------------- | | District | State |
	Count/Average	Percent	District	State
Total Staff	198.1	100.0%	100.0%	100.0%
Professional Staff:	192.2	97.0%	66.7%	64.0%
Teachers	168.6	85.1%	54.8%	50.0%
Professional Support	15.5	7.8%	8.3%	10.0%
Campus Administration (School Leadership)	8.0	4.0%	2.6%	2.9%
Educational Aides:	5.9	3.0%	7.0%	9.6%
Total Minority Staff:	16.4	8.3%	11.9%	49.1%
Teachers by Ethnicity and Sex:				
African American	1.0	0.6%	1.5%	10.2%
Hispanic	13.4	8.0%	6.0%	26.6%
White	152.2	90.3%	91.1%	59.8%
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%	0.4%
Two or More Races	1.0	0.6%	1.0%	1.1%
Males	62.4	37.0%	18.0%	23.7%
Females	106.2	63.0%	82.0%	76.3%
Teachers by Highest Degree Held:				
No Degree	1.0	0.6%	0.2%	1.2%
Bachelors	123.6	73.3%	76.3%	74.5%
Masters	42.0	24.9%	22.9%	23.6%
Doctorate	2.0	1.2%	0.6%	0.6%
Teachers by Years of Experience:				
Beginning Teachers	8.0	4.7%	2.9%	7.8%
1-5 Years Experience	26.0	15.4%	18.2%	28.0%
6-10 Years Experience	31.0	18.4%	20.7%	20.9%
11-20 Years Experience	61.1	36.2%	35.5%	27.8%
Over 20 Years Experience	42.5	25.2%	22.7%	15.5%
Number of Students per Teacher	15.2	n/a	15.9	15.1

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 Campus Profile

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

Total Students: 2,571
Grade Span: 09 - 12
School Type: High School

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	30.0	21.9	19.5
Average Years Experience of Principals with District	4.0	9.7	12.2
Average Years Experience of Assistant Principals	20.2	16.8	15.7
Average Years Experience of Assistant Principals with District	9.6	9.4	10.1
Average Years Experience of Teachers:	14.3	13.6	10.9
Average Years Experience of Teachers with District:	6.5	6.9	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$48,764	$48,982	$46,199
1-5 Years Experience	$50,987	$50,648	$48,779
6-10 Years Experience	$53,852	$53,400	$51,184
11-20 Years Experience	$56,727	$56,036	$54,396
Over 20 Years Experience	$64,762	$63,559	$60,913
Average Actual Salaries (regular duties only):			
Teachers	$56,961	$56,012	$52,525
Professional Support	$67,656	$65,125	$61,728
Campus Administration (School Leadership)	$93,386	$82,002	$76,471
Instructional Staff Percent:	n/a	66.9%	64.6%
Contracted Instructional Staff (not incl. above):	2.0	16.0	2,110.5

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

Total Students: 2,571
Grade Span: 09 - 12
School Type: High School

| | --------------- Campus --------------- | | | |
Program Information	Count	Percent	District	State
Student Enrollment by Program:				
Bilingual/ESL Education	17	0.7%	3.5%	18.8%
Career & Technical Education	2,424	94.3%	33.4%	25.0%
Gifted & Talented Education	156	6.1%	6.4%	7.8%
Special Education	154	6.0%	6.5%	8.8%
Teachers by Program (population served):				
Bilingual/ESL Education	0.3	0.2%	0.2%	6.0%
Career & Technical Education	32.0	19.0%	6.7%	4.5%
Compensatory Education	2.0	1.2%	3.6%	2.8%
Gifted & Talented Education	0.2	0.1%	0.0%	1.9%
Regular Education	112.3	66.6%	79.0%	72.8%
Special Education	21.9	13.0%	8.9%	8.6%
Other	0.0	0.0%	1.5%	3.4%

Link to:
PEIMS Financial Standard Reports/
2015-2016 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.
'**'   When only one group is masked, then the second smallest group is masked (regardless of size).
'-'   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.

2016-17 Texas Academic Performance Report

District Name: **MONTGOMERY ISD**

Campus Name: **MONTGOMERY J H**

Campus Number: **170903042**

2017 Accountability Rating: **Met Standard**

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

Total Students: 1,352
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 Approaches Grade Level or Above														
Grade 7														
Reading	2017	73%	80%	**80%**	45%	69%	84%	*	100%	*	82%	38%	60%	*
	2016	71%	81%	**81%**	45%	74%	84%	*	86%	*	64%	38%	67%	*
Mathematics	2017	70%	76%	**76%**	55%	59%	81%	*	*	*	67%	37%	62%	*
	2016	69%	81%	**81%**	59%	76%	84%	*	83%	-	*	41%	68%	*
Writing	2017	70%	76%	**76%**	52%	57%	81%	*	100%	*	82%	28%	57%	*
	2016	69%	81%	**81%**	45%	74%	84%	*	100%	*	64%	38%	72%	*
STAAR Percent at Approaches Grade Level or Above														
Grade 8 ***														
Reading	2017	86%	91%	**91%**	73%	86%	93%	*	100%	-	92%	41%	82%	71%
	2016	87%	94%	**94%**	92%	89%	95%	100%	*	*	100%	44%	86%	*
Mathematics	2017	85%	94%	**94%**	81%	90%	96%	86%	100%	-	100%	60%	86%	83%
	2016	82%	94%	**94%**	91%	89%	94%	100%	100%	*	100%	38%	85%	*
Science	2017	76%	84%	**84%**	55%	76%	88%	*	92%	-	77%	39%	68%	*
	2016	75%	84%	**84%**	67%	73%	86%	*	*	*	91%	37%	68%	*
Social Studies	2017	63%	73%	**73%**	29%	69%	75%	*	92%	-	77%	35%	55%	*
	2016	63%	80%	**80%**	58%	70%	82%	100%	*	*	91%	37%	60%	*
STAAR Percent at Approaches Grade Level or Above														
End of Course														
English I	2017	64%	80%	*	-	*	-	-	-	-	-	-	-	-
Algebra I	2017	83%	94%	**100%**	-	100%	100%	*	100%	-	100%	-	100%	*
	2016	78%	90%	**100%**	*	100%	100%	*	*	-	*	*	100%	-
STAAR Percent at Approaches Grade Level or Above														
All Grades														
All Subjects	2017	75%	86%	**83%**	56%	74%	86%	67%	97%	*	84%	40%	68%	43%
	2016	75%	86%	**86%**	61%	78%	88%	80%	95%	82%	84%	40%	72%	37%
Reading	2017	72%	84%	**85%**	57%	78%	88%	64%	100%	*	87%	40%	71%	50%
	2016	73%	85%	**88%**	62%	81%	90%	70%	89%	*	82%	41%	75%	42%

Texas Academic Performance Report
2016-17 Campus Performance

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

Total Students: 1,352
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 Approaches Grade Level or Above														
All Grades														
Mathematics	2017	79%	91%	**89%**	69%	80%	92%	82%	100%	*	90%	49%	76%	57%
	2016	76%	89%	**90%**	71%	85%	91%	80%	94%	*	91%	41%	77%	42%
Writing	2017	67%	76%	**76%**	52%	57%	81%	*	100%	*	82%	28%	57%	*
	2016	69%	81%	**81%**	45%	74%	84%	*	100%	*	64%	38%	72%	*
Science	2017	79%	88%	**84%**	55%	76%	88%	*	92%	-	77%	39%	68%	*
	2016	79%	86%	**84%**	67%	73%	86%	*	*	*	91%	37%	68%	*
Social Studies	2017	77%	85%	**73%**	29%	69%	75%	*	92%	-	77%	35%	55%	*
	2016	77%	86%	**80%**	58%	70%	82%	100%	*	*	91%	37%	60%	*
STAAR Percent at Meets Grade Level														
All Grades														
Two or More Subjects	2017	48%	63%	**59%**	24%	49%	63%	*	78%	*	70%	18%	37%	*
	2016	45%	60%	**61%**	18%	52%	63%	50%	72%	*	59%	9%	39%	*
Reading	2017	48%	61%	**54%**	18%	44%	58%	*	72%	*	67%	21%	29%	*
	2016	46%	61%	**59%**	15%	50%	61%	*	78%	*	59%	*	39%	*
Mathematics	2017	48%	66%	**68%**	37%	58%	71%	64%	94%	*	69%	24%	50%	*
	2016	43%	60%	**64%**	30%	54%	66%	50%	78%	*	68%	9%	44%	*
Writing	2017	38%	44%	**47%**	28%	30%	50%	*	*	*	71%	15%	28%	*
	2016	41%	53%	**56%**	*	45%	60%	*	64%	*	*	*	40%	*
Science	2017	52%	64%	**58%**	*	50%	62%	*	67%	-	62%	20%	41%	*
	2016	47%	58%	**57%**	*	51%	58%	*	*	*	73%	*	41%	*
Social Studies	2017	51%	61%	**37%**	*	32%	40%	*	54%	-	*	18%	26%	*
	2016	47%	56%	**42%**	*	36%	42%	*	*	*	73%	*	21%	*
STAAR Percent at Masters Grade Level														
All Grades														
All Subjects	2017	20%	29%	**26%**	8%	19%	27%	15%	41%	*	28%	6%	13%	10%
	2016	18%	24%	**24%**	10%	16%	25%	*	43%	55%	30%	4%	11%	15%

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

Total Students: 1,352
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 Masters Grade Level														
All Grades														
Reading	2017	19%	27%	**28%**	*	19%	30%	*	39%	*	30%	7%	14%	*
	2016	17%	24%	**26%**	*	18%	28%	*	39%	*	32%	*	12%	*
Mathematics	2017	23%	34%	**32%**	12%	26%	34%	*	72%	*	31%	5%	15%	*
	2016	19%	27%	**26%**	*	14%	28%	*	39%	*	23%	*	12%	*
Writing	2017	12%	14%	**16%**	*	7%	18%	*	*	*	*	*	7%	*
	2016	15%	18%	**16%**	*	12%	16%	*	36%	*	*	*	6%	*
Science	2017	19%	25%	**19%**	*	14%	21%	*	*	-	*	*	13%	*
	2016	16%	22%	**27%**	*	18%	28%	*	*	*	45%	*	12%	*
Social Studies	2017	27%	36%	**23%**	*	23%	24%	*	*	-	*	*	14%	*
	2016	22%	25%	**22%**	*	21%	21%	*	*	*	*	*	10%	*
STAAR Percent Met or Exceeded Progress														
All Grades														
All Subjects	2017	61%	65%	**70%**	68%	70%	70%	73%	76%	*	71%	68%	65%	65%
	2016	62%	66%	**72%**	56%	68%	73%	*	69%	*	*	48%	70%	63%
Reading	2017	59%	59%	**64%**	65%	63%	64%	*	*	*	75%	69%	58%	61%
	2016	60%	60%	**67%**	45%	65%	68%	*	*	*	*	56%	66%	57%
Mathematics	2017	64%	71%	**77%**	*	77%	77%	*	94%	*	67%	66%	72%	*
	2016	63%	72%	**76%**	*	71%	78%	*	72%	*	*	*	74%	68%
STAAR Percent Exceeded Progress														
All Grades														
All Subjects	2017	19%	20%	**21%**	17%	21%	21%	23%	38%	*	22%	19%	15%	24%
	2016	17%	17%	**18%**	11%	17%	19%	*	17%	*	*	6%	16%	20%
Reading	2017	17%	17%	**19%**	24%	20%	18%	*	*	*	21%	24%	18%	35%
	2016	16%	14%	**18%**	16%	21%	17%	*	*	*	*	11%	20%	21%
Mathematics	2017	20%	24%	**23%**	*	22%	23%	*	59%	*	22%	14%	12%	*
	2016	17%	20%	**18%**	*	13%	20%	*	28%	*	*	*	13%	18%

District Name: MONTGOMERY ISD

Campus Name: MONTGOMERY J H

Campus Number: 170903042

Texas Academic Performance Report
2016-17 Campus Performance

Total Students: 1,352

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^
Progress of Prior-Year Non-Proficient Students **Sum of Grades 4-8**														
Reading	2017	35%	38%	**44%**	38%	45%	44%	*	*	-	60%	12%	35%	45%
	2016	35%	43%	**45%**	*	39%	50%	*	-	-	*	13%	38%	*
Mathematics	2017	43%	48%	**45%**	33%	36%	50%	*	-	*	*	26%	34%	*

District Name: MONTGOMERY ISD
Texas Academic Performance Report
Total Students: 1,352

Campus Name: MONTGOMERY J H
2016-17 Campus Performance
Grade Span: 07 - 08

Campus Number: 170903042
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 Approaches Grade Level on First STAAR Administration													
2017	76%	83%	**83%**	59%	76%	85%	*	100%	-	92%	20%	69%	*
Students Requiring Accelerated Instruction													
2017	24%	17%	**17%**	41%	24%	15%	67%	*	-	*	80%	31%	63%
STAAR Cumulative Met Standard													
2017	85%	91%	**91%**	73%	86%	93%	*	100%	-	92%	33%	82%	75%
Grade 8 Mathematics													
Students Meeting Approaches Grade Level on First STAAR Administration													
2017	75%	90%	**90%**	70%	87%	92%	86%	100%	-	93%	43%	78%	*
Students Requiring Accelerated Instruction													
2017	25%	10%	**10%**	30%	13%	8%	*	*	-	*	57%	22%	*
STAAR Cumulative Met Standard													
2017	85%	94%	**94%**	81%	90%	96%	86%	100%	-	100%	55%	85%	86%

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

Total Students: 1,352
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 Approaches Grade Level or Above															
All Grades															
All Subjects	2017	75%	86%	**83%**	-	-	-	-	-	38%	-	38%	*	38%	43%
	2016	75%	86%	**86%**	-	-	-	-	-	34%	-	34%	*	34%	37%
Reading	2017	72%	84%	**85%**	-	-	-	-	-	46%	-	46%	*	46%	50%
	2016	73%	85%	**88%**	-	-	-	-	-	*	-	*	*	*	42%
Mathematics	2017	79%	91%	**89%**	-	-	-	-	-	54%	-	54%	*	54%	57%
	2016	76%	89%	**90%**	-	-	-	-	-	*	-	*	*	*	42%
Writing	2017	67%	76%	**76%**	-	-	-	-	-	*	-	*	-	*	*
	2016	69%	81%	**81%**	-	-	-	-	-	*	-	*	*	*	*
Science	2017	79%	88%	**84%**	-	-	-	-	-	*	-	*	*	*	*
	2016	79%	86%	**84%**	-	-	-	-	-	*	-	*	-	*	*
Social Studies	2017	77%	85%	**73%**	-	-	-	-	-	*	-	*	*	*	*
	2016	77%	86%	**80%**	-	-	-	-	-	*	-	*	-	*	*
STAAR Percent at Meets Grade Level															
All Grades															
Two or More Subjects	2017	48%	63%	**59%**	-	-	-	-	-	*	-	*	*	*	*
	2016	45%	60%	**61%**	-	-	-	-	-	*	-	*	*	*	*
Reading	2017	48%	61%	**54%**	-	-	-	-	-	*	-	*	*	*	*
	2016	46%	61%	**59%**	-	-	-	-	-	*	-	*	*	*	*
Mathematics	2017	48%	66%	**68%**	-	-	-	-	-	*	-	*	*	*	*
	2016	43%	60%	**64%**	-	-	-	-	-	*	-	*	*	*	*
Writing	2017	38%	44%	**47%**	-	-	-	-	-	*	-	*	-	*	*
	2016	41%	53%	**56%**	-	-	-	-	-	*	-	*	*	*	*
Science	2017	52%	64%	**58%**	-	-	-	-	-	*	-	*	*	*	*
	2016	47%	58%	**57%**	-	-	-	-	-	*	-	*	-	*	*
Social Studies	2017	51%	61%	**37%**	-	-	-	-	-	*	-	*	*	*	*
	2016	47%	56%	**42%**	-	-	-	-	-	*	-	*	-	*	*

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

Texas Academic Performance Report
2016-17 Campus Performance
Bilingual Education/English as a Second Language

Total Students: 1,352
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 Masters Grade Level															
All Grades															
All Subjects	2017	20%	29%	**26%**	-	-	-	-	-	*	-	*	*	*	10%
	2016	18%	24%	**24%**	-	-	-	-	-	*	-	*	*	*	15%
Reading	2017	19%	27%	**28%**	-	-	-	-	-	*	-	*	*	*	*
	2016	17%	24%	**26%**	-	-	-	-	-	*	-	*	*	*	*
Mathematics	2017	23%	34%	**32%**	-	-	-	-	-	*	-	*	*	*	*
	2016	19%	27%	**26%**	-	-	-	-	-	*	-	*	*	*	*
Writing	2017	12%	14%	**16%**	-	-	-	-	-	*	-	*	-	*	*
	2016	15%	18%	**16%**	-	-	-	-	-	*	-	*	*	*	*
Science	2017	19%	25%	**19%**	-	-	-	-	-	*	-	*	*	*	*
	2016	16%	22%	**27%**	-	-	-	-	-	*	-	*	-	*	*
Social Studies	2017	27%	36%	**23%**	-	-	-	-	-	*	-	*	*	*	*
	2016	22%	25%	**22%**	-	-	-	-	-	*	-	*	-	*	*
STAAR Percent Met or Exceeded Progress															
All Grades															
All Subjects	2017	61%	65%	**70%**	-	-	-	-	-	73%	-	73%	*	73%	71%
	2016	62%	66%	**72%**	-	-	-	-	-	*	-	*	*	*	*
Reading	2017	59%	59%	**64%**	-	-	-	-	-	77%	-	77%	*	77%	71%
	2016	60%	60%	**67%**	-	-	-	-	-	*	-	*	*	*	*
Mathematics	2017	64%	71%	**77%**	-	-	-	-	-	*	-	*	*	*	*
	2016	63%	72%	**76%**	-	-	-	-	-	*	-	*	*	*	*
STAAR Percent Exceeded Progress															
All Grades															
All Subjects	2017	19%	20%	**21%**	-	-	-	-	-	35%	-	35%	*	35%	36%
	2016	17%	17%	**18%**	-	-	-	-	-	*	-	*	*	*	*
Reading	2017	17%	17%	**19%**	-	-	-	-	-	54%	-	54%	*	54%	50%
	2016	16%	14%	**18%**	-	-	-	-	-	*	-	*	*	*	*

District Name: MONTGOMERY ISD
Texas Academic Performance Report
Total Students: 1,352

Campus Name: MONTGOMERY J H
2016-17 Campus Performance
Grade Span: 07 - 08

Campus Number: 170903042
Bilingual Education/English as a Second Language
(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															
Mathematics	2017	20%	24%	**23%**	-	-	-	-	-	*	-	*	*	*	*
	2016	17%	20%	**18%**	-	-	-	-	-	*	-	*	*	*	*
Progress of Prior-Year Non-Proficient Students															
Sum of Grades 4-8															
Reading	2017	35%	38%	**44%**	-	-	-	-	-	45%	-	45%	-	45%	45%
	2016	35%	43%	**45%**	-	-	-	-	-	*	-	*	-	*	*
Mathematics	2017	43%	48%	**45%**	-	-	-	-	-	*	-	*	-	*	*

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

Total Students: 1,352
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
2017 STAAR Participation (All Grades)													
All Tests													
Test Participant	99%	98%	**97%**	98%	98%	97%	100%	99%	*	97%	96%	96%	100%
Included in Accountability	94%	94%	**93%**	92%	94%	93%	100%	92%	*	94%	92%	91%	70%
Not Included in Accountability													
Mobile	4%	4%	**4%**	6%	4%	4%	0%	7%	*	3%	2%	5%	27%
Other Exclusions	1%	0%	**0%**	0%	0%	0%	0%	0%	*	0%	1%	0%	3%
Not Tested	1%	2%	**3%**	2%	2%	3%	0%	1%	*	3%	4%	4%	0%
Absent	1%	2%	**3%**	2%	2%	3%	0%	1%	*	3%	4%	3%	0%
Other	0%	0%	**0%**	0%	0%	0%	0%	0%	*	0%	0%	0%	0%
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%

District Name: MONTGOMERY ISD

Texas Academic Performance Report

Total Students: 1,352

Campus Name: MONTGOMERY J H

2016-17 Campus Attendance and Postsecondary Readiness

Grade Span: 07 - 08

Campus Number: 170903042

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													
2015-16	95.8%	95.5%	**95.9%**	95.6%	96.5%	95.8%	96.2%	97.5%	*	95.7%	95.0%	95.0%	97.3%
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%
Annual Dropout Rate (Gr 7-8)													
2015-16	0.4%	0.1%	**0.1%**	0.0%	0.0%	0.2%	0.0%	0.0%	*	0.0%	0.0%	0.3%	0.0%
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%

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

Total Students: 1,352
Grade Span: 07 - 08
School Type: Middle

Student Information	--------------- Campus ---------------		District	State
	Count	Percent	District	State
Total Students:	1,352	100.0%	8,282	5,343,834
Students by Grade:				
Early Childhood Education	0	0.0%	0.1%	0.3%
Pre-Kindergarten	0	0.0%	1.2%	4.2%
Kindergarten	0	0.0%	6.1%	7.0%
Grade 1	0	0.0%	6.8%	7.4%
Grade 2	0	0.0%	6.7%	7.6%
Grade 3	0	0.0%	7.2%	7.7%
Grade 4	0	0.0%	8.0%	7.7%
Grade 5	0	0.0%	8.1%	7.5%
Grade 6	0	0.0%	8.4%	7.4%
Grade 7	672	49.7%	8.1%	7.4%
Grade 8	680	50.3%	8.2%	7.3%
Grade 9	0	0.0%	8.7%	8.1%
Grade 10	0	0.0%	7.9%	7.4%
Grade 11	0	0.0%	7.9%	6.8%
Grade 12	0	0.0%	6.6%	6.2%
Ethnic Distribution:				
African American	52	3.8%	3.2%	12.6%
Hispanic	197	14.6%	15.3%	52.4%
White	1,042	77.1%	77.7%	28.1%
American Indian	11	0.8%	0.6%	0.4%
Asian	18	1.3%	0.9%	4.2%
Pacific Islander	1	0.1%	0.1%	0.1%
Two or More Races	31	2.3%	2.3%	2.2%
Economically Disadvantaged	345	25.5%	24.1%	59.0%
Non-Educationally Disadvantaged	1,007	74.5%	75.9%	41.0%
English Language Learners (ELL)	15	1.1%	2.3%	18.9%
Students w/ Disciplinary Placements (2015-2016)	20	1.4%	1.0%	1.4%
At-Risk	564	41.7%	31.0%	50.3%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	107			
By Type of Primary Disability				
Students with Intellectual Disabilities	53	49.5%	42.2%	44.5%
Students with Physical Disabilities	5	4.7%	17.7%	21.9%
Students with Autism	19	17.8%	12.3%	12.5%
Students with Behavioral Disabilities	30	28.0%	24.9%	19.9%
Students with Non-Categorical Early Childhood	0	0.0%	3.0%	1.3%

District Name: MONTGOMERY ISD

Campus Name: MONTGOMERY J H

Campus Number: 170903042

Total Students: 1,352

Grade Span: 07 - 08

School Type: Middle

Student Information	--------------- Campus ---------------		District	State
	Count	Percent	District	State
Mobility (2015-2016):				
Total Mobile Students	127	9.0%	10.7%	16.2%
By Ethnicity:				
African American	5	0.4%		
Hispanic	20	1.4%		
White	96	6.8%		
American Indian	1	0.1%		
Asian	0	0.0%		
Pacific Islander	0	0.0%		
Two or More Races	5	0.4%		

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

Total Students: 1,352
Grade Span: 07 - 08
School Type: Middle

Student Information	--------- Non-Special Education Rates ---------			------------ Special Education Rates ------------		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	-	2.7%	1.8%	-	4.0%	7.7%
Grade 1	-	4.5%	3.8%	-	16.0%	6.8%
Grade 2	-	1.1%	2.4%	-	0.0%	3.1%
Grade 3	-	1.4%	1.6%	-	0.0%	1.2%
Grade 4	-	0.4%	0.8%	-	0.0%	0.7%
Grade 5	-	0.8%	0.4%	-	0.0%	0.7%
Grade 6	-	0.5%	0.6%	-	0.0%	0.7%
Grade 7	0.0%	0.0%	0.7%	0.0%	0.0%	0.8%
Grade 8	0.2%	0.2%	0.5%	0.0%	0.0%	0.9%

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	-	20.2	18.8
Grade 1	-	19.4	18.8
Grade 2	-	18.6	18.9
Grade 3	-	18.5	19.0
Grade 4	-	19.1	19.0
Grade 5	-	22.7	20.9
Grade 6	-	24.8	20.4
Secondary:			
English/Language Arts	21.7	19.3	16.8
Foreign Languages	28.4	20.9	18.7
Mathematics	21.2	21.5	18.0
Science	20.9	21.5	19.0
Social Studies	21.9	22.0	19.4

Texas Academic Performance Report
2016-17 Campus Profile

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

Total Students: 1,352
Grade Span: 07 - 08
School Type: Middle

Staff Information	--------------- Campus --------------- Count/Average	Percent	District	State
Total Staff	99.1	100.0%	100.0%	100.0%
Professional Staff:	90.1	90.9%	66.7%	64.0%
Teachers	80.4	81.1%	54.8%	50.0%
Professional Support	5.7	5.8%	8.3%	10.0%
Campus Administration (School Leadership)	4.0	4.0%	2.6%	2.9%
Educational Aides:	9.0	9.1%	7.0%	9.6%
Total Minority Staff:	9.0	9.1%	11.9%	49.1%
Teachers by Ethnicity and Sex:				
African American	2.0	2.5%	1.5%	10.2%
Hispanic	3.0	3.7%	6.0%	26.6%
White	73.8	91.8%	91.1%	59.8%
American Indian	0.0	0.0%	0.2%	0.4%
Asian	1.0	1.2%	0.2%	1.5%
Pacific Islander	0.0	0.0%	0.0%	0.4%
Two or More Races	0.6	0.7%	1.0%	1.1%
Males	18.9	23.5%	18.0%	23.7%
Females	61.5	76.5%	82.0%	76.3%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.2%	1.2%
Bachelors	66.9	83.2%	76.3%	74.5%
Masters	13.5	16.8%	22.9%	23.6%
Doctorate	0.0	0.0%	0.6%	0.6%
Teachers by Years of Experience:				
Beginning Teachers	4.0	5.0%	2.9%	7.8%
1-5 Years Experience	14.3	17.7%	18.2%	28.0%
6-10 Years Experience	19.6	24.4%	20.7%	20.9%
11-20 Years Experience	31.3	39.0%	35.5%	27.8%
Over 20 Years Experience	11.2	13.9%	22.7%	15.5%
Number of Students per Teacher	16.8	n/a	15.9	15.1

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

Total Students: 1,352
Grade Span: 07 - 08
School Type: Middle

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	18.0	21.9	19.5
Average Years Experience of Principals with District	18.0	9.7	12.2
Average Years Experience of Assistant Principals	17.3	16.8	15.7
Average Years Experience of Assistant Principals with District	8.3	9.4	10.1
Average Years Experience of Teachers:	12.0	13.6	10.9
Average Years Experience of Teachers with District:	6.9	6.9	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$48,325	$48,982	$46,199
1-5 Years Experience	$49,792	$50,648	$48,779
6-10 Years Experience	$53,194	$53,400	$51,184
11-20 Years Experience	$55,645	$56,036	$54,396
Over 20 Years Experience	$62,806	$63,559	$60,913
Average Actual Salaries (regular duties only):			
Teachers	$54,642	$56,012	$52,525
Professional Support	$67,646	$65,125	$61,728
Campus Administration (School Leadership)	$75,814	$82,002	$76,471
Instructional Staff Percent:	n/a	66.9%	64.6%
Contracted Instructional Staff (not incl. above):	2.0	16.0	2,110.5

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

Total Students: 1,352
Grade Span: 07 - 08
School Type: Middle

| Program Information | --------------- Campus --------------- | | District | State |
	Count	Percent	District	State
Student Enrollment by Program:				
Bilingual/ESL Education	14	1.0%	3.5%	18.8%
Career & Technical Education	344	25.4%	33.4%	25.0%
Gifted & Talented Education	122	9.0%	6.4%	7.8%
Special Education	107	7.9%	6.5%	8.8%
Teachers by Program (population served):				
Bilingual/ESL Education	0.0	0.0%	0.2%	6.0%
Career & Technical Education	2.8	3.5%	6.7%	4.5%
Compensatory Education	0.0	0.0%	3.6%	2.8%
Gifted & Talented Education	0.0	0.0%	0.0%	1.9%
Regular Education	68.2	84.9%	79.0%	72.8%
Special Education	9.4	11.6%	8.9%	8.6%
Other	0.0	0.0%	1.5%	3.4%

Link to:
PEIMS Financial Standard Reports/
2015-2016 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.
'**'   When only one group is masked, then the second smallest group is masked (regardless of size).
'-'   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.

2016-17 Texas Academic Performance Report

District Name: **MONTGOMERY ISD**

Campus Name: **MONTGOMERY MIDDLE**

Campus Number: **170903051**

2017 Accountability Rating: **Met Standard**

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District Name: MONTGOMERY ISD

Campus Name: MONTGOMERY MIDDLE

Campus Number: 170903051

Total Students: 698

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 Approaches Grade Level or Above														
Grade 6														
Reading	2017	69%	85%	**85%**	70%	74%	87%	*	100%	-	78%	41%	71%	*
	2016	69%	81%	**81%**	48%	76%	84%	*	100%	*	64%	45%	65%	*
Mathematics	2017	76%	93%	**93%**	85%	90%	94%	100%	100%	-	78%	68%	86%	*
	2016	72%	83%	**83%**	52%	64%	87%	100%	100%	*	86%	53%	67%	*
STAAR Percent at Approaches Grade Level or Above														
All Grades														
All Subjects	2017	75%	86%	**89%**	78%	82%	91%	90%	100%	-	78%	54%	78%	63%
	2016	75%	86%	**82%**	50%	70%	86%	90%	100%	*	75%	49%	66%	*
Reading	2017	72%	84%	**85%**	70%	74%	87%	*	100%	-	78%	41%	71%	*
	2016	73%	85%	**81%**	48%	76%	84%	*	100%	*	64%	45%	65%	*
Mathematics	2017	79%	91%	**93%**	85%	90%	94%	100%	100%	-	78%	68%	86%	*
	2016	76%	89%	**83%**	52%	64%	87%	100%	100%	*	86%	53%	67%	*
STAAR Percent at Meets Grade Level														
All Grades														
Two or More Subjects	2017	48%	63%	**47%**	30%	29%	52%	*	*	-	*	19%	31%	*
	2016	45%	60%	**41%**	19%	22%	45%	*	*	*	36%	*	15%	*
Reading	2017	48%	61%	**53%**	30%	35%	58%	*	*	-	*	22%	40%	*
	2016	46%	61%	**52%**	26%	30%	56%	*	*	*	50%	14%	27%	*
Mathematics	2017	48%	66%	**68%**	55%	53%	71%	*	71%	-	56%	32%	50%	*
	2016	43%	60%	**52%**	30%	32%	56%	*	100%	*	57%	14%	29%	*
STAAR Percent at Masters Grade Level														
All Grades														
All Subjects	2017	20%	29%	**30%**	23%	17%	33%	*	50%	-	*	9%	16%	*
	2016	18%	24%	**25%**	11%	13%	28%	*	60%	*	25%	9%	10%	*
Reading	2017	19%	27%	**26%**	25%	15%	28%	*	*	-	*	*	17%	*
	2016	17%	24%	**25%**	*	11%	28%	*	*	*	*	11%	11%	*

Texas Academic Performance Report
2016-17 Campus Performance

District Name: MONTGOMERY ISD

Campus Name: MONTGOMERY MIDDLE

Campus Number: 170903051

Total Students: 698

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 Masters Grade Level														
All Grades														
Mathematics	2017	23%	34%	**34%**	*	18%	37%	*	*	-	*	14%	15%	*
	2016	19%	27%	**26%**	*	15%	28%	*	*	*	*	*	10%	*
STAAR Percent Met or Exceeded Progress														
All Grades														
All Subjects	2017	61%	65%	**58%**	53%	49%	59%	*	*	-	*	53%	48%	*
	2016	62%	66%	**58%**	49%	57%	59%	*	*	*	*	60%	52%	*
Reading	2017	59%	59%	**45%**	*	40%	46%	*	*	-	*	*	40%	*
	2016	60%	60%	**49%**	*	47%	51%	*	*	*	*	*	42%	*
Mathematics	2017	64%	71%	**70%**	*	59%	73%	*	*	-	*	*	57%	*
	2016	63%	72%	**67%**	*	67%	67%	*	*	*	*	*	63%	*
STAAR Percent Exceeded Progress														
All Grades														
All Subjects	2017	19%	20%	**14%**	16%	9%	15%	*	*	-	*	7%	6%	*
	2016	17%	17%	**11%**	13%	7%	12%	*	*	*	*	7%	8%	*
Reading	2017	17%	17%	**13%**	*	11%	13%	*	*	-	*	*	7%	*
	2016	16%	14%	**12%**	*	7%	13%	*	*	*	*	*	6%	*
Mathematics	2017	20%	24%	**15%**	*	7%	17%	*	*	-	*	*	5%	*
	2016	17%	20%	**10%**	*	7%	10%	*	*	*	*	*	10%	*
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2017	35%	38%	**21%**	*	*	19%	*	-	-	*	*	*	*
	2016	35%	43%	**13%**	*	*	19%	*	-	-	*	*	*	*
Mathematics	2017	43%	48%	**55%**	*	42%	64%	*	-	-	*	*	44%	*

District Name: MONTGOMERY ISD

Campus Name: MONTGOMERY MIDDLE

Campus Number: 170903051

Texas Academic Performance Report

2016-17 Campus Performance

Bilingual Education/English as a Second Language

Total Students: 698

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 Approaches Grade Level or Above															
All Grades															
All Subjects	2017	75%	86%	**89%**	-	-	-	-	-	63%	*	*	-	63%	63%
	2016	75%	86%	**82%**	-	-	-	-	-	*	-	*	-	*	*
Reading	2017	72%	84%	**85%**	-	-	-	-	-	*	*	*	-	*	*
	2016	73%	85%	**81%**	-	-	-	-	-	*	-	*	-	*	*
Mathematics	2017	79%	91%	**93%**	-	-	-	-	-	*	*	*	-	*	*
	2016	76%	89%	**83%**	-	-	-	-	-	*	-	*	-	*	*
STAAR Percent at Meets Grade Level															
All Grades															
Two or More Subjects	2017	48%	63%	**47%**	-	-	-	-	-	*	*	*	-	*	*
	2016	45%	60%	**41%**	-	-	-	-	-	*	-	*	-	*	*
Reading	2017	48%	61%	**53%**	-	-	-	-	-	*	*	*	-	*	*
	2016	46%	61%	**52%**	-	-	-	-	-	*	-	*	-	*	*
Mathematics	2017	48%	66%	**68%**	-	-	-	-	-	*	*	*	-	*	*
	2016	43%	60%	**52%**	-	-	-	-	-	*	-	*	-	*	*
STAAR Percent at Masters Grade Level															
All Grades															
All Subjects	2017	20%	29%	**30%**	-	-	-	-	-	*	*	*	-	*	*
	2016	18%	24%	**25%**	-	-	-	-	-	*	-	*	-	*	*
Reading	2017	19%	27%	**26%**	-	-	-	-	-	*	*	*	-	*	*
	2016	17%	24%	**25%**	-	-	-	-	-	*	-	*	-	*	*
Mathematics	2017	23%	34%	**34%**	-	-	-	-	-	*	*	*	-	*	*
	2016	19%	27%	**26%**	-	-	-	-	-	*	-	*	-	*	*
STAAR Percent Met or Exceeded Progress															
All Grades															
All Subjects	2017	61%	65%	**58%**	-	-	-	-	-	*	*	-	-	*	*
	2016	62%	66%	**58%**	-	-	-	-	-	*	-	*	-	*	*
Reading	2017	59%	59%	**45%**	-	-	-	-	-	*	*	-	-	*	*
	2016	60%	60%	**49%**	-	-	-	-	-	*	-	*	-	*	*

Texas Academic Performance Report

District Name: MONTGOMERY ISD

Campus Name: MONTGOMERY MIDDLE

Campus Number: 170903051

2016-17 Campus Performance

Bilingual Education/English as a Second Language

Total Students: 698

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 Met or Exceeded Progress															
All Grades															
Mathematics	2017	64%	71%	**70%**	-	-	-	-	-	*	*	-	-	*	*
	2016	63%	72%	**67%**	-	-	-	-	-	*	-	*	-	*	*
STAAR Percent Exceeded Progress															
All Grades															
All Subjects	2017	19%	20%	**14%**	-	-	-	-	-	*	*	-	-	*	*
	2016	17%	17%	**11%**	-	-	-	-	-	*	-	*	-	*	*
Reading	2017	17%	17%	**13%**	-	-	-	-	-	*	*	-	-	*	*
	2016	16%	14%	**12%**	-	-	-	-	-	*	-	*	-	*	*
Mathematics	2017	20%	24%	**15%**	-	-	-	-	-	*	*	-	-	*	*
	2016	17%	20%	**10%**	-	-	-	-	-	*	-	*	-	*	*
Progress of Prior-Year Non-Proficient Students															
Sum of Grades 4-8															
Reading	2017	35%	38%	**21%**	-	-	-	-	-	*	*	*	-	*	*
	2016	35%	43%	**13%**	-	-	-	-	-	*	-	*	-	*	*
Mathematics	2017	43%	48%	**55%**	-	-	-	-	-	*	*	*	-	*	*

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

Total Students: 698
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
2017 STAAR Participation **(All Grades)**													
All Tests													
Test Participant	99%	98%	**97%**	95%	98%	97%	100%	100%	-	100%	89%	98%	100%
Included in Accountability	94%	94%	**93%**	95%	92%	94%	100%	100%	-	82%	82%	91%	100%
Not Included in Accountability													
Mobile	4%	4%	**4%**	0%	4%	3%	0%	0%	-	18%	3%	5%	0%
Other Exclusions	1%	0%	**0%**	0%	1%	0%	0%	0%	-	0%	3%	1%	0%
Not Tested	1%	2%	**3%**	5%	2%	3%	0%	0%	-	0%	11%	2%	0%
Absent	1%	2%	**3%**	5%	2%	3%	0%	0%	-	0%	11%	2%	0%
Other	0%	0%	**0%**	0%	0%	0%	0%	0%	-	0%	0%	0%	0%
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%

District Name: MONTGOMERY ISD

Campus Name: MONTGOMERY MIDDLE

Campus Number: 170903051

Texas Academic Performance Report
2016-17 Campus Attendance and Postsecondary Readiness

Total Students: 698

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													
2015-16	95.8%	95.5%	**95.7%**	96.3%	95.4%	95.7%	*	*	*	96.1%	94.5%	94.4%	94.3%
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%

District Name: MONTGOMERY ISD

Campus Name: MONTGOMERY MIDDLE

Campus Number: 170903051

Total Students: 698

Grade Span: 06 - 06

School Type: Middle

Student Information	--------------- Campus ---------------		District	State
	Count	Percent		
Total Students:	698	100.0%	8,282	5,343,834
Students by Grade:				
Early Childhood Education	0	0.0%	0.1%	0.3%
Pre-Kindergarten	0	0.0%	1.2%	4.2%
Kindergarten	0	0.0%	6.1%	7.0%
Grade 1	0	0.0%	6.8%	7.4%
Grade 2	0	0.0%	6.7%	7.6%
Grade 3	0	0.0%	7.2%	7.7%
Grade 4	0	0.0%	8.0%	7.7%
Grade 5	0	0.0%	8.1%	7.5%
Grade 6	698	100.0%	8.4%	7.4%
Grade 7	0	0.0%	8.1%	7.4%
Grade 8	0	0.0%	8.2%	7.3%
Grade 9	0	0.0%	8.7%	8.1%
Grade 10	0	0.0%	7.9%	7.4%
Grade 11	0	0.0%	7.9%	6.8%
Grade 12	0	0.0%	6.6%	6.2%
Ethnic Distribution:				
African American	24	3.4%	3.2%	12.6%
Hispanic	105	15.0%	15.3%	52.4%
White	548	78.5%	77.7%	28.1%
American Indian	5	0.7%	0.6%	0.4%
Asian	7	1.0%	0.9%	4.2%
Pacific Islander	0	0.0%	0.1%	0.1%
Two or More Races	9	1.3%	2.3%	2.2%
Economically Disadvantaged	150	21.5%	24.1%	59.0%
Non-Educationally Disadvantaged	548	78.5%	75.9%	41.0%
English Language Learners (ELL)	4	0.6%	2.3%	18.9%
Students w/ Disciplinary Placements (2015-2016)	0	0.0%	1.0%	1.4%
At-Risk	243	34.8%	31.0%	50.3%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	44			
By Type of Primary Disability				
Students with Intellectual Disabilities	21	47.7%	42.2%	44.5%
Students with Physical Disabilities	*	*	17.7%	21.9%
Students with Autism	**	**	12.3%	12.5%
Students with Behavioral Disabilities	15	34.1%	24.9%	19.9%
Students with Non-Categorical Early Childhood	0	0.0%	3.0%	1.3%

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

Total Students: 698
Grade Span: 06 - 06
School Type: Middle

| Student Information | ---------------- Campus ---------------- | | District | State |
	Count	Percent		
Mobility (2015-2016):				
Total Mobile Students	61	8.6%	10.7%	16.2%
By Ethnicity:				
African American	6	0.8%		
Hispanic	13	1.8%		
White	40	5.7%		
American Indian	0	0.0%		
Asian	0	0.0%		
Pacific Islander	0	0.0%		
Two or More Races	2	0.3%		

District Name: MONTGOMERY ISD

Texas Academic Performance Report

Total Students: 698

Campus Name: MONTGOMERY MIDDLE

2016-17 Campus Profile

Grade Span: 06 - 06

Campus Number: 170903051

School Type: Middle

Student Information	--------- Non-Special Education Rates ---------			------------ Special Education Rates ------------		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	-	2.7%	1.8%	-	4.0%	7.7%
Grade 1	-	4.5%	3.8%	-	16.0%	6.8%
Grade 2	-	1.1%	2.4%	-	0.0%	3.1%
Grade 3	-	1.4%	1.6%	-	0.0%	1.2%
Grade 4	-	0.4%	0.8%	-	0.0%	0.7%
Grade 5	-	0.8%	0.4%	-	0.0%	0.7%
Grade 6	0.5%	0.5%	0.6%	0.0%	0.0%	0.7%
Grade 7	-	0.0%	0.7%	-	0.0%	0.8%
Grade 8	-	0.2%	0.5%	-	0.0%	0.9%

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	-	20.2	18.8
Grade 1	-	19.4	18.8
Grade 2	-	18.6	18.9
Grade 3	-	18.5	19.0
Grade 4	-	19.1	19.0
Grade 5	-	22.7	20.9
Grade 6	24.8	24.8	20.4
Secondary:			
English/Language Arts	-	19.3	16.8
Foreign Languages	-	20.9	18.7
Mathematics	-	21.5	18.0
Science	-	21.5	19.0
Social Studies	-	22.0	19.4

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

Total Students: 698
Grade Span: 06 - 06
School Type: Middle

Staff Information	Campus Count/Average	Campus Percent	District	State
Total Staff	50.9	100.0%	100.0%	100.0%
Professional Staff:	46.2	90.8%	66.7%	64.0%
Teachers	40.7	80.0%	54.8%	50.0%
Professional Support	3.5	6.9%	8.3%	10.0%
Campus Administration (School Leadership)	2.0	3.9%	2.6%	2.9%
Educational Aides:	4.7	9.2%	7.0%	9.6%
Total Minority Staff:	3.6	7.1%	11.9%	49.1%
Teachers by Ethnicity and Sex:				
African American	1.0	2.5%	1.5%	10.2%
Hispanic	0.6	1.5%	6.0%	26.6%
White	38.7	95.1%	91.1%	59.8%
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%	0.4%
Two or More Races	0.4	1.0%	1.0%	1.1%
Males	4.7	11.4%	18.0%	23.7%
Females	36.0	88.6%	82.0%	76.3%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.2%	1.2%
Bachelors	29.3	72.0%	76.3%	74.5%
Masters	10.4	25.6%	22.9%	23.6%
Doctorate	1.0	2.5%	0.6%	0.6%
Teachers by Years of Experience:				
Beginning Teachers	0.0	0.0%	2.9%	7.8%
1-5 Years Experience	7.3	17.9%	18.2%	28.0%
6-10 Years Experience	5.9	14.5%	20.7%	20.9%
11-20 Years Experience	14.2	35.0%	35.5%	27.8%
Over 20 Years Experience	13.3	32.6%	22.7%	15.5%
Number of Students per Teacher	17.2	n/a	15.9	15.1

District Name: MONTGOMERY ISD

Texas Academic Performance Report

Total Students: 698

Campus Name: MONTGOMERY MIDDLE

2016-17 Campus Profile

Grade Span: 06 - 06

Campus Number: 170903051

School Type: Middle

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	14.0	21.9	19.5
Average Years Experience of Principals with District	4.0	9.7	12.2
Average Years Experience of Assistant Principals	13.0	16.8	15.7
Average Years Experience of Assistant Principals with District	7.0	9.4	10.1
Average Years Experience of Teachers:	15.0	13.6	10.9
Average Years Experience of Teachers with District:	8.3	6.9	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	-	$48,982	$46,199
1-5 Years Experience	$50,545	$50,648	$48,779
6-10 Years Experience	$52,943	$53,400	$51,184
11-20 Years Experience	$55,781	$56,036	$54,396
Over 20 Years Experience	$63,350	$63,559	$60,913
Average Actual Salaries (regular duties only):			
Teachers	$56,899	$56,012	$52,525
Professional Support	$69,383	$65,125	$61,728
Campus Administration (School Leadership)	$72,912	$82,002	$76,471
Instructional Staff Percent:	n/a	66.9%	64.6%
Contracted Instructional Staff (not incl. above):	2.0	16.0	2,110.5

District Name: MONTGOMERY ISD

Texas Academic Performance Report

Total Students: 698

Campus Name: MONTGOMERY MIDDLE

2016-17 Campus Profile

Grade Span: 06 - 06

Campus Number: 170903051

School Type: Middle

Program Information	--------------- Campus ---------------			
	Count	Percent	District	State
Student Enrollment by Program:				
Bilingual/ESL Education	4	0.6%	3.5%	18.8%
Career & Technical Education	0	0.0%	33.4%	25.0%
Gifted & Talented Education	65	9.3%	6.4%	7.8%
Special Education	44	6.3%	6.5%	8.8%
Teachers by Program (population served):				
Bilingual/ESL Education	0.3	0.6%	0.2%	6.0%
Career & Technical Education	0.0	0.0%	6.7%	4.5%
Compensatory Education	5.0	12.3%	3.6%	2.8%
Gifted & Talented Education	0.0	0.0%	0.0%	1.9%
Regular Education	25.7	63.2%	79.0%	72.8%
Special Education	2.0	4.9%	8.9%	8.6%
Other	7.7	18.9%	1.5%	3.4%

Link to:
PEIMS Financial Standard Reports/
2015-2016 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.
'**'   When only one group is masked, then the second smallest group is masked (regardless of size).
'-'   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.

2016-17 Texas Academic Performance Report

District Name: **MONTGOMERY ISD**

Campus Name: **MONTGOMERY INT**

Campus Number: **170903102**

2017 Accountability Rating: **Met Standard**

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

Total Students: 668
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 Approaches Grade Level or Above														
Grade 5 *														
Reading	2017	82%	90%	**90%**	47%	82%	93%	*	*	-	95%	50%	76%	53%
	2016	81%	91%	**91%**	89%	88%	92%	*	100%	-	80%	58%	82%	82%
Mathematics	2017	87%	94%	**94%**	80%	91%	95%	*	*	-	95%	66%	88%	80%
	2016	86%	96%	**96%**	94%	91%	97%	*	100%	-	80%	69%	88%	82%
Science	2017	74%	85%	**86%**	57%	72%	89%	*	*	-	89%	60%	75%	33%
	2016	74%	84%	**84%**	67%	77%	86%	*	86%	-	90%	61%	74%	38%
STAAR Percent at Approaches Grade Level or Above														
All Grades														
All Subjects	2017	75%	86%	**90%**	61%	81%	92%	75%	78%	-	93%	58%	80%	56%
	2016	75%	86%	**90%**	83%	86%	92%	83%	95%	-	83%	63%	81%	68%
Reading	2017	72%	84%	**90%**	47%	82%	93%	*	*	-	95%	50%	76%	53%
	2016	73%	85%	**91%**	89%	88%	92%	*	100%	-	80%	58%	82%	82%
Mathematics	2017	79%	91%	**94%**	80%	91%	95%	*	*	-	95%	66%	88%	80%
	2016	76%	89%	**96%**	94%	91%	97%	*	100%	-	80%	69%	88%	82%
Science	2017	79%	88%	**86%**	57%	72%	89%	*	*	-	89%	60%	75%	33%
	2016	79%	86%	**84%**	67%	77%	86%	*	86%	-	90%	61%	74%	38%
STAAR Percent at Meets Grade Level														
All Grades														
Two or More Subjects	2017	48%	63%	**59%**	*	45%	63%	*	*	-	68%	18%	38%	*
	2016	45%	60%	**58%**	33%	46%	62%	*	86%	-	*	*	40%	*
Reading	2017	48%	61%	**64%**	*	50%	67%	*	*	-	74%	16%	38%	*
	2016	46%	61%	**63%**	39%	50%	66%	*	86%	-	50%	*	46%	*
Mathematics	2017	48%	66%	**62%**	*	51%	65%	*	*	-	79%	30%	44%	*
	2016	43%	60%	**61%**	39%	51%	63%	*	86%	-	*	20%	45%	*
Science	2017	52%	64%	**56%**	*	41%	60%	*	*	-	63%	24%	40%	*
	2016	47%	58%	**46%**	28%	34%	49%	*	*	-	*	19%	28%	*

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

Total Students: 668
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 Masters Grade Level														
All Grades														
All Subjects	2017	20%	29%	**33%**	*	22%	35%	*	*	-	35%	8%	18%	*
	2016	18%	24%	**25%**	20%	16%	27%	*	43%	-	*	8%	15%	*
Reading	2017	19%	27%	**38%**	*	28%	42%	*	*	-	37%	*	19%	*
	2016	17%	24%	**33%**	33%	21%	35%	*	*	-	*	*	21%	*
Mathematics	2017	23%	34%	**35%**	*	22%	39%	*	*	-	32%	*	20%	*
	2016	19%	27%	**28%**	*	18%	31%	*	*	-	*	*	16%	*
Science	2017	19%	25%	**24%**	*	15%	26%	*	*	-	37%	12%	14%	*
	2016	16%	22%	**14%**	*	9%	16%	*	*	-	*	*	8%	*
STAAR Percent Met or Exceeded Progress														
All Grades														
All Subjects	2017	61%	65%	**68%**	73%	63%	69%	*	*	-	61%	53%	61%	60%
	2016	62%	66%	**73%**	92%	69%	73%	*	*	-	*	75%	71%	72%
Reading	2017	59%	59%	**67%**	73%	61%	69%	*	*	-	*	43%	56%	50%
	2016	60%	60%	**68%**	94%	67%	67%	*	*	-	*	66%	67%	74%
Mathematics	2017	64%	71%	**69%**	73%	65%	70%	*	*	-	58%	63%	65%	*
	2016	63%	72%	**77%**	89%	70%	78%	*	*	-	*	84%	75%	*
STAAR Percent Exceeded Progress														
All Grades														
All Subjects	2017	19%	20%	**26%**	33%	23%	26%	*	*	-	26%	15%	15%	19%
	2016	17%	17%	**23%**	36%	25%	22%	*	*	-	*	25%	22%	22%
Reading	2017	17%	17%	**26%**	33%	24%	26%	*	*	-	*	18%	15%	21%
	2016	16%	14%	**23%**	44%	29%	20%	*	*	-	*	19%	25%	30%
Mathematics	2017	20%	24%	**25%**	33%	23%	25%	*	*	-	32%	13%	16%	*
	2016	17%	20%	**23%**	28%	21%	24%	*	*	-	*	31%	18%	*

TEXAS EDUCATION AGENCY

District Name: MONTGOMERY ISD

Campus Name: MONTGOMERY INT

Campus Number: 170903102

Texas Academic Performance Report

2016-17 Campus Performance

Total Students: 668

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^
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2017	35%	38%	**43%**	*	*	52%	*	*	-	*	29%	26%	*
	2016	35%	43%	**58%**	*	63%	56%	-	-	-	*	*	48%	*
Mathematics	2017	43%	48%	**59%**	75%	56%	55%	*	*	-	*	33%	56%	*

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

Total Students: 668
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 Approaches Grade Level on First STAAR Administration													
2017	72%	83%	**83%**	33%	74%	87%	*	*	-	89%	41%	65%	47%
Students Requiring Accelerated Instruction													
2017	28%	17%	**17%**	67%	26%	13%	*	*	-	*	59%	35%	53%
STAAR Cumulative Met Standard													
2017	81%	90%	**90%**	47%	82%	93%	*	*	-	95%	46%	76%	53%
Grade 5 Mathematics													
Students Meeting Approaches Grade Level on First STAAR Administration													
2017	81%	92%	**92%**	73%	88%	93%	*	*	-	95%	61%	84%	73%
Students Requiring Accelerated Instruction													
2017	19%	8%	**8%**	*	13%	7%	*	*	-	*	39%	16%	*
STAAR Cumulative Met Standard													
2017	87%	94%	**94%**	80%	91%	95%	*	*	-	95%	63%	88%	80%

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

Texas Academic Performance Report
2016-17 Campus Performance
Bilingual Education/English as a Second Language

Total Students: 668
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 at Approaches Grade Level or Above															
All Grades															
All Subjects	2017	75%	86%	**90%**	67%	-	-	67%	-	*	*	*	*	52%	56%
	2016	75%	86%	**90%**	-	-	-	-	-	68%	78%	63%	-	68%	68%
Reading	2017	72%	84%	**90%**	67%	-	-	67%	-	*	*	*	*	50%	53%
	2016	73%	85%	**91%**	-	-	-	-	-	82%	83%	82%	-	82%	82%
Mathematics	2017	79%	91%	**94%**	89%	-	-	89%	-	*	*	*	*	79%	80%
	2016	76%	89%	**96%**	-	-	-	-	-	82%	100%	73%	-	82%	82%
Science	2017	79%	88%	**86%**	*	-	-	*	-	*	*	*	*	*	33%
	2016	79%	86%	**84%**	-	-	-	-	-	38%	*	*	-	38%	38%
STAAR Percent at Meets Grade Level															
All Grades															
Two or More Subjects	2017	48%	63%	**59%**	*	-	-	*	-	*	*	*	*	*	*
	2016	45%	60%	**58%**	-	-	-	-	-	*	*	*	-	*	*
Reading	2017	48%	61%	**64%**	*	-	-	*	-	*	*	*	*	*	*
	2016	46%	61%	**63%**	-	-	-	-	-	*	*	*	-	*	*
Mathematics	2017	48%	66%	**62%**	*	-	-	*	-	*	*	*	*	*	*
	2016	43%	60%	**61%**	-	-	-	-	-	*	*	*	-	*	*
Science	2017	52%	64%	**56%**	*	-	-	*	-	*	*	*	*	*	*
	2016	47%	58%	**46%**	-	-	-	-	-	*	*	*	-	*	*
STAAR Percent at Masters Grade Level															
All Grades															
All Subjects	2017	20%	29%	**33%**	*	-	-	*	-	*	*	*	*	*	*
	2016	18%	24%	**25%**	-	-	-	-	-	*	*	*	-	*	*
Reading	2017	19%	27%	**38%**	*	-	-	*	-	*	*	*	*	*	*
	2016	17%	24%	**33%**	-	-	-	-	-	*	*	*	-	*	*
Mathematics	2017	23%	34%	**35%**	*	-	-	*	-	*	*	*	*	*	*
	2016	19%	27%	**28%**	-	-	-	-	-	*	*	*	-	*	*

District Name: MONTGOMERY ISD

Campus Name: MONTGOMERY INT

Campus Number: 170903102

Total Students: 668

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 at Masters Grade Level															
All Grades															
Science	2017	19%	25%	**24%**	*	-	-	*	-	*	*	*	*	*	*
	2016	16%	22%	**14%**	-	-	-	-	-	*	*	*	-	*	*
STAAR Percent Met or Exceeded Progress															
All Grades															
All Subjects	2017	61%	65%	**68%**	*	-	-	*	-	*	*	*	*	*	*
	2016	62%	66%	**73%**	-	-	-	-	-	75%	*	73%	-	75%	75%
Reading	2017	59%	59%	**67%**	*	-	-	*	-	*	*	*	*	*	*
	2016	60%	60%	**68%**	-	-	-	-	-	75%	*	73%	-	75%	75%
Mathematics	2017	64%	71%	**69%**	*	-	-	*	-	*	*	*	*	*	*
	2016	63%	72%	**77%**	-	-	-	-	-	*	*	*	-	*	*
STAAR Percent Exceeded Progress															
All Grades															
All Subjects	2017	19%	20%	**26%**	*	-	-	*	-	*	*	*	*	*	*
	2016	17%	17%	**23%**	-	-	-	-	-	28%	*	32%	-	28%	28%
Reading	2017	17%	17%	**26%**	*	-	-	*	-	*	*	*	*	*	*
	2016	16%	14%	**23%**	-	-	-	-	-	38%	*	45%	-	38%	38%
Mathematics	2017	20%	24%	**25%**	*	-	-	*	-	*	*	*	*	*	*
	2016	17%	20%	**23%**	-	-	-	-	-	*	*	*	-	*	*
Progress of Prior-Year Non-Proficient Students															
Sum of Grades 4-8															
Reading	2017	35%	38%	**43%**	*	-	-	*	-	*	*	*	-	*	*
	2016	35%	43%	**58%**	-	-	-	-	-	*	-	*	-	*	*
Mathematics	2017	43%	48%	**59%**	-	-	-	-	-	*	*	*	-	*	*

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

Texas Academic Performance Report
2016-17 Campus Participation

Total Students: 668
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
2017 STAAR Participation (All Grades)													
All Tests													
Test Participant	99%	98%	**98%**	93%	100%	98%	100%	100%	-	100%	96%	98%	100%
Included in Accountability	94%	94%	**94%**	81%	97%	94%	100%	100%	-	86%	91%	95%	100%
Not Included in Accountability													
Mobile	4%	4%	**3%**	6%	2%	3%	0%	0%	-	14%	3%	3%	0%
Other Exclusions	1%	0%	**0%**	6%	0%	0%	0%	0%	-	0%	2%	0%	0%
Not Tested	1%	2%	**2%**	7%	0%	2%	0%	0%	-	0%	4%	2%	0%
Absent	1%	2%	**2%**	7%	0%	2%	0%	0%	-	0%	4%	2%	0%
Other	0%	0%	**0%**	0%	0%	0%	0%	0%	-	0%	0%	0%	0%
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%

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

Texas Academic Performance Report
2016-17 Campus Attendance and Postsecondary Readiness

Total Students: 668
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													
2015-16	95.8%	95.5%	**96.4%**	98.1%	96.7%	96.3%	*	97.5%	*	95.1%	95.1%	95.5%	96.6%
2014-15	95.7%	95.3%	**95.7%**	96.3%	95.9%	95.6%	*	98.5%	*	96.8%	93.7%	95.3%	96.5%

Texas Academic Performance Report
2016-17 Campus Profile

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

Total Students: 668
Grade Span: 05 - 05
School Type: Elementary

Student Information	--------------- Campus --------------- Count	Percent	District	State
Total Students:	668	100.0%	8,282	5,343,834
Students by Grade:				
Early Childhood Education	0	0.0%	0.1%	0.3%
Pre-Kindergarten	0	0.0%	1.2%	4.2%
Kindergarten	0	0.0%	6.1%	7.0%
Grade 1	0	0.0%	6.8%	7.4%
Grade 2	0	0.0%	6.7%	7.6%
Grade 3	0	0.0%	7.2%	7.7%
Grade 4	0	0.0%	8.0%	7.7%
Grade 5	668	100.0%	8.1%	7.5%
Grade 6	0	0.0%	8.4%	7.4%
Grade 7	0	0.0%	8.1%	7.4%
Grade 8	0	0.0%	8.2%	7.3%
Grade 9	0	0.0%	8.7%	8.1%
Grade 10	0	0.0%	7.9%	7.4%
Grade 11	0	0.0%	7.9%	6.8%
Grade 12	0	0.0%	6.6%	6.2%
Ethnic Distribution:				
African American	21	3.1%	3.2%	12.6%
Hispanic	95	14.2%	15.3%	52.4%
White	524	78.4%	77.7%	28.1%
American Indian	4	0.6%	0.6%	0.4%
Asian	3	0.4%	0.9%	4.2%
Pacific Islander	0	0.0%	0.1%	0.1%
Two or More Races	21	3.1%	2.3%	2.2%
Economically Disadvantaged	153	22.9%	24.1%	59.0%
Non-Educationally Disadvantaged	515	77.1%	75.9%	41.0%
English Language Learners (ELL)	15	2.2%	2.3%	18.9%
Students w/ Disciplinary Placements (2015-2016)	1	0.1%	1.0%	1.4%
At-Risk	228	34.1%	31.0%	50.3%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	59			
By Type of Primary Disability				
Students with Intellectual Disabilities	29	49.2%	42.2%	44.5%
Students with Physical Disabilities	12	20.3%	17.7%	21.9%
Students with Autism	8	13.6%	12.3%	12.5%
Students with Behavioral Disabilities	10	16.9%	24.9%	19.9%
Students with Non-Categorical Early Childhood	0	0.0%	3.0%	1.3%

District Name: MONTGOMERY ISD

Campus Name: MONTGOMERY INT

Campus Number: 170903102

Total Students: 668

Grade Span: 05 - 05

School Type: Elementary

Student Information	--------------- Campus ---------------		District	State
	Count	Percent	District	State
Mobility (2015-2016):				
Total Mobile Students	59	8.4%	10.7%	16.2%
By Ethnicity:				
African American	7	1.0%		
Hispanic	9	1.3%		
White	38	5.4%		
American Indian	1	0.1%		
Asian	0	0.0%		
Pacific Islander	1	0.1%		
Two or More Races	3	0.4%		

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

Total Students: 668
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	-	2.7%	1.8%	-	4.0%	7.7%
Grade 1	-	4.5%	3.8%	-	16.0%	6.8%
Grade 2	-	1.1%	2.4%	-	0.0%	3.1%
Grade 3	-	1.4%	1.6%	-	0.0%	1.2%
Grade 4	-	0.4%	0.8%	-	0.0%	0.7%
Grade 5	0.8%	0.8%	0.4%	0.0%	0.0%	0.7%
Grade 6	-	0.5%	0.6%	-	0.0%	0.7%
Grade 7	-	0.0%	0.7%	-	0.0%	0.8%
Grade 8	-	0.2%	0.5%	-	0.0%	0.9%

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	40.0	20.2	18.8
Grade 1	-	19.4	18.8
Grade 2	-	18.6	18.9
Grade 3	-	18.5	19.0
Grade 4	-	19.1	19.0
Grade 5	22.7	22.7	20.9
Grade 6	-	24.8	20.4
Secondary:			
English/Language Arts	-	19.3	16.8
Foreign Languages	-	20.9	18.7
Mathematics	-	21.5	18.0
Science	-	21.5	19.0
Social Studies	-	22.0	19.4

Texas Academic Performance Report
2016-17 Campus Profile

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

Total Students: 668
Grade Span: 05 - 05
School Type: Elementary

| Staff Information | --------------- Campus --------------- | | District | State |
	Count/Average	Percent		
Total Staff	53.1	100.0%	100.0%	100.0%
Professional Staff:	46.1	86.8%	66.7%	64.0%
Teachers	38.4	72.3%	54.8%	50.0%
Professional Support	5.7	10.7%	8.3%	10.0%
Campus Administration (School Leadership)	2.0	3.8%	2.6%	2.9%
Educational Aides:	7.0	13.2%	7.0%	9.6%
Total Minority Staff:	4.0	7.5%	11.9%	49.1%
Teachers by Ethnicity and Sex:				
African American	1.0	2.6%	1.5%	10.2%
Hispanic	1.0	2.6%	6.0%	26.6%
White	36.4	94.8%	91.1%	59.8%
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%	0.4%
Two or More Races	0.0	0.0%	1.0%	1.1%
Males	3.0	7.8%	18.0%	23.7%
Females	35.4	92.2%	82.0%	76.3%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.2%	1.2%
Bachelors	31.2	81.2%	76.3%	74.5%
Masters	7.2	18.8%	22.9%	23.6%
Doctorate	0.0	0.0%	0.6%	0.6%
Teachers by Years of Experience:				
Beginning Teachers	0.0	0.0%	2.9%	7.8%
1-5 Years Experience	7.4	19.4%	18.2%	28.0%
6-10 Years Experience	6.0	15.6%	20.7%	20.9%
11-20 Years Experience	9.0	23.4%	35.5%	27.8%
Over 20 Years Experience	16.0	41.6%	22.7%	15.5%
Number of Students per Teacher	17.4	n/a	15.9	15.1

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

Total Students: 668
Grade Span: 05 - 05
School Type: Elementary

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	17.0	21.9	19.5
Average Years Experience of Principals with District	12.0	9.7	12.2
Average Years Experience of Assistant Principals	14.0	16.8	15.7
Average Years Experience of Assistant Principals with District	4.0	9.4	10.1
Average Years Experience of Teachers:	16.3	13.6	10.9
Average Years Experience of Teachers with District:	8.9	6.9	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	-	$48,982	$46,199
1-5 Years Experience	$51,119	$50,648	$48,779
6-10 Years Experience	$53,586	$53,400	$51,184
11-20 Years Experience	$55,379	$56,036	$54,396
Over 20 Years Experience	$63,099	$63,559	$60,913
Average Actual Salaries (regular duties only):			
Teachers	$57,487	$56,012	$52,525
Professional Support	$61,465	$65,125	$61,728
Campus Administration (School Leadership)	$75,504	$82,002	$76,471
Instructional Staff Percent:	n/a	66.9%	64.6%
Contracted Instructional Staff (not incl. above):	2.0	16.0	2,110.5

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

Total Students: 668
Grade Span: 05 - 05
School Type: Elementary

| Program Information | --------------- Campus --------------- | | District | State |
	Count	Percent	District	State
Student Enrollment by Program:				
Bilingual/ESL Education	25	3.7%	3.5%	18.8%
Career & Technical Education	0	0.0%	33.4%	25.0%
Gifted & Talented Education	60	9.0%	6.4%	7.8%
Special Education	59	8.8%	6.5%	8.8%
Teachers by Program (population served):				
Bilingual/ESL Education	0.3	0.7%	0.2%	6.0%
Career & Technical Education	0.0	0.0%	6.7%	4.5%
Compensatory Education	2.0	5.2%	3.6%	2.8%
Gifted & Talented Education	0.0	0.0%	0.0%	1.9%
Regular Education	35.6	92.8%	79.0%	72.8%
Special Education	0.5	1.4%	8.9%	8.6%
Other	0.0	0.0%	1.5%	3.4%

Link to:
PEIMS Financial Standard Reports/
2015-2016 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.
'**'   When only one group is masked, then the second smallest group is masked (regardless of size).
'-'   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.

2016-17 Texas Academic Performance Report

District Name: **MONTGOMERY ISD**

Campus Name: **MONTGOMERY EL**

Campus Number: **170903103**

2017 Accountability Rating: **Met Standard**

Distinction Designations:

Postsecondary Readiness

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Texas Academic Performance Report
2016-17 Campus Performance

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

Total Students: 737
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 Approaches Grade Level or Above														
Grade 3														
Reading	2017	73%	89%	**91%**	100%	85%	93%	-	*	*	*	*	84%	75%
	2016	73%	86%	**86%**	63%	70%	93%	-	-	*	*	67%	73%	57%
Mathematics	2017	78%	91%	**90%**	86%	70%	96%	-	*	*	*	*	84%	67%
	2016	75%	87%	**89%**	69%	78%	95%	-	-	*	*	75%	77%	71%
STAAR Percent at Approaches Grade Level or Above														
Grade 4														
Reading	2017	70%	83%	**88%**	75%	74%	94%	-	-	*	-	88%	79%	45%
	2016	75%	87%	**83%**	38%	72%	92%	*	*	-	*	*	64%	55%
Mathematics	2017	76%	88%	**89%**	75%	86%	93%	-	-	*	-	75%	84%	73%
	2016	73%	89%	**86%**	46%	92%	91%	*	*	-	*	*	74%	91%
Writing	2017	65%	75%	**77%**	63%	64%	83%	-	-	*	*	67%	71%	*
	2016	69%	82%	**76%**	54%	72%	80%	*	*	-	*	*	65%	55%
STAAR Percent at Approaches Grade Level or Above														
All Grades														
All Subjects	2017	75%	86%	**87%**	75%	76%	91%	-	*	86%	*	69%	80%	60%
	2016	75%	86%	**84%**	55%	77%	90%	*	*	*	87%	54%	71%	66%
Reading	2017	72%	84%	**89%**	82%	80%	93%	-	*	*	*	82%	81%	61%
	2016	73%	85%	**84%**	52%	71%	92%	*	*	*	100%	55%	69%	56%
Mathematics	2017	79%	91%	**90%**	78%	78%	94%	-	*	*	*	58%	84%	70%
	2016	76%	89%	**88%**	59%	85%	93%	*	*	*	100%	60%	75%	80%
Writing	2017	67%	76%	**77%**	63%	64%	83%	-	-	*	*	67%	71%	*
	2016	69%	81%	**76%**	54%	72%	80%	*	*	-	*	*	65%	55%
STAAR Percent at Meets Grade Level														
All Grades														
Two or More Subjects	2017	48%	63%	**55%**	35%	49%	59%	-	*	*	*	38%	49%	*
	2016	45%	60%	**49%**	*	42%	55%	*	*	*	*	*	31%	*

Texas Academic Performance Report
2016-17 Campus Performance

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

Total Students: 737
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 Meets Grade Level														
All Grades														
Reading	2017	48%	61%	**64%**	41%	56%	69%	-	*	*	*	55%	54%	*
	2016	46%	61%	**56%**	19%	47%	63%	*	*	*	*	*	41%	*
Mathematics	2017	48%	66%	**65%**	48%	56%	70%	-	*	*	*	50%	60%	*
	2016	43%	60%	**57%**	22%	48%	63%	*	*	*	*	*	36%	*
Writing	2017	38%	44%	**45%**	*	36%	50%	-	-	*	*	*	43%	*
	2016	41%	53%	**45%**	*	42%	51%	*	*	-	*	*	29%	*
STAAR Percent at Masters Grade Level														
All Grades														
All Subjects	2017	20%	29%	**33%**	23%	25%	37%	-	*	*	*	19%	21%	11%
	2016	18%	24%	**29%**	13%	19%	33%	*	*	*	33%	17%	15%	10%
Reading	2017	19%	27%	**43%**	32%	28%	48%	-	*	*	*	*	26%	*
	2016	17%	24%	**36%**	17%	23%	42%	*	*	*	*	25%	20%	*
Mathematics	2017	23%	34%	**36%**	22%	29%	39%	-	*	*	*	*	25%	*
	2016	19%	27%	**26%**	*	17%	31%	*	*	*	*	*	12%	*
Writing	2017	12%	14%	**12%**	*	*	13%	-	-	*	*	*	*	*
	2016	15%	18%	**18%**	*	*	20%	*	*	-	*	*	13%	*
STAAR Percent Met or Exceeded Progress														
All Grades														
All Subjects	2017	61%	65%	**64%**	*	63%	68%	-	*	*	-	69%	62%	60%
	2016	62%	66%	**63%**	*	58%	65%	*	*	-	*	*	61%	60%
Reading	2017	59%	59%	**63%**	*	63%	67%	-	*	*	-	*	56%	*
	2016	60%	60%	**54%**	*	*	58%	*	*	-	*	*	*	*
Mathematics	2017	64%	71%	**65%**	*	*	69%	-	*	*	-	*	67%	59%
	2016	63%	72%	**72%**	*	69%	72%	*	*	-	*	*	74%	68%

Texas Academic Performance Report
2016-17 Campus Performance

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

Total Students: 737
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 Exceeded Progress														
All Grades														
All Subjects	2017	19%	20%	**24%**	*	15%	28%	-	*	*	-	38%	18%	17%
	2016	17%	17%	**15%**	*	19%	14%	*	*	-	*	*	11%	23%
Reading	2017	17%	17%	**25%**	*	19%	28%	-	*	*	-	*	19%	*
	2016	16%	14%	**8%**	*	*	10%	*	*	-	*	*	*	*
Mathematics	2017	20%	24%	**23%**	*	*	28%	-	*	*	-	*	18%	19%
	2016	17%	20%	**21%**	*	31%	19%	*	*	-	*	*	19%	36%
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2017	35%	38%	**42%**	*	*	67%	-	-	-	-	*	*	*
	2016	35%	43%	**30%**	*	*	63%	-	*	-	-	*	*	*
Mathematics	2017	43%	48%	*	*	*	*	-	-	-	-	*	*	*

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

Total Students: 737
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 Approaches Grade Level or Above															
All Grades															
All Subjects	2017	75%	86%	**87%**	54%	-	-	54%	-	82%	88%	*	-	60%	60%
	2016	75%	86%	**84%**	62%	-	-	62%	-	89%	*	*	-	66%	66%
Reading	2017	72%	84%	**89%**	50%	-	-	50%	-	100%	*	*	-	61%	61%
	2016	73%	85%	**84%**	52%	-	-	52%	-	*	*	*	-	56%	56%
Mathematics	2017	79%	91%	**90%**	67%	-	-	67%	-	*	*	*	-	70%	70%
	2016	76%	89%	**88%**	76%	-	-	76%	-	*	*	*	-	80%	80%
Writing	2017	67%	76%	**77%**	*	-	-	*	-	*	-	*	-	*	*
	2016	69%	81%	**76%**	50%	-	-	50%	-	*	-	*	-	55%	55%
STAAR Percent at Meets Grade Level															
All Grades															
Two or More Subjects	2017	48%	63%	**55%**	*	-	-	*	-	*	*	*	-	*	*
	2016	45%	60%	**49%**	*	-	-	*	-	*	*	*	-	*	*
Reading	2017	48%	61%	**64%**	*	-	-	*	-	*	*	*	-	*	*
	2016	46%	61%	**56%**	*	-	-	*	-	*	*	*	-	*	*
Mathematics	2017	48%	66%	**65%**	*	-	-	*	-	*	*	*	-	*	*
	2016	43%	60%	**57%**	*	-	-	*	-	*	*	*	-	*	*
Writing	2017	38%	44%	**45%**	*	-	-	*	-	*	-	*	-	*	*
	2016	41%	53%	**45%**	*	-	-	*	-	*	-	*	-	*	*
STAAR Percent at Masters Grade Level															
All Grades															
All Subjects	2017	20%	29%	**33%**	*	-	-	*	-	*	*	*	-	11%	11%
	2016	18%	24%	**29%**	*	-	-	*	-	*	*	*	-	10%	10%
Reading	2017	19%	27%	**43%**	*	-	-	*	-	*	*	*	-	*	*
	2016	17%	24%	**36%**	*	-	-	*	-	*	*	*	-	*	*
Mathematics	2017	23%	34%	**36%**	*	-	-	*	-	*	*	*	-	*	*
	2016	19%	27%	**26%**	*	-	-	*	-	*	*	*	-	*	*

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

Total Students: 737
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 Masters Grade Level															
All Grades															
Writing	2017	12%	14%	**12%**	*	-	-	*	-	*	-	*	-	*	*
	2016	15%	18%	**18%**	*	-	-	*	-	*	-	*	-	*	*
STAAR Percent Met or Exceeded Progress															
All Grades															
All Subjects	2017	61%	65%	**64%**	53%	-	-	53%	-	*	*	*	-	55%	55%
	2016	62%	66%	**63%**	59%	-	-	59%	-	*	*	*	-	63%	63%
Reading	2017	59%	59%	**63%**	*	-	-	*	-	*	*	*	-	*	*
	2016	60%	60%	**54%**	*	-	-	*	-	*	*	*	-	*	*
Mathematics	2017	64%	71%	**65%**	*	-	-	*	-	*	*	*	-	55%	55%
	2016	63%	72%	**72%**	75%	-	-	75%	-	*	*	*	-	78%	78%
STAAR Percent Exceeded Progress															
All Grades															
All Subjects	2017	19%	20%	**24%**	15%	-	-	15%	-	*	*	*	-	19%	19%
	2016	17%	17%	**15%**	22%	-	-	22%	-	*	*	*	-	26%	26%
Reading	2017	17%	17%	**25%**	*	-	-	*	-	*	*	*	-	*	*
	2016	16%	14%	**8%**	*	-	-	*	-	*	*	*	-	*	*
Mathematics	2017	20%	24%	**23%**	*	-	-	*	-	*	*	*	-	23%	23%
	2016	17%	20%	**21%**	35%	-	-	35%	-	*	*	*	-	43%	43%
Progress of Prior-Year Non-Proficient Students															
Sum of Grades 4-8															
Reading	2017	35%	38%	**42%**	*	-	-	*	-	-	-	-	-	*	*
	2016	35%	43%	**30%**	*	-	-	*	-	-	-	-	-	*	*
Mathematics	2017	43%	48%	*	*	-	-	*	-	-	-	-	-	*	*

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

Texas Academic Performance Report
2016-17 Campus Participation

Total Students: 737
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
2017 STAAR Participation (All Grades)													
All Tests													
Test Participant	99%	98%	**98%**	99%	98%	98%	-	*	100%	75%	94%	98%	98%
Included in Accountability	94%	94%	**91%**	91%	91%	92%	-	*	100%	38%	91%	90%	89%
Not Included in Accountability													
Mobile	4%	4%	**7%**	7%	7%	6%	-	*	0%	38%	0%	7%	8%
Other Exclusions	1%	0%	**0%**	0%	1%	0%	-	*	0%	0%	3%	0%	2%
Not Tested	1%	2%	**2%**	1%	2%	2%	-	*	0%	25%	6%	2%	2%
Absent	1%	2%	**2%**	1%	2%	2%	-	*	0%	25%	6%	2%	2%
Other	0%	0%	**0%**	0%	0%	0%	-	*	0%	0%	0%	0%	0%
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 Academic Performance Report
2016-17 Campus Attendance and Postsecondary Readiness

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

Total Students: 737
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													
2015-16	95.8%	95.5%	**95.6%**	96.2%	95.4%	95.6%	*	*	*	95.0%	93.9%	94.9%	95.7%
2014-15	95.7%	95.3%	**95.1%**	95.6%	95.0%	95.0%	*	*	*	95.8%	92.6%	95.0%	95.9%

District Name: MONTGOMERY ISD

Campus Name: MONTGOMERY EL

Campus Number: 170903103

Total Students: 737

Grade Span: EE - 04

School Type: Elementary

Student Information	--------------- Campus --------------- Count	Percent	District	State
Total Students:	737	100.0%	8,282	5,343,834
Students by Grade:				
Early Childhood Education	8	1.1%	0.1%	0.3%
Pre-Kindergarten	37	5.0%	1.2%	4.2%
Kindergarten	120	16.3%	6.1%	7.0%
Grade 1	135	18.3%	6.8%	7.4%
Grade 2	139	18.9%	6.7%	7.6%
Grade 3	133	18.0%	7.2%	7.7%
Grade 4	165	22.4%	8.0%	7.7%
Grade 5	0	0.0%	8.1%	7.5%
Grade 6	0	0.0%	8.4%	7.4%
Grade 7	0	0.0%	8.1%	7.4%
Grade 8	0	0.0%	8.2%	7.3%
Grade 9	0	0.0%	8.7%	8.1%
Grade 10	0	0.0%	7.9%	7.4%
Grade 11	0	0.0%	7.9%	6.8%
Grade 12	0	0.0%	6.6%	6.2%
Ethnic Distribution:				
African American	59	8.0%	3.2%	12.6%
Hispanic	145	19.7%	15.3%	52.4%
White	504	68.4%	77.7%	28.1%
American Indian	2	0.3%	0.6%	0.4%
Asian	3	0.4%	0.9%	4.2%
Pacific Islander	3	0.4%	0.1%	0.1%
Two or More Races	21	2.8%	2.3%	2.2%
Economically Disadvantaged	293	39.8%	24.1%	59.0%
Non-Educationally Disadvantaged	444	60.2%	75.9%	41.0%
English Language Learners (ELL)	50	6.8%	2.3%	18.9%
Students w/ Disciplinary Placements (2015-2016)	1	0.1%	1.0%	1.4%
At-Risk	194	26.3%	31.0%	50.3%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	50			
By Type of Primary Disability				
Students with Intellectual Disabilities	6	12.0%	42.2%	44.5%
Students with Physical Disabilities	14	28.0%	17.7%	21.9%
Students with Autism	6	12.0%	12.3%	12.5%
Students with Behavioral Disabilities	13	26.0%	24.9%	19.9%
Students with Non-Categorical Early Childhood	11	22.0%	3.0%	1.3%

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

Total Students: 737
Grade Span: EE - 04
School Type: Elementary

| Student Information | ---------------- Campus ---------------- | | District | State |
	Count	Percent		
Mobility (2015-2016):				
Total Mobile Students	101	15.3%	10.7%	16.2%
By Ethnicity:				
African American	15	2.3%		
Hispanic	24	3.6%		
White	60	9.1%		
American Indian	0	0.0%		
Asian	0	0.0%		
Pacific Islander	0	0.0%		
Two or More Races	2	0.3%		

District Name: MONTGOMERY ISD

Campus Name: MONTGOMERY EL

Campus Number: 170903103

Total Students: 737

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	3.6%	2.7%	1.8%	0.0%	4.0%	7.7%
Grade 1	6.4%	4.5%	3.8%	25.0%	16.0%	6.8%
Grade 2	0.8%	1.1%	2.4%	0.0%	0.0%	3.1%
Grade 3	1.3%	1.4%	1.6%	0.0%	0.0%	1.2%
Grade 4	0.7%	0.4%	0.8%	0.0%	0.0%	0.7%
Grade 5	-	0.8%	0.4%	-	0.0%	0.7%
Grade 6	-	0.5%	0.6%	-	0.0%	0.7%
Grade 7	-	0.0%	0.7%	-	0.0%	0.8%
Grade 8	-	0.2%	0.5%	-	0.0%	0.9%

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	19.9	20.2	18.8
Grade 1	19.3	19.4	18.8
Grade 2	17.4	18.6	18.9
Grade 3	16.5	18.5	19.0
Grade 4	18.0	19.1	19.0
Grade 5	-	22.7	20.9
Grade 6	-	24.8	20.4
Secondary:			
English/Language Arts	-	19.3	16.8
Foreign Languages	-	20.9	18.7
Mathematics	-	21.5	18.0
Science	-	21.5	19.0
Social Studies	-	22.0	19.4

District Name: MONTGOMERY ISD

Campus Name: MONTGOMERY EL

Campus Number: 170903103

Total Students: 737

Grade Span: EE - 04

School Type: Elementary

| Staff Information | --------------- Campus --------------- | | District | State |
	Count/Average	Percent		
Total Staff	72.1	100.0%	100.0%	100.0%
Professional Staff:	58.1	80.6%	66.7%	64.0%
Teachers	50.5	70.1%	54.8%	50.0%
Professional Support	5.6	7.7%	8.3%	10.0%
Campus Administration (School Leadership)	2.0	2.8%	2.6%	2.9%
Educational Aides:	14.0	19.4%	7.0%	9.6%
Total Minority Staff:	12.0	16.6%	11.9%	49.1%
Teachers by Ethnicity and Sex:				
African American	1.0	2.0%	1.5%	10.2%
Hispanic	7.0	13.9%	6.0%	26.6%
White	40.5	80.2%	91.1%	59.8%
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%	0.4%
Two or More Races	2.0	4.0%	1.0%	1.1%
Males	0.1	0.3%	18.0%	23.7%
Females	50.4	99.7%	82.0%	76.3%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.2%	1.2%
Bachelors	37.5	74.3%	76.3%	74.5%
Masters	13.0	25.7%	22.9%	23.6%
Doctorate	0.0	0.0%	0.6%	0.6%
Teachers by Years of Experience:				
Beginning Teachers	1.0	2.0%	2.9%	7.8%
1-5 Years Experience	13.0	25.7%	18.2%	28.0%
6-10 Years Experience	10.0	19.8%	20.7%	20.9%
11-20 Years Experience	17.1	33.9%	35.5%	27.8%
Over 20 Years Experience	9.4	18.6%	22.7%	15.5%
Number of Students per Teacher	14.6	n/a	15.9	15.1

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

Total Students: 737
Grade Span: EE - 04
School Type: Elementary

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	21.0	21.9	19.5
Average Years Experience of Principals with District	21.0	9.7	12.2
Average Years Experience of Assistant Principals	16.0	16.8	15.7
Average Years Experience of Assistant Principals with District	15.0	9.4	10.1
Average Years Experience of Teachers:	12.8	13.6	10.9
Average Years Experience of Teachers with District:	7.0	6.9	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$48,000	$48,982	$46,199
1-5 Years Experience	$50,505	$50,648	$48,779
6-10 Years Experience	$53,461	$53,400	$51,184
11-20 Years Experience	$55,662	$56,036	$54,396
Over 20 Years Experience	$63,279	$63,559	$60,913
Average Actual Salaries (regular duties only):			
Teachers	$55,165	$56,012	$52,525
Professional Support	$63,222	$65,125	$61,728
Campus Administration (School Leadership)	$84,411	$82,002	$76,471
Instructional Staff Percent:	n/a	66.9%	64.6%
Contracted Instructional Staff (not incl. above):	2.0	16.0	2,110.5

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

Total Students: 737
Grade Span: EE - 04
School Type: Elementary

Program Information	--------------- Campus --------------- Count	Percent	District	State
Student Enrollment by Program:				
Bilingual/ESL Education	109	14.8%	3.5%	18.8%
Career & Technical Education	0	0.0%	33.4%	25.0%
Gifted & Talented Education	29	3.9%	6.4%	7.8%
Special Education	50	6.8%	6.5%	8.8%
Teachers by Program (population served):				
Bilingual/ESL Education	0.0	0.0%	0.2%	6.0%
Career & Technical Education	0.0	0.0%	6.7%	4.5%
Compensatory Education	3.0	5.9%	3.6%	2.8%
Gifted & Talented Education	0.0	0.0%	0.0%	1.9%
Regular Education	43.4	85.9%	79.0%	72.8%
Special Education	4.1	8.1%	8.9%	8.6%
Other	0.0	0.0%	1.5%	3.4%

Link to:
PEIMS Financial Standard Reports/
2015-2016 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.
'**'   When only one group is masked, then the second smallest group is masked (regardless of size).
'-'   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.

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2016-17 Texas Academic Performance Report

District Name: **MONTGOMERY ISD**

Campus Name: **STEWART CREEK EL**

Campus Number: **170903104**

2017 Accountability Rating: **Met Standard**

Distinction Designations:

Top 25 Percent: Closing Performance Gaps

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Texas Academic Performance Report
2016-17 Campus Performance

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

Total Students: 783
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 Approaches Grade Level or Above														
Grade 3														
Reading	2017	73%	89%	**88%**	*	86%	89%	-	-	-	*	67%	80%	67%
	2016	73%	86%	**80%**	*	75%	83%	*	*	-	*	*	80%	69%
Mathematics	2017	78%	91%	**92%**	*	100%	91%	-	-	-	100%	78%	91%	100%
	2016	75%	87%	**89%**	*	86%	89%	*	*	-	*	100%	93%	85%
STAAR Percent at Approaches Grade Level or Above														
Grade 4														
Reading	2017	70%	83%	**80%**	*	62%	88%	*	*	-	*	*	75%	57%
	2016	75%	87%	**87%**	-	100%	86%	*	*	-	*	67%	75%	*
Mathematics	2017	76%	88%	**87%**	*	78%	90%	*	*	-	*	*	83%	86%
	2016	73%	89%	**94%**	-	100%	93%	*	*	-	*	78%	89%	*
Writing	2017	65%	75%	**73%**	*	67%	74%	*	*	-	*	*	67%	54%
	2016	69%	82%	**85%**	-	100%	83%	*	*	-	*	56%	73%	*
STAAR Percent at Approaches Grade Level or Above														
All Grades														
All Subjects	2017	75%	86%	**84%**	64%	76%	86%	*	100%	-	88%	55%	79%	71%
	2016	75%	86%	**87%**	88%	89%	87%	*	100%	-	55%	70%	82%	79%
Reading	2017	72%	84%	**84%**	*	71%	88%	*	*	-	71%	53%	78%	61%
	2016	73%	85%	**84%**	*	83%	85%	*	*	-	*	64%	78%	71%
Mathematics	2017	79%	91%	**89%**	*	86%	90%	*	*	-	100%	65%	87%	91%
	2016	76%	89%	**91%**	*	90%	91%	*	*	-	*	86%	91%	86%
Writing	2017	67%	76%	**73%**	*	67%	74%	*	*	-	*	*	67%	54%
	2016	69%	81%	**85%**	-	100%	83%	*	*	-	*	56%	73%	*
STAAR Percent at Meets Grade Level														
All Grades														
Two or More Subjects	2017	48%	63%	**48%**	*	38%	52%	*	*	-	*	*	39%	30%
	2016	45%	60%	**51%**	*	42%	55%	*	*	-	*	*	37%	*

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

Total Students: 783
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 Meets Grade Level														
All Grades														
Reading	2017	48%	61%	**56%**	*	41%	59%	*	*	-	*	31%	44%	30%
	2016	46%	61%	**55%**	*	53%	57%	*	*	-	*	*	43%	*
Mathematics	2017	48%	66%	**66%**	*	51%	70%	*	*	-	*	*	58%	46%
	2016	43%	60%	**61%**	*	56%	64%	*	*	-	*	*	51%	*
Writing	2017	38%	44%	**37%**	*	34%	39%	*	*	-	*	*	32%	*
	2016	41%	53%	**50%**	-	64%	50%	*	*	-	*	*	39%	*
STAAR Percent at Masters Grade Level														
All Grades														
All Subjects	2017	20%	29%	**30%**	*	25%	32%	*	*	-	*	*	23%	20%
	2016	18%	24%	**30%**	*	29%	31%	*	*	-	*	14%	20%	21%
Reading	2017	19%	27%	**33%**	*	27%	35%	*	*	-	*	*	22%	*
	2016	17%	24%	**33%**	*	36%	34%	*	*	-	*	*	23%	*
Mathematics	2017	23%	34%	**36%**	*	34%	37%	*	*	-	*	*	28%	35%
	2016	19%	27%	**29%**	*	24%	31%	*	*	-	*	*	20%	*
Writing	2017	12%	14%	**13%**	*	*	15%	*	*	-	*	*	15%	*
	2016	15%	18%	**24%**	-	*	25%	*	*	-	*	*	14%	*
STAAR Percent Met or Exceeded Progress														
All Grades														
All Subjects	2017	61%	65%	**62%**	*	50%	67%	*	*	-	*	*	57%	54%
	2016	62%	66%	**64%**	-	78%	63%	*	*	-	*	81%	53%	*
Reading	2017	59%	59%	**54%**	*	36%	61%	*	*	-	*	*	49%	*
	2016	60%	60%	**58%**	-	*	59%	*	*	-	*	*	*	*
Mathematics	2017	64%	71%	**69%**	*	62%	72%	*	*	-	*	*	63%	70%
	2016	63%	72%	**69%**	-	*	67%	*	*	-	*	88%	60%	*

Texas Academic Performance Report
2016-17 Campus Performance

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

Total Students: 783
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 Exceeded Progress														
All Grades														
All Subjects	2017	19%	20%	**25%**	*	21%	28%	*	*	-	*	*	24%	27%
	2016	17%	17%	**23%**	-	19%	24%	*	*	-	*	69%	11%	*
Reading	2017	17%	17%	**18%**	*	14%	20%	*	*	-	*	*	16%	*
	2016	16%	14%	**15%**	-	*	15%	*	*	-	*	*	*	*
Mathematics	2017	20%	24%	**32%**	*	26%	35%	*	*	-	*	*	32%	37%
	2016	17%	20%	**31%**	-	*	33%	*	*	-	*	88%	16%	*
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2017	35%	38%	*	*	*	*	-	-	-	*	*	*	*
	2016	35%	43%	**38%**	-	*	*	-	-	-	-	*	*	*
Mathematics	2017	43%	48%	**40%**	-	*	*	-	-	-	-	*	*	*

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

Total Students: 783
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 Approaches Grade Level or Above															
All Grades															
All Subjects	2017	75%	86%	**84%**	77%	-	-	77%	-	42%	*	*	*	69%	71%
	2016	75%	86%	**87%**	88%	-	-	88%	-	78%	100%	*	*	84%	79%
Reading	2017	72%	84%	**84%**	65%	-	-	65%	-	*	*	*	*	57%	61%
	2016	73%	85%	**84%**	75%	-	-	75%	-	*	*	*	*	75%	71%
Mathematics	2017	79%	91%	**89%**	94%	-	-	94%	-	*	*	*	*	90%	91%
	2016	76%	89%	**91%**	100%	-	-	100%	-	*	*	*	*	92%	86%
Writing	2017	67%	76%	**73%**	67%	-	-	67%	-	*	*	*	-	54%	54%
	2016	69%	81%	**85%**	-	-	-	-	-	*	*	-	-	*	*
STAAR Percent at Meets Grade Level															
All Grades															
Two or More Subjects	2017	48%	63%	**48%**	*	-	-	*	-	*	*	*	*	28%	30%
	2016	45%	60%	**51%**	*	-	-	*	-	*	*	-	*	*	*
Reading	2017	48%	61%	**56%**	*	-	-	*	-	*	*	*	*	28%	30%
	2016	46%	61%	**55%**	*	-	-	*	-	*	*	-	*	*	*
Mathematics	2017	48%	66%	**66%**	*	-	-	*	-	*	*	*	*	45%	46%
	2016	43%	60%	**61%**	*	-	-	*	-	*	*	-	*	*	*
Writing	2017	38%	44%	**37%**	*	-	-	*	-	*	*	*	-	*	*
	2016	41%	53%	**50%**	-	-	-	-	-	*	*	-	-	*	*
STAAR Percent at Masters Grade Level															
All Grades															
All Subjects	2017	20%	29%	**30%**	19%	-	-	19%	-	*	*	*	*	18%	20%
	2016	18%	24%	**30%**	*	-	-	*	-	*	*	*	*	24%	21%
Reading	2017	19%	27%	**33%**	*	-	-	*	-	*	*	*	*	*	*
	2016	17%	24%	**33%**	*	-	-	*	-	*	*	*	*	*	*
Mathematics	2017	23%	34%	**36%**	35%	-	-	35%	-	*	*	*	*	33%	35%
	2016	19%	27%	**29%**	*	-	-	*	-	*	*	*	*	*	*

District Name: MONTGOMERY ISD

Campus Name: STEWART CREEK EL

Campus Number: 170903104

Texas Academic Performance Report

2016-17 Campus Performance

Bilingual Education/English as a Second Language

Total Students: 783

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 Masters Grade Level															
All Grades															
Writing	2017	12%	14%	**13%**	*	-	-	*	-	*	*	*	-	*	*
	2016	15%	18%	**24%**	-	-	-	-	-	*	*	-	-	*	*
STAAR Percent Met or Exceeded Progress															
All Grades															
All Subjects	2017	61%	65%	**62%**	64%	-	-	64%	-	*	*	*	-	56%	56%
	2016	62%	66%	**64%**	*	-	-	*	-	*	*	*	-	*	*
Reading	2017	59%	59%	**54%**	*	-	-	*	-	*	*	*	-	*	*
	2016	60%	60%	**58%**	*	-	-	*	-	*	*	*	-	*	*
Mathematics	2017	64%	71%	**69%**	76%	-	-	76%	-	*	*	*	-	71%	71%
	2016	63%	72%	**69%**	*	-	-	*	-	*	*	*	-	*	*
STAAR Percent Exceeded Progress															
All Grades															
All Subjects	2017	19%	20%	**25%**	36%	-	-	36%	-	*	*	*	-	31%	31%
	2016	17%	17%	**23%**	*	-	-	*	-	*	*	*	-	*	*
Reading	2017	17%	17%	**18%**	*	-	-	*	-	*	*	*	-	*	*
	2016	16%	14%	**15%**	*	-	-	*	-	*	*	*	-	*	*
Mathematics	2017	20%	24%	**32%**	47%	-	-	47%	-	*	*	*	-	43%	43%
	2016	17%	20%	**31%**	*	-	-	*	-	*	*	*	-	*	*
Progress of Prior-Year Non-Proficient Students															
Sum of Grades 4-8															
Reading	2017	35%	38%	*	*	-	-	*	-	*	*	-	-	*	*
	2016	35%	43%	**38%**	-	-	-	-	-	*	*	-	-	*	*
Mathematics	2017	43%	48%	**40%**	*	-	-	*	-	*	*	-	-	*	*

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

Total Students: 783
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
2017 STAAR Participation **(All Grades)**													
All Tests													
Test Participant	99%	98%	**98%**	100%	98%	98%	*	100%	-	83%	96%	97%	99%
Included in Accountability	94%	94%	**92%**	100%	88%	94%	*	69%	-	70%	76%	89%	87%
Not Included in Accountability													
Mobile	4%	4%	**6%**	0%	9%	4%	*	31%	-	13%	20%	7%	7%
Other Exclusions	1%	0%	**0%**	0%	2%	0%	*	0%	-	0%	0%	1%	4%
Not Tested	1%	2%	**2%**	0%	2%	2%	*	0%	-	17%	4%	3%	1%
Absent	1%	2%	**2%**	0%	2%	2%	*	0%	-	17%	4%	3%	1%
Other	0%	0%	**0%**	0%	0%	0%	*	0%	-	0%	0%	0%	0%
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%

District Name: MONTGOMERY ISD

Campus Name: STEWART CREEK EL

Campus Number: 170903104

Texas Academic Performance Report
2016-17 Campus Attendance and Postsecondary Readiness

Total Students: 783

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													
2015-16	95.8%	95.5%	**95.8%**	95.3%	96.5%	95.7%	*	*	*	94.9%	95.1%	95.5%	96.6%
2014-15	95.7%	95.3%	**95.5%**	93.6%	95.8%	95.5%	*	97.7%	-	94.2%	95.2%	94.8%	96.5%

Texas Academic Performance Report
2016-17 Campus Profile

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

Total Students: 783
Grade Span: PK - 04
School Type: Elementary

| Student Information | --------------- Campus --------------- | | District | State |
	Count	Percent	District	State
Total Students:	783	100.0%	8,282	5,343,834
Students by Grade:				
Early Childhood Education	0	0.0%	0.1%	0.3%
Pre-Kindergarten	42	5.4%	1.2%	4.2%
Kindergarten	125	16.0%	6.1%	7.0%
Grade 1	153	19.5%	6.8%	7.4%
Grade 2	145	18.5%	6.7%	7.6%
Grade 3	154	19.7%	7.2%	7.7%
Grade 4	164	20.9%	8.0%	7.7%
Grade 5	0	0.0%	8.1%	7.5%
Grade 6	0	0.0%	8.4%	7.4%
Grade 7	0	0.0%	8.1%	7.4%
Grade 8	0	0.0%	8.2%	7.3%
Grade 9	0	0.0%	8.7%	8.1%
Grade 10	0	0.0%	7.9%	7.4%
Grade 11	0	0.0%	7.9%	6.8%
Grade 12	0	0.0%	6.6%	6.2%
Ethnic Distribution:				
African American	14	1.8%	3.2%	12.6%
Hispanic	178	22.7%	15.3%	52.4%
White	549	70.1%	77.7%	28.1%
American Indian	4	0.5%	0.6%	0.4%
Asian	11	1.4%	0.9%	4.2%
Pacific Islander	1	0.1%	0.1%	0.1%
Two or More Races	26	3.3%	2.3%	2.2%
Economically Disadvantaged	330	42.1%	24.1%	59.0%
Non-Educationally Disadvantaged	453	57.9%	75.9%	41.0%
English Language Learners (ELL)	66	8.4%	2.3%	18.9%
Students w/ Disciplinary Placements (2015-2016)	0	0.0%	1.0%	1.4%
At-Risk	198	25.3%	31.0%	50.3%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	33			
By Type of Primary Disability				
Students with Intellectual Disabilities	8	24.2%	42.2%	44.5%
Students with Physical Disabilities	19	57.6%	17.7%	21.9%
Students with Autism	*	*	12.3%	12.5%
Students with Behavioral Disabilities	*	*	24.9%	19.9%
Students with Non-Categorical Early Childhood	*	*	3.0%	1.3%

District Name: MONTGOMERY ISD

Campus Name: STEWART CREEK EL

Campus Number: 170903104

Total Students: 783

Grade Span: PK - 04

School Type: Elementary

Student Information	--------------- Campus ---------------		District	State
	Count	Percent	District	State
Mobility (2015-2016):				
Total Mobile Students	104	15.9%	10.7%	16.2%
By Ethnicity:				
African American	2	0.3%		
Hispanic	28	4.3%		
White	64	9.8%		
American Indian	1	0.2%		
Asian	3	0.5%		
Pacific Islander	0	0.0%		
Two or More Races	6	0.9%		

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

Total Students: 783
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	3.7%	2.7%	1.8%	11.1%	4.0%	7.7%
Grade 1	7.4%	4.5%	3.8%	33.3%	16.0%	6.8%
Grade 2	2.8%	1.1%	2.4%	0.0%	0.0%	3.1%
Grade 3	2.0%	1.4%	1.6%	0.0%	0.0%	1.2%
Grade 4	0.0%	0.4%	0.8%	0.0%	0.0%	0.7%
Grade 5	-	0.8%	0.4%	-	0.0%	0.7%
Grade 6	-	0.5%	0.6%	-	0.0%	0.7%
Grade 7	-	0.0%	0.7%	-	0.0%	0.8%
Grade 8	-	0.2%	0.5%	-	0.0%	0.9%

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	18.4	20.2	18.8
Grade 1	19.1	19.4	18.8
Grade 2	20.6	18.6	18.9
Grade 3	19.3	18.5	19.0
Grade 4	20.1	19.1	19.0
Grade 5	-	22.7	20.9
Grade 6	-	24.8	20.4
Secondary:			
English/Language Arts	-	19.3	16.8
Foreign Languages	-	20.9	18.7
Mathematics	-	21.5	18.0
Science	-	21.5	19.0
Social Studies	-	22.0	19.4

Texas Academic Performance Report
2016-17 Campus Profile

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

Total Students: 783
Grade Span: PK - 04
School Type: Elementary

Staff Information	--------------- Campus ---------------		District	State
	Count/Average	Percent	District	State
Total Staff	66.9	100.0%	100.0%	100.0%
Professional Staff:	57.4	85.9%	66.7%	64.0%
Teachers	46.9	70.2%	54.8%	50.0%
Professional Support	8.5	12.7%	8.3%	10.0%
Campus Administration (School Leadership)	2.0	3.0%	2.6%	2.9%
Educational Aides:	9.4	14.1%	7.0%	9.6%
Total Minority Staff:	8.9	13.4%	11.9%	49.1%
Teachers by Ethnicity and Sex:				
African American	0.0	0.0%	1.5%	10.2%
Hispanic	6.0	12.8%	6.0%	26.6%
White	39.9	85.1%	91.1%	59.8%
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%	0.4%
Two or More Races	1.0	2.1%	1.0%	1.1%
Males	1.1	2.4%	18.0%	23.7%
Females	45.8	97.6%	82.0%	76.3%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.2%	1.2%
Bachelors	34.4	73.4%	76.3%	74.5%
Masters	12.5	26.6%	22.9%	23.6%
Doctorate	0.0	0.0%	0.6%	0.6%
Teachers by Years of Experience:				
Beginning Teachers	1.0	2.1%	2.9%	7.8%
1-5 Years Experience	9.0	19.2%	18.2%	28.0%
6-10 Years Experience	9.0	19.2%	20.7%	20.9%
11-20 Years Experience	16.6	35.4%	35.5%	27.8%
Over 20 Years Experience	11.3	24.1%	22.7%	15.5%
Number of Students per Teacher	16.7	n/a	15.9	15.1

District Name: MONTGOMERY ISD

Campus Name: STEWART CREEK EL

Campus Number: 170903104

Total Students: 783

Grade Span: PK - 04

School Type: Elementary

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	20.0	21.9	19.5
Average Years Experience of Principals with District	17.0	9.7	12.2
Average Years Experience of Assistant Principals	5.0	16.8	15.7
Average Years Experience of Assistant Principals with District	0.0	9.4	10.1
Average Years Experience of Teachers:	13.6	13.6	10.9
Average Years Experience of Teachers with District:	6.5	6.9	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$54,668	$48,982	$46,199
1-5 Years Experience	$50,753	$50,648	$48,779
6-10 Years Experience	$53,468	$53,400	$51,184
11-20 Years Experience	$55,774	$56,036	$54,396
Over 20 Years Experience	$61,239	$63,559	$60,913
Average Actual Salaries (regular duties only):			
Teachers	$55,661	$56,012	$52,525
Professional Support	$59,786	$65,125	$61,728
Campus Administration (School Leadership)	$71,799	$82,002	$76,471
Instructional Staff Percent:	n/a	66.9%	64.6%
Contracted Instructional Staff (not incl. above):	2.0	16.0	2,110.5

Texas Academic Performance Report
2016-17 Campus Profile

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

Total Students: 783
Grade Span: PK - 04
School Type: Elementary

Program Information	--------------- Campus ---------------		District	State
	Count	Percent	District	State
Student Enrollment by Program:				
Bilingual/ESL Education	100	12.8%	3.5%	18.8%
Career & Technical Education	0	0.0%	33.4%	25.0%
Gifted & Talented Education	18	2.3%	6.4%	7.8%
Special Education	33	4.2%	6.5%	8.8%
Teachers by Program (population served):				
Bilingual/ESL Education	0.5	1.1%	0.2%	6.0%
Career & Technical Education	0.0	0.0%	6.7%	4.5%
Compensatory Education	3.0	6.4%	3.6%	2.8%
Gifted & Talented Education	0.0	0.0%	0.0%	1.9%
Regular Education	42.1	89.7%	79.0%	72.8%
Special Education	1.3	2.8%	8.9%	8.6%
Other	0.0	0.0%	1.5%	3.4%

Link to:
PEIMS Financial Standard Reports/
2015-2016 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.
'**'   When only one group is masked, then the second smallest group is masked (regardless of size).
'-'   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.

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2016-17 Texas Academic Performance Report

District Name: **MONTGOMERY ISD**

Campus Name: **LONE STAR EL**

Campus Number: **170903105**

2017 Accountability Rating: **Met Standard**

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

Total Students: 882
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 Approaches Grade Level or Above														
Grade 3														
Reading	2017	73%	89%	**87%**	*	80%	87%	-	*	-	*	*	82%	*
	2016	73%	86%	**87%**	*	83%	89%	*	-	-	*	73%	59%	*
Mathematics	2017	78%	91%	**88%**	*	80%	89%	-	*	-	*	*	86%	*
	2016	75%	87%	**83%**	*	91%	82%	*	-	-	*	64%	41%	*
STAAR Percent at Approaches Grade Level or Above														
Grade 4														
Reading	2017	70%	83%	**83%**	*	86%	83%	*	-	-	*	70%	62%	*
	2016	75%	87%	**88%**	*	81%	89%	-	*	-	88%	47%	71%	*
Mathematics	2017	76%	88%	**89%**	*	93%	89%	*	-	-	*	82%	65%	*
	2016	73%	89%	**90%**	*	76%	92%	-	*	-	88%	53%	71%	*
Writing	2017	65%	75%	**75%**	*	86%	74%	*	-	-	*	50%	58%	*
	2016	69%	82%	**82%**	*	57%	86%	-	*	-	75%	47%	65%	*
STAAR Percent at Approaches Grade Level or Above														
All Grades														
All Subjects	2017	75%	86%	**84%**	50%	86%	85%	*	*	-	78%	49%	71%	86%
	2016	75%	86%	**86%**	71%	78%	87%	*	*	-	82%	55%	61%	*
Reading	2017	72%	84%	**85%**	*	83%	85%	*	*	-	86%	47%	72%	*
	2016	73%	85%	**88%**	*	82%	89%	*	*	-	85%	58%	65%	*
Mathematics	2017	79%	91%	**89%**	*	88%	89%	*	*	-	86%	50%	76%	*
	2016	76%	89%	**86%**	*	84%	87%	*	*	-	85%	58%	56%	*
Writing	2017	67%	76%	**75%**	*	86%	74%	*	-	-	*	50%	58%	*
	2016	69%	81%	**82%**	*	57%	86%	-	*	-	75%	47%	65%	*
STAAR Percent at Meets Grade Level														
All Grades														
Two or More Subjects	2017	48%	63%	**52%**	*	43%	54%	*	-	-	71%	35%	24%	*
	2016	45%	60%	**49%**	*	41%	51%	*	*	-	38%	29%	21%	*

Texas Academic Performance Report
2016-17 Campus Performance

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

Total Students: 882
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 Meets Grade Level														
All Grades														
Reading	2017	48%	61%	**58%**	*	46%	60%	*	-	-	71%	32%	30%	*
	2016	46%	61%	**57%**	*	50%	59%	*	*	-	46%	38%	24%	*
Mathematics	2017	48%	66%	**62%**	*	63%	61%	*	-	-	71%	40%	40%	*
	2016	43%	60%	**60%**	*	50%	61%	*	*	-	69%	38%	35%	*
Writing	2017	38%	44%	**42%**	*	41%	44%	*	-	-	*	*	*	*
	2016	41%	53%	**46%**	*	38%	48%	-	*	-	*	*	*	*
STAAR Percent at Masters Grade Level														
All Grades														
All Subjects	2017	20%	29%	**31%**	*	20%	33%	*	*	-	44%	18%	13%	*
	2016	18%	24%	**29%**	*	17%	30%	*	*	-	29%	18%	8%	*
Reading	2017	19%	27%	**39%**	*	25%	41%	*	*	-	*	*	17%	*
	2016	17%	24%	**32%**	*	20%	34%	*	*	-	*	23%	*	*
Mathematics	2017	23%	34%	**34%**	*	20%	36%	*	*	-	*	*	16%	*
	2016	19%	27%	**33%**	*	16%	35%	*	*	-	46%	23%	15%	*
Writing	2017	12%	14%	**12%**	*	*	14%	*	-	-	*	*	*	*
	2016	15%	18%	**15%**	*	*	16%	-	*	-	*	*	*	*
STAAR Percent Met or Exceeded Progress														
All Grades														
All Subjects	2017	61%	65%	**59%**	*	55%	60%	*	*	-	*	*	*	*
	2016	62%	66%	**71%**	*	74%	70%	-	-	-	*	*	75%	*
Reading	2017	59%	59%	**53%**	*	*	56%	*	*	-	*	*	*	*
	2016	60%	60%	**61%**	*	*	60%	-	-	-	*	*	*	*
Mathematics	2017	64%	71%	**65%**	*	71%	64%	*	*	-	*	*	*	*
	2016	63%	72%	**82%**	*	81%	81%	-	-	-	*	*	94%	*

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

Texas Academic Performance Report
2016-17 Campus Performance

Total Students: 882
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 Exceeded Progress														
All Grades														
All Subjects	2017	19%	20%	**24%**	*	24%	23%	*	*	-	*	*	*	*
	2016	17%	17%	**26%**	*	17%	27%	-	-	-	*	*	22%	*
Reading	2017	17%	17%	**17%**	*	*	17%	*	*	-	*	*	*	*
	2016	16%	14%	**15%**	*	*	15%	-	-	-	*	*	*	*
Mathematics	2017	20%	24%	**30%**	*	36%	30%	*	*	-	*	*	*	*
	2016	17%	20%	**36%**	*	29%	39%	-	-	-	*	*	31%	*
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2017	35%	38%	**31%**	*	*	38%	-	-	-	*	*	*	-
	2016	35%	43%	**31%**	-	*	38%	-	-	-	*	*	*	-
Mathematics	2017	43%	48%	**48%**	*	*	57%	-	-	-	*	*	*	-

Texas Academic Performance Report
2016-17 Campus Performance
Bilingual Education/English as a Second Language

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

Total Students: 882
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 Approaches Grade Level or Above															
All Grades															
All Subjects	2017	75%	86%	**84%**	-	-	-	-	-	86%	86%	-	-	86%	86%
	2016	75%	86%	**86%**	-	-	-	-	-	*	-	*	*	*	*
Reading	2017	72%	84%	**85%**	-	-	-	-	-	*	*	-	-	*	*
	2016	73%	85%	**88%**	-	-	-	-	-	*	-	*	*	*	*
Mathematics	2017	79%	91%	**89%**	-	-	-	-	-	*	*	-	-	*	*
	2016	76%	89%	**86%**	-	-	-	-	-	*	-	*	*	*	*
Writing	2017	67%	76%	**75%**	-	-	-	-	-	*	*	-	-	*	*
	2016	69%	81%	**82%**	-	-	-	-	-	-	-	-	*	-	*
STAAR Percent at Meets Grade Level															
All Grades															
Two or More Subjects	2017	48%	63%	**52%**	-	-	-	-	-	*	*	-	-	*	*
	2016	45%	60%	**49%**	-	-	-	-	-	*	-	*	*	*	*
Reading	2017	48%	61%	**58%**	-	-	-	-	-	*	*	-	-	*	*
	2016	46%	61%	**57%**	-	-	-	-	-	*	-	*	*	*	*
Mathematics	2017	48%	66%	**62%**	-	-	-	-	-	*	*	-	-	*	*
	2016	43%	60%	**60%**	-	-	-	-	-	*	-	*	*	*	*
Writing	2017	38%	44%	**42%**	-	-	-	-	-	*	*	-	-	*	*
	2016	41%	53%	**46%**	-	-	-	-	-	-	-	-	*	-	*
STAAR Percent at Masters Grade Level															
All Grades															
All Subjects	2017	20%	29%	**31%**	-	-	-	-	-	*	*	-	-	*	*
	2016	18%	24%	**29%**	-	-	-	-	-	*	-	*	*	*	*
Reading	2017	19%	27%	**39%**	-	-	-	-	-	*	*	-	-	*	*
	2016	17%	24%	**32%**	-	-	-	-	-	*	-	*	*	*	*
Mathematics	2017	23%	34%	**34%**	-	-	-	-	-	*	*	-	-	*	*
	2016	19%	27%	**33%**	-	-	-	-	-	*	-	*	*	*	*

District Name: MONTGOMERY ISD

Campus Name: LONE STAR EL

Campus Number: 170903105

Total Students: 882

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 Masters Grade Level															
All Grades															
Writing	2017	12%	14%	**12%**	-	-	-	-	-	*	*	-	-	*	*
	2016	15%	18%	**15%**	-	-	-	-	-	-	-	-	*	-	*
STAAR Percent Met or Exceeded Progress															
All Grades															
All Subjects	2017	61%	65%	**59%**	-	-	-	-	-	*	*	-	-	*	*
	2016	62%	66%	**71%**	-	-	-	-	-	-	-	-	*	-	*
Reading	2017	59%	59%	**53%**	-	-	-	-	-	*	*	-	-	*	*
	2016	60%	60%	**61%**	-	-	-	-	-	-	-	-	*	-	*
Mathematics	2017	64%	71%	**65%**	-	-	-	-	-	*	*	-	-	*	*
	2016	63%	72%	**82%**	-	-	-	-	-	-	-	-	*	-	*
STAAR Percent Exceeded Progress															
All Grades															
All Subjects	2017	19%	20%	**24%**	-	-	-	-	-	*	*	-	-	*	*
	2016	17%	17%	**26%**	-	-	-	-	-	-	-	-	*	-	*
Reading	2017	17%	17%	**17%**	-	-	-	-	-	*	*	-	-	*	*
	2016	16%	14%	**15%**	-	-	-	-	-	-	-	-	*	-	*
Mathematics	2017	20%	24%	**30%**	-	-	-	-	-	*	*	-	-	*	*
	2016	17%	20%	**36%**	-	-	-	-	-	-	-	-	*	-	*
Progress of Prior-Year Non-Proficient Students															
Sum of Grades 4-8															
Reading	2017	35%	38%	**31%**	-	-	-	-	-	-	-	-	-	-	-
	2016	35%	43%	**31%**	-	-	-	-	-	-	-	-	-	-	-
Mathematics	2017	43%	48%	**48%**	-	-	-	-	-	-	-	-	-	-	-

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

Texas Academic Performance Report
2016-17 Campus Participation

Total Students: 882
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
2017 STAAR Participation (All Grades)													
All Tests													
Test Participant	99%	98%	**96%**	100%	97%	96%	*	100%	-	100%	86%	99%	100%
Included in Accountability	94%	94%	**92%**	100%	95%	92%	*	40%	-	86%	70%	94%	70%
Not Included in Accountability													
Mobile	4%	4%	**4%**	0%	2%	4%	*	60%	-	14%	16%	5%	30%
Other Exclusions	1%	0%	**0%**	0%	0%	0%	*	0%	-	0%	0%	0%	0%
Not Tested	1%	2%	**4%**	0%	3%	4%	*	0%	-	0%	14%	1%	0%
Absent	1%	2%	**4%**	0%	3%	4%	*	0%	-	0%	14%	1%	0%
Other	0%	0%	**0%**	0%	0%	0%	*	0%	-	0%	0%	0%	0%
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%

District Name: MONTGOMERY ISD

Campus Name: LONE STAR EL

Campus Number: 170903105

Total Students: 882

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													
2015-16	95.8%	95.5%	**96.1%**	*	96.5%	96.1%	*	*	-	96.6%	94.6%	94.8%	96.2%
2014-15	95.7%	95.3%	**95.9%**	96.8%	95.6%	95.9%	*	*	-	97.3%	95.3%	94.8%	95.1%

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

Total Students: 882
Grade Span: PK - 04
School Type: Elementary

Student Information	--------------- Campus ---------------		District	State
	Count	Percent	District	State
Total Students:	882	100.0%	8,282	5,343,834
Students by Grade:				
Early Childhood Education	0	0.0%	0.1%	0.3%
Pre-Kindergarten	14	1.6%	1.2%	4.2%
Kindergarten	151	17.1%	6.1%	7.0%
Grade 1	168	19.0%	6.8%	7.4%
Grade 2	170	19.3%	6.7%	7.6%
Grade 3	184	20.9%	7.2%	7.7%
Grade 4	195	22.1%	8.0%	7.7%
Grade 5	0	0.0%	8.1%	7.5%
Grade 6	0	0.0%	8.4%	7.4%
Grade 7	0	0.0%	8.1%	7.4%
Grade 8	0	0.0%	8.2%	7.3%
Grade 9	0	0.0%	8.7%	8.1%
Grade 10	0	0.0%	7.9%	7.4%
Grade 11	0	0.0%	7.9%	6.8%
Grade 12	0	0.0%	6.6%	6.2%
Ethnic Distribution:				
African American	9	1.0%	3.2%	12.6%
Hispanic	131	14.9%	15.3%	52.4%
White	713	80.8%	77.7%	28.1%
American Indian	3	0.3%	0.6%	0.4%
Asian	2	0.2%	0.9%	4.2%
Pacific Islander	0	0.0%	0.1%	0.1%
Two or More Races	24	2.7%	2.3%	2.2%
Economically Disadvantaged	144	16.3%	24.1%	59.0%
Non-Educationally Disadvantaged	738	83.7%	75.9%	41.0%
English Language Learners (ELL)	17	1.9%	2.3%	18.9%
Students w/ Disciplinary Placements (2015-2016)	0	0.0%	1.0%	1.4%
At-Risk	129	14.6%	31.0%	50.3%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	53			
By Type of Primary Disability				
Students with Intellectual Disabilities	**	**	42.2%	44.5%
Students with Physical Disabilities	25	47.2%	17.7%	21.9%
Students with Autism	9	17.0%	12.3%	12.5%
Students with Behavioral Disabilities	9	17.0%	24.9%	19.9%
Students with Non-Categorical Early Childhood	*	*	3.0%	1.3%

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

Texas Academic Performance Report
2016-17 Campus Profile

Total Students: 882
Grade Span: PK - 04
School Type: Elementary

| Student Information | ---------------- Campus ---------------- | | District | State |
	Count	Percent		
Mobility (2015-2016):				
Total Mobile Students	76	10.2%	10.7%	16.2%
By Ethnicity:				
African American	1	0.1%		
Hispanic	10	1.3%		
White	61	8.2%		
American Indian	0	0.0%		
Asian	0	0.0%		
Pacific Islander	0	0.0%		
Two or More Races	4	0.5%		

District Name: MONTGOMERY ISD

Campus Name: LONE STAR EL

Campus Number: 170903105

Total Students: 882

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	0.0%	2.7%	1.8%	0.0%	4.0%	7.7%
Grade 1	0.0%	4.5%	3.8%	0.0%	16.0%	6.8%
Grade 2	0.6%	1.1%	2.4%	0.0%	0.0%	3.1%
Grade 3	0.6%	1.4%	1.6%	0.0%	0.0%	1.2%
Grade 4	0.6%	0.4%	0.8%	0.0%	0.0%	0.7%
Grade 5	-	0.8%	0.4%	-	0.0%	0.7%
Grade 6	-	0.5%	0.6%	-	0.0%	0.7%
Grade 7	-	0.0%	0.7%	-	0.0%	0.8%
Grade 8	-	0.2%	0.5%	-	0.0%	0.9%

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	18.8	20.2	18.8
Grade 1	20.9	19.4	18.8
Grade 2	18.9	18.6	18.9
Grade 3	20.3	18.5	19.0
Grade 4	19.4	19.1	19.0
Grade 5	-	22.7	20.9
Grade 6	-	24.8	20.4
Secondary:			
English/Language Arts	-	19.3	16.8
Foreign Languages	-	20.9	18.7
Mathematics	-	21.5	18.0
Science	-	21.5	19.0
Social Studies	-	22.0	19.4

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

Total Students: 882
Grade Span: PK - 04
School Type: Elementary

Staff Information	--------------- Campus ---------------		District	State
	Count/Average	Percent	District	State
Total Staff	71.0	100.0%	100.0%	100.0%
Professional Staff:	62.3	87.7%	66.7%	64.0%
Teachers	53.4	75.2%	54.8%	50.0%
Professional Support	5.9	8.3%	8.3%	10.0%
Campus Administration (School Leadership)	3.0	4.2%	2.6%	2.9%
Educational Aides:	8.7	12.3%	7.0%	9.6%
Total Minority Staff:	0.0	0.0%	11.9%	49.1%
Teachers by Ethnicity and Sex:				
African American	0.0	0.0%	1.5%	10.2%
Hispanic	0.0	0.0%	6.0%	26.6%
White	53.4	100.0%	91.1%	59.8%
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%	0.4%
Two or More Races	0.0	0.0%	1.0%	1.1%
Males	0.1	0.3%	18.0%	23.7%
Females	53.3	99.7%	82.0%	76.3%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.2%	1.2%
Bachelors	43.1	80.8%	76.3%	74.5%
Masters	10.3	19.2%	22.9%	23.6%
Doctorate	0.0	0.0%	0.6%	0.6%
Teachers by Years of Experience:				
Beginning Teachers	1.0	1.9%	2.9%	7.8%
1-5 Years Experience	9.5	17.8%	18.2%	28.0%
6-10 Years Experience	16.5	30.9%	20.7%	20.9%
11-20 Years Experience	19.1	35.8%	35.5%	27.8%
Over 20 Years Experience	7.3	13.6%	22.7%	15.5%
Number of Students per Teacher	16.5	n/a	15.9	15.1

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

Total Students: 882
Grade Span: PK - 04
School Type: Elementary

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	25.0	21.9	19.5
Average Years Experience of Principals with District	3.0	9.7	12.2
Average Years Experience of Assistant Principals	19.5	16.8	15.7
Average Years Experience of Assistant Principals with District	19.5	9.4	10.1
Average Years Experience of Teachers:	11.9	13.6	10.9
Average Years Experience of Teachers with District:	6.1	6.9	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$48,651	$48,982	$46,199
1-5 Years Experience	$50,002	$50,648	$48,779
6-10 Years Experience	$53,046	$53,400	$51,184
11-20 Years Experience	$55,390	$56,036	$54,396
Over 20 Years Experience	$64,356	$63,559	$60,913
Average Actual Salaries (regular duties only):			
Teachers	$54,799	$56,012	$52,525
Professional Support	$64,488	$65,125	$61,728
Campus Administration (School Leadership)	$76,855	$82,002	$76,471
Instructional Staff Percent:	n/a	66.9%	64.6%
Contracted Instructional Staff (not incl. above):	2.0	16.0	2,110.5

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

Total Students: 882
Grade Span: PK - 04
School Type: Elementary

Program Information	--------------- Campus --------------- Count	Percent	District	State
Student Enrollment by Program:				
Bilingual/ESL Education	17	1.9%	3.5%	18.8%
Career & Technical Education	0	0.0%	33.4%	25.0%
Gifted & Talented Education	40	4.5%	6.4%	7.8%
Special Education	53	6.0%	6.5%	8.8%
Teachers by Program (population served):				
Bilingual/ESL Education	0.0	0.0%	0.2%	6.0%
Career & Technical Education	0.0	0.0%	6.7%	4.5%
Compensatory Education	2.5	4.7%	3.6%	2.8%
Gifted & Talented Education	0.0	0.0%	0.0%	1.9%
Regular Education	48.0	89.9%	79.0%	72.8%
Special Education	2.9	5.4%	8.9%	8.6%
Other	0.0	0.0%	1.5%	3.4%

Link to:
PEIMS Financial Standard Reports/
2015-2016 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.
'**' When only one group is masked, then the second smallest group is masked (regardless of size).
'-' 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.

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2016-17 Texas Academic Performance Report

District Name: **MONTGOMERY ISD**

Campus Name: **MADELEY RANCH EL**

Campus Number: **170903106**

2017 Accountability Rating: **Met Standard**

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Texas Academic Performance Report
2016-17 Campus Performance

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

Total Students: 590
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 Approaches Grade Level or Above														
Grade 3														
Reading	2017	73%	89%	**91%**	-	90%	91%	-	-	-	*	70%	95%	-
	2016	73%	86%	**88%**	-	82%	88%	*	*	-	*	70%	85%	-
Mathematics	2017	78%	91%	**93%**	-	100%	94%	-	-	-	*	70%	91%	-
	2016	75%	87%	**88%**	-	91%	88%	*	*	-	*	80%	85%	-
STAAR Percent at Approaches Grade Level or Above														
Grade 4														
Reading	2017	70%	83%	**82%**	-	75%	83%	*	-	-	*	54%	81%	-
	2016	75%	87%	**91%**	*	93%	89%	*	*	-	*	62%	95%	*
Mathematics	2017	76%	88%	**88%**	-	94%	87%	*	-	-	*	62%	86%	-
	2016	73%	89%	**88%**	*	100%	85%	*	*	-	*	69%	81%	*
Writing	2017	65%	75%	**76%**	-	75%	76%	*	-	-	*	*	67%	-
	2016	69%	82%	**84%**	*	80%	84%	*	*	-	*	36%	86%	*
STAAR Percent at Approaches Grade Level or Above														
All Grades														
All Subjects	2017	75%	86%	**86%**	-	85%	86%	*	-	-	93%	57%	84%	-
	2016	75%	86%	**88%**	89%	90%	87%	100%	100%	-	95%	62%	87%	*
Reading	2017	72%	84%	**86%**	-	81%	87%	*	-	-	100%	61%	88%	-
	2016	73%	85%	**90%**	*	88%	89%	*	*	-	100%	65%	90%	*
Mathematics	2017	79%	91%	**91%**	-	96%	90%	*	-	-	83%	65%	88%	-
	2016	76%	89%	**88%**	*	96%	87%	*	*	-	88%	74%	83%	*
Writing	2017	67%	76%	**76%**	-	75%	76%	*	-	-	*	*	67%	-
	2016	69%	81%	**84%**	*	80%	84%	*	*	-	*	36%	86%	*
STAAR Percent at Meets Grade Level														
All Grades														
Two or More Subjects	2017	48%	63%	**57%**	-	56%	56%	*	-	-	83%	39%	47%	-
	2016	45%	60%	**56%**	*	60%	56%	*	*	-	63%	*	39%	-

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

Total Students: 590
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 Meets Grade Level														
All Grades														
Reading	2017	48%	61%	**61%**	-	54%	61%	*	-	-	*	43%	51%	-
	2016	46%	61%	**61%**	*	64%	61%	*	*	-	63%	*	48%	-
Mathematics	2017	48%	66%	**68%**	-	73%	67%	*	-	-	83%	52%	60%	-
	2016	43%	60%	**60%**	*	68%	60%	*	*	-	75%	36%	38%	-
Writing	2017	38%	44%	**44%**	-	31%	43%	*	-	-	*	*	29%	-
	2016	41%	53%	**57%**	*	50%	59%	*	*	-	*	*	57%	-
STAAR Percent at Masters Grade Level														
All Grades														
All Subjects	2017	20%	29%	**34%**	-	31%	34%	*	-	-	47%	29%	22%	-
	2016	18%	24%	**32%**	*	37%	32%	*	*	-	35%	*	23%	*
Reading	2017	19%	27%	**38%**	-	35%	39%	*	-	-	*	26%	33%	-
	2016	17%	24%	**35%**	*	42%	35%	*	*	-	*	*	22%	*
Mathematics	2017	23%	34%	**42%**	-	42%	41%	*	-	-	*	43%	21%	-
	2016	19%	27%	**33%**	*	42%	32%	*	*	-	*	*	22%	*
Writing	2017	12%	14%	**13%**	-	*	12%	*	-	-	*	*	*	-
	2016	15%	18%	**24%**	*	*	23%	*	*	-	*	*	27%	*
STAAR Percent Met or Exceeded Progress														
All Grades														
All Subjects	2017	61%	65%	**59%**	-	*	57%	*	-	-	*	67%	61%	-
	2016	62%	66%	**56%**	*	63%	56%	*	*	-	*	65%	65%	*
Reading	2017	59%	59%	**54%**	-	*	53%	*	-	-	*	*	*	-
	2016	60%	60%	**62%**	*	*	59%	*	*	-	*	*	*	*
Mathematics	2017	64%	71%	**64%**	-	*	62%	*	-	-	*	67%	63%	-
	2016	63%	72%	**51%**	*	*	53%	*	*	-	*	62%	*	*

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

Total Students: 590
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 Exceeded Progress														
All Grades														
All Subjects	2017	19%	20%	**24%**	-	*	26%	*	-	-	*	25%	24%	-
	2016	17%	17%	**13%**	*	20%	12%	*	*	-	*	31%	15%	*
Reading	2017	17%	17%	**19%**	-	*	21%	*	-	-	*	*	*	-
	2016	16%	14%	**15%**	*	*	14%	*	*	-	*	*	*	*
Mathematics	2017	20%	24%	**29%**	-	*	30%	*	-	-	*	42%	32%	-
	2016	17%	20%	**11%**	*	*	10%	*	*	-	*	38%	*	*
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2017	35%	38%	*	-	*	*	-	-	-	-	*	*	-
	2016	35%	43%	**46%**	-	-	42%	*	-	-	-	*	*	-
Mathematics	2017	43%	48%	**46%**	-	*	42%	-	-	-	-	*	*	-

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

Total Students: 590
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 Approaches Grade Level or Above															
All Grades															
All Subjects	2017	75%	86%	**86%**	-	-	-	-	-	-	-	-	-	-	-
	2016	75%	86%	**88%**	-	-	-	-	-	*	*	-	-	*	*
Reading	2017	72%	84%	**86%**	-	-	-	-	-	-	-	-	-	-	-
	2016	73%	85%	**90%**	-	-	-	-	-	*	*	-	-	*	*
Mathematics	2017	79%	91%	**91%**	-	-	-	-	-	-	-	-	-	-	-
	2016	76%	89%	**88%**	-	-	-	-	-	*	*	-	-	*	*
Writing	2017	67%	76%	**76%**	-	-	-	-	-	-	-	-	-	-	-
	2016	69%	81%	**84%**	-	-	-	-	-	*	*	-	-	*	*
STAAR Percent at Meets Grade Level															
All Grades															
Two or More Subjects	2017	48%	63%	**57%**	-	-	-	-	-	-	-	-	-	-	-
	2016	45%	60%	**56%**	-	-	-	-	-	-	-	-	-	-	-
Reading	2017	48%	61%	**61%**	-	-	-	-	-	-	-	-	-	-	-
	2016	46%	61%	**61%**	-	-	-	-	-	-	-	-	-	-	-
Mathematics	2017	48%	66%	**68%**	-	-	-	-	-	-	-	-	-	-	-
	2016	43%	60%	**60%**	-	-	-	-	-	-	-	-	-	-	-
Writing	2017	38%	44%	**44%**	-	-	-	-	-	-	-	-	-	-	-
	2016	41%	53%	**57%**	-	-	-	-	-	-	-	-	-	-	-
STAAR Percent at Masters Grade Level															
All Grades															
All Subjects	2017	20%	29%	**34%**	-	-	-	-	-	-	-	-	-	-	-
	2016	18%	24%	**32%**	-	-	-	-	-	*	*	-	-	*	*
Reading	2017	19%	27%	**38%**	-	-	-	-	-	-	-	-	-	-	-
	2016	17%	24%	**35%**	-	-	-	-	-	*	*	-	-	*	*
Mathematics	2017	23%	34%	**42%**	-	-	-	-	-	-	-	-	-	-	-
	2016	19%	27%	**33%**	-	-	-	-	-	*	*	-	-	*	*

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

Total Students: 590
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 Masters Grade Level														
All Grades														
Writing	2017	12%	14%	**13%**	-	-	-	-	-	-	-	-	-	-	-
	2016	15%	18%	**24%**	-	-	-	-	-	*	*	-	-	*	*
STAAR Percent Met or Exceeded Progress														
All Grades														
All Subjects	2017	61%	65%	**59%**	-	-	-	-	-	-	-	-	-	-	-
	2016	62%	66%	**56%**	-	-	-	-	-	*	*	-	-	*	*
Reading	2017	59%	59%	**54%**	-	-	-	-	-	-	-	-	-	-	-
	2016	60%	60%	**62%**	-	-	-	-	-	*	*	-	-	*	*
Mathematics	2017	64%	71%	**64%**	-	-	-	-	-	-	-	-	-	-	-
	2016	63%	72%	**51%**	-	-	-	-	-	*	*	-	-	*	*
STAAR Percent Exceeded Progress														
All Grades														
All Subjects	2017	19%	20%	**24%**	-	-	-	-	-	-	-	-	-	-	-
	2016	17%	17%	**13%**	-	-	-	-	-	*	*	-	-	*	*
Reading	2017	17%	17%	**19%**	-	-	-	-	-	-	-	-	-	-	-
	2016	16%	14%	**15%**	-	-	-	-	-	*	*	-	-	*	*
Mathematics	2017	20%	24%	**29%**	-	-	-	-	-	-	-	-	-	-	-
	2016	17%	20%	**11%**	-	-	-	-	-	*	*	-	-	*	*
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2017	35%	38%	*	-	-	-	-	-	-	-	-	-	-	-
	2016	35%	43%	**46%**	-	-	-	-	-	-	-	-	-	-	-
Mathematics	2017	43%	48%	**46%**	-	-	-	-	-	-	-	-	-	-	-

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

Total Students: 590
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
2017 STAAR Participation (All Grades)													
All Tests													
Test Participant	99%	98%	**98%**	-	94%	99%	*	-	-	100%	98%	98%	-
Included in Accountability	94%	94%	**93%**	-	85%	94%	*	-	-	79%	91%	88%	-
Not Included in Accountability													
Mobile	4%	4%	**5%**	-	9%	4%	*	-	-	21%	0%	8%	-
Other Exclusions	1%	0%	**1%**	-	0%	1%	*	-	-	0%	8%	2%	-
Not Tested	1%	2%	**2%**	-	6%	1%	*	-	-	0%	2%	2%	-
Absent	1%	2%	**2%**	-	6%	1%	*	-	-	0%	2%	2%	-
Other	0%	0%	**0%**	-	0%	0%	*	-	-	0%	0%	0%	-
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%	*

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

Texas Academic Performance Report
2016-17 Campus Attendance and Postsecondary Readiness

Total Students: 590
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													
2015-16	95.8%	95.5%	**95.9%**	*	95.9%	95.9%	*	*	-	96.9%	95.2%	94.7%	*
2014-15	95.7%	95.3%	**95.8%**	*	95.7%	95.8%	*	*	*	96.1%	94.3%	94.6%	94.2%

District Name: MONTGOMERY ISD

Campus Name: MADELEY RANCH EL

Campus Number: 170903106

Texas Academic Performance Report
2016-17 Campus Profile

Total Students: 590

Grade Span: PK - 04

School Type: Elementary

Student Information	Count	Percent	District	State
		--------------- Campus ---------------		
Total Students:	590	100.0%	8,282	5,343,834
Students by Grade:				
Early Childhood Education	0	0.0%	0.1%	0.3%
Pre-Kindergarten	7	1.2%	1.2%	4.2%
Kindergarten	107	18.1%	6.1%	7.0%
Grade 1	106	18.0%	6.8%	7.4%
Grade 2	105	17.8%	6.7%	7.6%
Grade 3	128	21.7%	7.2%	7.7%
Grade 4	137	23.2%	8.0%	7.7%
Grade 5	0	0.0%	8.1%	7.5%
Grade 6	0	0.0%	8.4%	7.4%
Grade 7	0	0.0%	8.1%	7.4%
Grade 8	0	0.0%	8.2%	7.3%
Grade 9	0	0.0%	8.7%	8.1%
Grade 10	0	0.0%	7.9%	7.4%
Grade 11	0	0.0%	7.9%	6.8%
Grade 12	0	0.0%	6.6%	6.2%
Ethnic Distribution:				
African American	2	0.3%	3.2%	12.6%
Hispanic	79	13.4%	15.3%	52.4%
White	491	83.2%	77.7%	28.1%
American Indian	1	0.2%	0.6%	0.4%
Asian	1	0.2%	0.9%	4.2%
Pacific Islander	0	0.0%	0.1%	0.1%
Two or More Races	16	2.7%	2.3%	2.2%
Economically Disadvantaged	93	15.8%	24.1%	59.0%
Non-Educationally Disadvantaged	497	84.2%	75.9%	41.0%
English Language Learners (ELL)	6	1.0%	2.3%	18.9%
Students w/ Disciplinary Placements (2015-2016)	0	0.0%	1.0%	1.4%
At-Risk	109	18.5%	31.0%	50.3%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	38			
By Type of Primary Disability				
Students with Intellectual Disabilities	13	34.2%	42.2%	44.5%
Students with Physical Disabilities	12	31.6%	17.7%	21.9%
Students with Autism	**	**	12.3%	12.5%
Students with Behavioral Disabilities	6	15.8%	24.9%	19.9%
Students with Non-Categorical Early Childhood	*	*	3.0%	1.3%

District Name: MONTGOMERY ISD

Campus Name: MADELEY RANCH EL

Campus Number: 170903106

Total Students: 590

Grade Span: PK - 04

School Type: Elementary

Student Information	---------------- Campus ----------------		District	State
	Count	Percent	District	State
Mobility (2015-2016):				
Total Mobile Students	63	12.1%	10.7%	16.2%
By Ethnicity:				
African American	0	0.0%		
Hispanic	7	1.3%		
White	56	10.7%		
American Indian	0	0.0%		
Asian	0	0.0%		
Pacific Islander	0	0.0%		
Two or More Races	0	0.0%		

Texas Academic Performance Report
2016-17 Campus Profile

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

Total Students: 590
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	4.5%	2.7%	1.8%	0.0%	4.0%	7.7%
Grade 1	4.3%	4.5%	3.8%	14.3%	16.0%	6.8%
Grade 2	0.0%	1.1%	2.4%	0.0%	0.0%	3.1%
Grade 3	1.7%	1.4%	1.6%	0.0%	0.0%	1.2%
Grade 4	0.0%	0.4%	0.8%	0.0%	0.0%	0.7%
Grade 5	-	0.8%	0.4%	-	0.0%	0.7%
Grade 6	-	0.5%	0.6%	-	0.0%	0.7%
Grade 7	-	0.0%	0.7%	-	0.0%	0.8%
Grade 8	-	0.2%	0.5%	-	0.0%	0.9%

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	21.2	20.2	18.8
Grade 1	17.7	19.4	18.8
Grade 2	17.5	18.6	18.9
Grade 3	18.0	18.5	19.0
Grade 4	19.3	19.1	19.0
Grade 5	-	22.7	20.9
Grade 6	-	24.8	20.4
Secondary:			
English/Language Arts	-	19.3	16.8
Foreign Languages	-	20.9	18.7
Mathematics	-	21.5	18.0
Science	-	21.5	19.0
Social Studies	-	22.0	19.4

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

Total Students: 590
Grade Span: PK - 04
School Type: Elementary

| Staff Information | --------------- Campus --------------- | | District | State |
	Count/Average	Percent		
Total Staff	52.9	100.0%	100.0%	100.0%
Professional Staff:	45.0	85.1%	66.7%	64.0%
Teachers	38.3	72.4%	54.8%	50.0%
Professional Support	4.7	8.9%	8.3%	10.0%
Campus Administration (School Leadership)	2.0	3.8%	2.6%	2.9%
Educational Aides:	7.9	14.9%	7.0%	9.6%
Total Minority Staff:	1.0	1.9%	11.9%	49.1%
Teachers by Ethnicity and Sex:				
African American	1.0	2.6%	1.5%	10.2%
Hispanic	0.0	0.0%	6.0%	26.6%
White	37.3	97.4%	91.1%	59.8%
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%	0.4%
Two or More Races	0.0	0.0%	1.0%	1.1%
Males	2.1	5.6%	18.0%	23.7%
Females	36.2	94.4%	82.0%	76.3%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.2%	1.2%
Bachelors	30.3	79.1%	76.3%	74.5%
Masters	8.0	20.9%	22.9%	23.6%
Doctorate	0.0	0.0%	0.6%	0.6%
Teachers by Years of Experience:				
Beginning Teachers	0.0	0.0%	2.9%	7.8%
1-5 Years Experience	8.2	21.4%	18.2%	28.0%
6-10 Years Experience	9.5	24.8%	20.7%	20.9%
11-20 Years Experience	13.6	35.6%	35.5%	27.8%
Over 20 Years Experience	7.0	18.3%	22.7%	15.5%
Number of Students per Teacher	15.4	n/a	15.9	15.1

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

Total Students: 590
Grade Span: PK - 04
School Type: Elementary

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	22.0	21.9	19.5
Average Years Experience of Principals with District	4.0	9.7	12.2
Average Years Experience of Assistant Principals	12.0	16.8	15.7
Average Years Experience of Assistant Principals with District	3.0	9.4	10.1
Average Years Experience of Teachers:	12.4	13.6	10.9
Average Years Experience of Teachers with District:	6.4	6.9	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	-	$48,982	$46,199
1-5 Years Experience	$51,585	$50,648	$48,779
6-10 Years Experience	$52,998	$53,400	$51,184
11-20 Years Experience	$55,447	$56,036	$54,396
Over 20 Years Experience	$62,196	$63,559	$60,913
Average Actual Salaries (regular duties only):			
Teachers	$55,247	$56,012	$52,525
Professional Support	$60,334	$65,125	$61,728
Campus Administration (School Leadership)	$79,945	$82,002	$76,471
Instructional Staff Percent:	n/a	66.9%	64.6%
Contracted Instructional Staff (not incl. above):	2.0	16.0	2,110.5

Texas Academic Performance Report
2016-17 Campus Profile

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

Total Students: 590
Grade Span: PK - 04
School Type: Elementary

| Program Information | --------------- Campus --------------- | | District | State |
	Count	Percent		
Student Enrollment by Program:				
Bilingual/ESL Education	5	0.8%	3.5%	18.8%
Career & Technical Education	0	0.0%	33.4%	25.0%
Gifted & Talented Education	40	6.8%	6.4%	7.8%
Special Education	38	6.4%	6.5%	8.8%
Teachers by Program (population served):				
Bilingual/ESL Education	0.0	0.0%	0.2%	6.0%
Career & Technical Education	0.0	0.0%	6.7%	4.5%
Compensatory Education	1.2	3.1%	3.6%	2.8%
Gifted & Talented Education	0.0	0.0%	0.0%	1.9%
Regular Education	35.0	91.2%	79.0%	72.8%
Special Education	2.2	5.7%	8.9%	8.6%
Other	0.0	0.0%	1.5%	3.4%

Link to:
PEIMS Financial Standard Reports/
2015-2016 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.
'**'   When only one group is masked, then the second smallest group is masked (regardless of size).
'-'   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.

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MONTGOMERY I.S.D.
2015-2016
PEIMS FINANCIAL
STANDARD REPORT

2015-2016 Actual Financial data

Totals for Montgomery ISD (170903)

Total Enrolled Students in Membership: 8,157

	District						State		
	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
Receipts									
Total Revenue	64,417,485	100.00%	7,897	87,154,452	100.00%	10,685	58,796,907,294	100.00%	11,133
Local Tax	50,202,256	77.93%	6,154	64,668,027	74.20%	7,928	26,455,661,555	44.99%	5,009
Other Local and Intermediate	830,077	1.29%	102	4,588,686	5.27%	563	2,349,072,062	4.00%	445
State	13,017,396	20.21%	1,596	14,466,404	16.60%	1,773	24,001,676,516	40.82%	4,545
Federal	367,756	0.57%	45	3,431,335	3.94%	421	5,990,497,161	10.19%	1,134
Total Receipts	64,417,485	100.00%	7,897	187,060,705	100.00%	22,933	79,076,472,196	100.00%	14,973
Total Revenue	64,417,485	100.00%	7,897	87,154,452	46.59%	10,685	58,796,907,294	100.00%	11,133
Recapture	0	0.00%	0	0	0.00%	0	1,659,235,826	2.10%	314
Total Other Resources	0	0.00%	0	99,906,253	53.41%	12,248	18,620,329,076	23.55%	3,526
Fund Balances (for ISDs)									
Total Fund Balance**	11,515,202	17.88%	1,412	220,634,555	253.15%	27,048	31,967,587,564	56.70%	6,346
Nonspendable Fund Balance	9,400	0.01%	1	9,400	0.01%	1	218,493,906	0.39%	43
Restricted Fund Balance	0	0.00%	0	208,843,540	239.62%	25,603	14,718,290,785	26.11%	2,922
Committed Fund Balance	0	0.00%	0	275,813	0.32%	34	3,375,181,653	5.99%	670
Assigned Fund Balance	0	0.00%	0	0	0.00%	0	2,279,728,046	4.04%	453
Unassigned Fund Balance	11,505,802	17.86%	1,411	11,505,802	13.20%	1,411	11,375,893,174	20.18%	2,258
Disbursements									
Total Expenditures									
BY OBJECT	62,449,582	100.00%	7,656	143,566,390	100.00%	17,600	64,767,380,510	100.00%	12,264
Payroll (Objects 6100)	50,853,731	81.43%	6,234	53,853,597	37.51%	6,602	38,907,642,648	60.07%	7,367
Other Operating (Objects 6200-6400)	10,898,893	17.45%	1,336	17,072,571	11.89%	2,093	10,955,841,240	16.92%	2,074
Debt Service (Objects 6500)	0	0.00%	0	19,600,241	13.65%	2,403	7,300,880,526	11.27%	1,382
Capital Outlay (Objects 6600)	696,958	1.12%	85	53,039,981	36.94%	6,502	7,603,016,096	11.74%	1,440
BY FUNCTION (Objects 6100-6400 only)									
Debt Service (71)	0		0	0		0	149,281		0
Facilities Acquisition & Construction (81)	-4,000		0	1,547,675		190	363,840,575		69
Total Operating Expenditures	61,756,624	100.00%	7,571	69,378,493	100.00%	8,505	49,499,494,032	100.00%	9,373
Instruction (11,95)	38,696,191	62.66%	4,744	40,912,419	58.97%	5,016	28,078,212,757	56.72%	5,317
Instructional Res Media (12)	690,567	1.12%	85	690,567	1.00%	85	596,968,139	1.21%	113
Curriculum/Staff Develop (13)	697,236	1.13%	85	700,376	1.01%	86	1,079,964,071	2.18%	204
Instructional Leadership (21)	318,233	0.52%	39	353,492	0.51%	43	756,662,275	1.53%	143
School Leadership (23)	3,509,631	5.68%	430	3,510,315	5.06%	430	2,871,203,149	5.80%	544
Guidance Counseling Svcs (31)	2,020,760	3.27%	248	2,284,367	3.29%	280	1,764,695,464	3.57%	334
Social Work Services (32)	0	0.00%	0	0	0.00%	0	131,529,766	0.27%	25
Health Services (33)	626,007	1.01%	77	626,007	0.90%	77	496,777,676	1.00%	94
Transportation (34)	4,030,357	6.53%	494	4,030,357	5.81%	494	1,406,946,577	2.84%	266
Food (35)	0	0.00%	0	4,292,188	6.19%	526	2,794,517,327	5.65%	529
Extracurricular (36)	1,270,703	2.06%	156	2,081,466	3.00%	255	1,452,331,030	2.93%	275
General Administration (41,92)	1,879,414	3.04%	230	1,879,414	2.71%	230	1,545,042,287	3.12%	293
Plant Maint/Operation (51)	6,333,082	10.25%	776	6,333,082	9.13%	776	4,902,348,081	9.90%	928
Security/Monitoring (52)	477,196	0.77%	59	477,196	0.69%	59	443,468,185	0.90%	84
Data Processing Services (53)	1,086,733	1.76%	133	1,086,733	1.57%	133	956,927,919	1.93%	181
Community Services (61)	120,514	0.20%	15	120,514	0.17%	15	221,899,329	0.00%	42
Total Disbursements	62,972,562	100.00%	7,720	184,586,657	100.00%	22,629	76,944,709,361	100.00%	14,569
Total Expenditures	62,449,582	99.17%	7,656	143,566,390	77.78%	17,600	64,767,380,510	100.00%	12,264
Recapture	0	0.00%	0	0	0.00%	0	1,659,235,826	2.10%	314
Total Other Uses	0	0.00%	0	40,497,287	21.94%	4,965	9,922,469,353	12.90%	1,879
Intergovernmental Charge	522,980	0.83%	64	522,980	0.28%	64	595,623,672	1.20%	113
Program Expenditures									
Operating Expenditures - Program	48,146,498	100.00%	5,902	50,630,217	100.00%	6,207	36,778,299,808	100.00%	6,964
Regular	31,772,330	65.99%	3,895	32,684,539	64.56%	4,007	22,101,503,025	60.09%	4,185
Gifted and Talented	2,404,370	4.99%	295	2,405,469	4.75%	295	412,775,016	1.12%	78
Career and Technical	2,858,527	5.94%	350	2,910,905	5.75%	357	1,403,587,116	3.82%	266
Students with Disabilities	7,201,060	14.96%	883	8,121,591	16.04%	996	5,595,169,798	15.21%	1,059
Accelerated Education	1,905,347	3.96%	234	2,109,255	4.17%	259	1,773,289,297	4.82%	336
Bilingual	61,593	0.13%	8	72,617	0.14%	9	836,638,263	2.27%	158
Nondisc Alt Ed-AEP Basic Serv	0	0.00%	0	0	0.00%	0	143,556,319	0.39%	27

Disc Alt Ed-DAEP Basic Serv	201,626	0.42%	25	201,626	0.40%	25	223,027,599	0.61%	42
Disc Alt Ed-DAEP Supplemental	0	0.00%	0	0	0.00%	0	26,121,857	0.07%	5
T1 A Schoolwide-St Comp>=40%	108,881	0.23%	13	491,451	0.97%	60	1,947,322,924	5.29%	369
Athletics/Related Activities	1,150,507	2.39%	141	1,150,507	2.27%	141	970,746,104	2.64%	184
High School Allotment	256,140	0.53%	31	256,140	0.51%	31	446,570,319	1.21%	85
Prekindergarten	226,117	0.47%	28	226,117	0.45%	28	897,992,171	2.44%	170

	District	State
Instructional Expenditure Ratio	64.3%	63.6%

Tax Rates

2015 (current tax year) Tax Rates

	District	State
Maintenance and Operations	1.0400	1.0812
Interest and Sinking Funds	0.3000	0.1991
Total Tax Rate	1.3400	1.2803

2014 Tax Year State Certified Property Values

	Amount	Percent	Amount	Percent
Property Value	4,377,171,787	N/A	2,035,667,288,244	N/A
Property Value per pupil	536,615	N/A	404,762	N/A
Property Value by category:				
Business	368,090,903	7.71%	782,956,483,668	35.20%
Residential	4,170,340,059	87.33%	1,212,041,953,115	54.50%
Land	225,281,433	4.72%	58,960,007,888	2.65%
Oil and Gas	4,576,441	0.10%	158,021,121,792	7.11%
Other	6,860,950	0.14%	12,102,856,856	0.54%

Unassigned Fund Balance percentage of total budgeted expenditures

2015-2016 School Districts' General Fund Unassigned Fund Balance***	11,505,802	11,332,627,827
2015-2016 School Districts' General Fund Total Budgeted Expenditures	63,123,505	42,855,266,369
2015-2016 School Districts' Percent of Total Budgeted Expenditures	18.2%	26.4%

** Fund balance percentages are calculated by dividing the fund balance by either the general revenue or all funds. The percentages illustrate the size of the fund balance in relation to total revenues. Charter schools report net assets rather than fund balances.

*** The TEA does not have encumbrance data to subtract from the fund balances.

MONTGOMERY I.S.D.

2016-17 DISTRICT ACCREDITATION STATUS

2016-2017 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 2016-2017 are listed below:

Show/Hide columns:
CDN | Name | ESC | District Type | 2012 FIRST Rating | 2012 Accountability Rating | 2013 FIRST Rating | 2013 Accountability Rating | 2014 FIRST Rating | 2014 Accountability Rating | 2015 FIRST Rating | 2015 Accountability Rating | 2016 FIRST Rating | 2016 Accountability Rating | 2016-2017 Accreditation Status | Reason For Status | Notes

Show 10 ⌄ entries   Search: montg

CDN	Name	ESC	2016 FIRST Rating	2016 Accountability Rating	2016-2017 Accreditation Status	Reason For Status	Notes
170903	MONTGOMERY ISD	6	A - Superior	Met Standard	ACCREDITED		

Showing 1 to 1 of 1 entries (filtered from 1,199 total entries)   Previous   1   Next

MONTGOMERY I.S.D. 2017-2018 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:

Keenan Elementary School

Lone Star Elementary School

Madeley Ranch Elementary School

Montgomery Elementary School

Stewart Creek Elementary School

Montgomery Junior High School

Oak Hills Junior High School

Montgomery High School

Montgomery Independent School District

Keenan Elementary School

2017-2018 Campus Improvement Plan

Table of Contents

Comprehensive Needs Assessment

Demographics

Demographics Summary

Keenan Elementary is a brand new campus opening in Montgomery ISD for the 2017-2018 school year. KES is made up of students from 3 years old in our PPCD program through 5th grade; we also house the MISD Daycare students on our campus. KES will implement a Peer Modeling program for the 3 and 4 year old day care and PPCD children. Our enrollment is projected to be around 599 students with 56 employees. KES is projected to be around 24% economically disadvantaged.

Staff Demographic Breakdown is shown in the following chart:

Title	2017-2018
HOMEROOM TEACHERS	33
IN-CLASS SUPPORT TEACHERS	2
PRE-SCHOOL PROGRAM FOR STUDENTS W/DISABILITIES	3
INTERVENTION TEACHERS	1
CERTIFIED MUSIC TEACHER	1
CERTIFIED PE TEACHER	1
PARAPROFESSIONALS (SUPPORT STUDENTS IN SPECIAL ED)	6
PARAPROFESSIONALS	4
PARAPROFESSIONALS (SECRETARY/RECEPTIONIST/REGISTRAR)	3
PRINCIPAL-1, ASSISTANT PRINCIPAL-1, COUNSELOR -1, NURSE-1	4
INSTRUCTIONAL COACH	1

Demographics Strengths

Since Keenan Elementary is the newest campus in Montgomery ISD, to generate the staff for KES, teachers were given the opportunity to list their top three campuses of their choice and placed at one of the three campuses. Keenan teachers are all teachers from MISD, except for two. We are fortunate to have district teachers who are familiar with the curriculum and the students being zoned to KES.

Many families move into our area just for the schools. Because our families value education we have many supportive parents and students who are committed to success.

Problem Statements Identifying Demographics Needs

Problem Statement 1: STAAR writing scores were low with only 58% of our economically disadvantaged students scoring at "approaches grade level."
Root Cause: Teachers and Instructional Coaches need in-depth training and skills are embedded into daily instruction across all grade-levels and content areas.

School Processes & Programs

School Processes & Programs Summary

All teachers and staff at KES 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 5-20+ years of experience. Turnover rates remain low.

KES teachers will be provided with multiple team planning days throughout the school year, offered staff development opportunities in a variety of formats, and will able to participate in vertical alignment curriculum planning workshops throughout the year.

Our teams are well-balanced with both experienced and new teachers; weekly team meeting will hopefully show strong collaboration and communication.

KES will continue with the implementation of an Instructional Coach. The instructional coach was well received throughout the district last year.

Perceptions

Perceptions Summary

Welcome to the Keenan Kingdom, Be Our Guest

One of the core beliefs at Keenan Elementary is that students learn best in an environment where differences are valued and mistakes are seen as opportunities to learn and grow. WE focus on building relationships with our families, students and within our KES family. At Keenan Elementary, we are growing our students to be "Future Ready Lions." When we say "Future Ready," we are focusing on student growth, leadership skills, coding, MISD MAC curriculum, and eventually hope to add in Spanish through our Specials classes.

Kennan Elementary believes in M.A.G.I.C.

Model expected behavior

Accept responsibility

Give respect

Improve through goals

Cooperate

These five expectations will be a focus area for KES students. We will have traditions (rules) in place that students will follow and model.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Coming together as one...Forming a bond between 4 elementary campus teachers to buy in and model Keenan's traditions, motto and beliefs. **Root Cause**: Creating a campus through team building, trust and relationships.

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.

Evaluation Data Source(s) 1: Common Assessment Data; Classroom Observations; STAAR Scores & Accountability Index.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
State System Safeguard Strategy 1) Early student identification for those students needing targeted reading/math interventions in all grade levels (K-5th).	Administrators Teachers State Comp Ed Teacher/Title Teacher	DRA Kindergarten Pre-Assessment STAAR 2016 Data Eduphoria Data Common Assessments BOY Benchmark				
	Funding Sources: 199 General Fund - $0.00					
State System Safeguard Strategy 2) Teachers in 4th & 5th grade 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, Fluency, literature groups & Stride.	Teachers Administrators	Student Performance Unit Tests Teacher observations/walk- throughs Teacher Feedback				
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.		Funding Sources: 199 General Fund - $500.00				
State System Safeguard Strategy 4) Use and perfect MAC (Montgomery Aligned Curriculum) in all subject areas.	Teachers Administrators Curriculum Department	Lesson Plans Walk-Throughs Direct Observation				
State System Safeguard Strategy 5) Build in a 30 minute Enrichment time in the Master schedule to work with students in small groups.	Administrators Specials Teachers Paraprofessional	Master Schedule Auxiliary Staff Schedules Student Progress Teacher Feedback				
State System Safeguard Strategy 6) Provide professional development opportunities in Writing, Science Curriculum, PBL, Building Classroom relationships, and various intervention strategies.	Administrators TIM C&I Coordinators Coach	Walk-Throughs Lesson Plans Team Meetings Student Generated Products				
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 and compare common assessments with the others.		Funding Sources: 199 General Fund - $5,000.00				
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) Focus on Science vocabulary and being taught in each grade level. Use labs and hands on curriculum to build interest and problem solving with the students.	Classroom Teachers Administrators Coach	Students need constant reminders of definitions and word meaning...spiraling throughout grade levels and throughout the year.				
9) Implement more writing across all curriculum subject areas. (Gretchen Barnaby Training in Summer Staff Development) Teachers will create a portfolio for each student. 4 writing samples will be collected throughout the year.	Classroom Teachers Administrators Coach	STAAR writing scores Student skills				

10) Build a literacy library useful for Reading classrooms.	Librarian Reading Teachers Principal Coach	Novels and books available to use in the classrooms.				
	Funding Sources: 461 Campus Activity - $10,000.00					
11) Team meetings are held weekly with content area teams to plan and work together on upcoming plans in MAC.	Team Leaders Principal Coach					
12) 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 Coaches dxe	Performance at the end of the year				
	Funding Sources: 461 Campus Activity - $11,000.00					
13) 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 → = Continue/Modify ◐ = 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)

    Evaluation Data Source(s) 2: STAAR scores and benchmark Assessments

    Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			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				
2) Provide a wide variety of and access to multiple computerized instruction opportunities based on individual student needs.	Teachers Administrators Coach	Individualized computerized student progress report				
3) Teachers will utilize Eduphoria to progress monitor all students' performance on local and state assessments	Classroom Teachers	Intervention Strategies and RTI documentation				
✔ = Accomplished ➡ = Continue/Modify ◑ = 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

    Evaluation Data Source(s) 3: Common Assessments, STAAR data

    Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
State System Safeguard Strategy 1) Identify students needing intervention by meeting at least 2 of the following criteria to receive math/reading/science services:	Administrators Teachers RTI Team Title Teacher					
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/or EOY Universal Screener.	Funding Sources: 199 General Fund - $2,000.00					
State System Safeguard Strategy 2) Create and implement a Learning Lab and 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 common assessments & STAAR				
3) Implementation of a School Wide Enrichment Program to tap into every students gift. E-Time (enrichment time) and Clusters will be held once a week.	Administrators Teachers Parent Volunteers	Student participation				
Every student will have an enrichment project each nine weeks and will produce a product at the end of the nine weeks.	Funding Sources: 199 General Fund - $2,000.00					
State System Safeguard Strategy 4) Students who did not perform satisfactory on the end of their 3rd and 4th grade assessment as well as those students retained will be identified and an individual improvement plan will be developed for each student.	Administrators Classroom Teachers RTI Committee Instructional Coach	Student Progress Plans Developed Report Cards				

State System Safeguard Strategy 5) Offer before or after 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.	Principal Instructional Coach Teachers C&I	Student Progress				
	Funding Sources: 199 General Fund Technology - $5,000.00					
State System Safeguard Strategy 7) Special Education students will be served in the least restrictive environment including regular education classroom, Co-Teach, Learning Lab, and Resource classrooms.	Administrators Diagnostician Special Ed. Teacher	ARD Documents Student Progress				
8) Dyslexia: 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) implementation of RTI (Response to Intervention) in each grade level in order to provide support for struggling students.	Administration RTI Coordinators/Committee Teachers	Student Progress Meeting Notes/Agendas				
11) The third Thursday of each month (Third Thursday), students wear their favorite college shirt to school.	Counselor Administration Teachers	Students wearing College shirts				
12) Students will have the opportunity to compete with local schools in U.I.L. events.	Teacher sponsors Administration UIL coordinator	Number of students participated				
	Funding Sources: 461 Campus Activity - $500.00					
13) Offer Destination Imagination (DI).	DI Coaches Administration GT Coordinator	Number of students that participated and competition results.				
	Funding Sources: 461 Campus Activity - $1,000.00					
14) Instructional Coaches will be present at KES. She will work very close with each of our classroom teachers.						
✔ = Accomplished ➡ = Continue/Modify 🟠 = 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).

Evaluation Data Source(s) 4:

Summative Evaluation 4:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) To ensure 10% 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				
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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%

    Evaluation Data Source(s) 5:

    Summative Evaluation 5:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Utilize consistent procedures to identify, intervene and monitor the progress of At-Risk students PK-12.	Teachers Title Teacher	Observations Student Success				
2) Utilize procedures and strategies within best practices for meeting the needs of students in AT-Risk situations.	Classroom teacher Title 1 Pull-Out	Student Success at the end of Year				
3) KES will follow local procedures to monitor student retention.	RTI Team Counselor	Retention Rates Report Card Results				
4) Provide credit recovery through summer school courses and Jump Start Program.	Counselor Administrator Teacher	Report card results				
5) Identify and serve students who qualify for services and supports under the McKinney-Vento Act (homeless status).	Principal, Counselor, Registrar, Director of Special Programs	Student residency questionnaires, free & reduced roster				
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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 .

Evaluation Data Source(s) 1: 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

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			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 - $1,000.00						
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 - $1,000.00						
4) Offer grade-level assemblies for grades 3-5 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				
5) Student "Shout Outs" at the end of the day for "good" behavior.	Administrators Office Staff Teachers	Increasing amount of good behavior				
6) V-Soft program for tracking of all visitors in the building.	Administrators Office Staff	Increased building security				
7) Implement a Student Safety Team (Student Council grades 4 & 5) 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						

8) Practice 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				
9) 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				
10) 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				
11) 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				
12) Train appropriate staff on CPR and the use of the AED	Nurse Staff involved that need training	Training completion certificates				
13) All teachers and employees will complete certification through the TBSI (Texas Behavior Support Initiative).	Teachers Administration Staff	Completion Certificate				
14) Start the school year by building relationships with our students, families and each other. Continue as a focus area throughout the school year.						
15) Traditions that Keenan students will follow... Kennan Elementary believes in M.A.G.I.C. Model expected behavior Accept responsibility Give respect Improve through goals Cooperate						

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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.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Utilize the laptop carts and computer lab in each classroom that are provided.	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.	PDAS walk-throughs (Administrators)	Teacher presentations at faculty meetings				
3) 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 - $5,000.00						
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 - $4,000.00						
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) PBL (Project Based Learning) implemented in the 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) Implement and begin training teachers and students with the use of Coding. Coding will be a school wide initiative.						

✔ = Accomplished   ➡ = Continue/Modify   ◕ = 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.

    Evaluation Data Source(s) 2:

    Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			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.	Administrators Librarian TOPS	Increased teacher use of technology in classrooms				
3) Implement and provide weekly parent communication through school email blasts.	Principal Assistant Principal TOPS Secretary	Parent survey feedback				
4) 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				
5) Encourage teachers and staff to use Remind 101 and School Messenger to communicate with parents on a weekly/daily basis.	Teachers Administrators					
✔ = Accomplished ➡ = Continue/Modify ◕ = Considerable ◔ = Some Progress ⚪ = No Progress ✖ = Discontinue						

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20 of 35

August 15, 2017 4:42 pm

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.

Evaluation Data Source(s) 1: Annual Audit Report/MISD Budget/Various Documents

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Create the campus budget 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 → = Continue/Modify ◓ = 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.

      Evaluation Data Source(s) 2:

      Summative Evaluation 2:

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.

      Evaluation Data Source(s) 1:

      Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) 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 ➡ = Continue/Modify ◕ = 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.

Evaluation Data Source(s) 1: Comparison of MISD's Salary Comparison Sheet, Contracts, and benefit plans with surrounding school districts.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			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					
2) Classroom teachers will be provided training and support on the Texas Performance Standards Project to ensure differentiation for identified GT students in the classroom.	Principal, Director of Special Programs, Instructional Coach	Training sign-in sheet and agendas, teacher feedback, lesson plans, MAC resources				
✔ = Accomplished ➡ = Continue/Modify ◔ = 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.

Evaluation Data Source(s) 2: Growth Study Project

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) 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.	Executive Directors HR/Communication Special Ed. Principal	Region VI Job App Region VI ACP Program District Wide ACP Announcements				
✔ = Accomplished → = Continue/Modify ◕ = 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.

Evaluation Data Source(s) 3: Letter of Invitation, Training Agenda, Signature Pages, and Participant Evaluation Forms

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			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 ➡ = Continue/Modify ◓ = 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.

Evaluation Data Source(s) 4: District Announcement of Banquet Honorees, District E-Blast and Postings to Community Connections, Calendar of District Events

Summative Evaluation 4:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) 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 KES employee each nine weeks that is nominated by their peers as Employee of the 9 Weeks.	Teachers Administration	Number of teachers nominated				
✔ = Accomplished ➡ = Continue/Modify ◔ = 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.

Evaluation Data Source(s) 5:

Summative Evaluation 5:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			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.	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/ .	Principal HR/Communications Certification Specialist	SBEC certification data base Certification verified on Teaching certificate				
✔ = Accomplished ➡ = Continue/Modify ◕ = 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.

Evaluation Data Source(s) 6: PR 1100 Highly Qualified Teacher Survey in e-Grants documenting 100% HQ

Summative Evaluation 6:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			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 ➡ = Continue/Modify ◔ = 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.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			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.	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.	MIS Staff Administrators PTO	Parent Involvement & Response				
	Funding Sources: 461 Campus Activity - $2,000.00					
3) Build and recruit for KES' PTO to increase parent involvement and school awareness.	Principal PTO Board	PTO involvement				
4) Provide a weekly campus newsletter to the staff with weekly updates, teacher brags, etc.	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.	Administrators	Data collected for Campus Improvement Plan				
7) 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					
8) 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				

9) Host a Curriculum/Informational Night to inform/educate parents about grade level expectations.	Faculty & Staff Administrators	Teacher & Parent Feedback PTO Parent Volunteers				
	Funding Sources: 461 Campus Activity - $500.00					

✔ = Accomplished ➡ = Continue/Modify ◕ = 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.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Utilize 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) Implement 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) Schedule 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) Create regularly scheduled parent sessions on programs and special events. (Technology awareness, girl drama, etc.)	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				
✔ = Accomplished ➡ = Continue/Modify ◕ = 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 in all grade levels (K-5th).
1	1	2	Teachers in 4th & 5th grade 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, 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	Use and perfect MAC (Montgomery Aligned Curriculum) in all subject areas.
1	1	5	Build in a 30 minute Enrichment time in the Master schedule to work with students in small groups.
1	1	6	Provide professional development opportunities in Writing, Science Curriculum, PBL, 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 and compare common assessments with the others.
1	1	8	Focus on Science vocabulary and being taught in each grade level. Use labs and hands on curriculum to build interest and problem solving with the students.
1	2	1	ESL: Make sure ESL students are placed in certified ESL teacher classrooms.
1	3	1	Identify students needing intervention 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/or EOY Universal Screener.
1	3	2	Create and implement a Learning Lab and 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 3rd and 4th grade assessment as well as those students retained will be identified and an individual improvement plan will be developed for each student.
1	3	5	Offer before or after school tutorials each day in all subjects to help struggling learners and provide intervention.
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, Learning Lab, and Resource classrooms.
1	3	10	implementation of RTI (Response to Intervention) in each grade level in order to provide support for struggling students.

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	3	1	Substitute Money		$2,000.00
1	3	3	Materials		$2,000.00
				Sub-Total	$9,500.00

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

461 Campus Activity

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	7	Prizes rewarded		$700.00
1	1	10	books		$10,000.00
1	1	12	lap tops, computers, ipads		$11,000.00
1	3	12	supplies		$500.00
1	3	13	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	7	safety vests		$200.00
3	1	4	IPODS & IPADS		$4,000.00
7	1	2	supplies for each event		$2,000.00

7	1	7	breakfast		$300.00
7	1	9	pizza		$500.00
				Sub-Total	$32,700.00
				Grand Total	$52,200.00

Montgomery Independent School District

Lone Star Elementary School

2017-2018 Campus Improvement Plan

Mission Statement

Lone Star Elementary believes in, and adheres to, the District mission of providing a premier academic program that recognizes the unique potential of each student and integrates the intellectual, social, cultural 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.

Value Statement

Posted throughout our campus:

We're here to make good things happen for other people.

Table of Contents

Comprehensive Needs Assessment

Demographics

Demographics Summary

Lone Star Elementary School is a PK-5th 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.

Our staffing breakdown is as follows:

Title	2017-2018
HOMEROOM TEACHERS	33
IN-CLASS SUPPORT TEACHERS	2
SPECIAL EDUCATION PROGRAMS TEACHERS	2
INTERVENTION TEACHERS	1
CERTIFIED MUSIC TEACHER	1
CERTIFIED PE TEACHER	1
PARAPROFESSIONALS (SUPPORT STUDENTS IN SPECIAL ED)	6
PARAPROFESSIONALS	2
PARAPROFESSIONALS (SECRETARY/RECEPTIONIST/REGISTRAR)	3

PRINCIPAL-1, ASSISTANT PRINCIPAL-1, COUNSELOR -1, NURSE-1	4
INSTRUCTIONAL COACH	1

This year we will receive over 100 students from Limited Open Enrollment. We will be working to include all families in our activities so that they quickly realize they are a valued part of our school.

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.

Student Academic Achievement

Student Academic Achievement Summary

Preliminary scores for 2017 STAAR include

3rd grade Reading: 86% Approaches Grade Level; 62% Meets Grade Level; 43% Masters Grade Level

3rd grade Math: 88% Approaches Grade Level; 60% Meets Grade Level; 33% Masters Grade Level

4th grade Reading:82% Approaches Grade Level; 53% Meets Grade Level; 34% Masters Grade Level

4th grade Math: 88% Approaches Grade Level; 62% Meets Grade Level; 35% Masters Grade Level

4th grade Writing: 75% Approaches Grade Level; 41% Meets Grade Level; 12% Masters Grade Level

Lone Star's scores for the 4 Indices include:

Index 1 - (Target 60)

Index 2 - (Target 32)

Index 3 - (Target 28)

Index 4 - (Target 12)

Student Academic Achievement Strengths

Lone Star Elementary continues to perform above the state average for test scores. Our students are achieving growth and gains on an increasing pass rate.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: 4th Grade STAAR Writing scores have steadily declined. **Root Cause**: The lack of vertical alignment and consistent checkpoints have contributed to unreliable results, despite the teachers' best efforts.

School Processes & Programs

School Processes & Programs 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.

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.

School Processes & Programs 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.

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, and we continue to track all students with their individual reading levels. This gives us a more accurate representation of their ability than one day of state testing. 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.

Perceptions

Perceptions 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!

Perceptions Strengths

Staff retention is high. New hiring that took place for the school 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.

Lone Star Elementary is proud to join the Franklin Covey "The Learner in Me" organization, beginning with 2017-18 school year. All staff completed an extensive 3-day training in The 7 Habits of Highly Effective People and The Leader in Me. All campus personnel will be involved in implementing this program, and we will maintain communication with parents so they can support it. This program will provide us with observations, data, and records for the upcoming school year.

Comprehensive Needs Assessment Data Documentation

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

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.

Evaluation Data Source(s) 1: Common Assessment Data; Classroom Observations; STAAR Scores and Accountability Index

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			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, Coach, Teachers	Walkthroughs, evaluations, and lesson plans will show instructional alignment.				
	Funding Sources: 199 General Fund - 0.00					
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, Coach, Teachers	Student progress, growth, and reading scores				
	Funding Sources: 199 General Fund - 0.00					
3) Teachers will goal set with students after each assessment to discuss success, celebrate personal growth, and target Meets/Masters Grade Level	Principal, AP, Teachers	Student progress, growth, and reading scores				
	Funding Sources: 199 General Fund - 0.00					
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 - 0.00					
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 - 0.00					
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 - 0.00					

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 - 30.00					
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 - 0.00					

✔ = Accomplished ➡ = Continue/Modify ◕ = 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 (African American and Hispanic) will meet the weighted performance (Level II and III)

    Evaluation Data Source(s) 2: STAAR scores and benchmark assessments

    Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			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 - 0.00				
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 - 0.00				
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 - 0.00				
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 - 0.00				
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 - 0.00				
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 - 0.00				
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 - 0.00				

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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

    Evaluation Data Source(s) 3: Common Assessments, STAAR data

    Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			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 - 0.00					
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 - 0.00					
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 - 0.00					
4) Teachers will confer with students throughout the writing process.	Principal, AP, Teachers	Student progress, growth, and writing scores				
	Funding Sources: 199 General Fund - 0.00					
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 - 0.00					
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				
	Funding Sources: 199 General Fund - 0.00					
7) Implement strategies from Schoolwide Enrichment Model, providing differentiation for all students	Principal, AP, Teachers	Classroom visits Lesson plans				
	Funding Sources: 199 General Fund - 0.00					
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 - 0.00					

✔ = Accomplished → = Continue/Modify ◕ = 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)

    Evaluation Data Source(s) 4:

    Summative Evaluation 4:

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 to less than 1%.

    Evaluation Data Source(s) 5:

    Summative Evaluation 5:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			**Summative**
			Nov	Jan	Mar	June
1) Identify and serve students who qualify for services and supports under the McKinney-Vento Act (homeless status).	Principal, Counselor, Registrar, Director of Special Programs	Student residency questionnaires, free & reduced roster				
✔ = Accomplished ➡ = Continue/Modify ◕ = 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 .

Evaluation Data Source(s) 1: 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

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			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				
	Funding Sources: 199 General Fund - 250.00					
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 - 200.00					
6) Utilize Conscious Discipline strategies and philosophy when interacting with students	Principal, AP, Counselor, Teachers	Decrease in discipline referrals				
	Funding Sources: 199 General Fund - 0.00					
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 - 0.00					
8) Develop leadership skills and proactive behaviors through The Leader in Me program	Principal, AP, Counselor, Teachers	Decrease in discipline reports; Increase in academic achievement				
	Funding Sources: 461 Campus Activity - 24000.00					
✔ = Accomplished ➡ = Continue/Modify ◕ = 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 in 100% of the K-12 classrooms.

    Evaluation Data Source(s) 1:

    Summative Evaluation 1:

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 instructional practices and advance the technological proficiency in 100% of the instructional departments and schools.

    Evaluation Data Source(s) 2:

    Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			Summative
			Formative			Summative
			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 - 0.00					
5) Create and maintain staff webpages in order to communicate expectations and information	Principal Teachers	Parent feedback				
✔ = Accomplished ➡ = Continue/Modify ◕ = 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 with 100% accuracy.

    Evaluation Data Source(s) 1: Annual Audit Report/MISD Budget/Various Documents

    Summative Evaluation 1:

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

    Evaluation Data Source(s) 2:

    Summative Evaluation 2:

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.

    Evaluation Data Source(s) 1:

    Summative Evaluation 1:

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.

    Evaluation Data Source(s) 1: Comparison of MISD's Salary Comparison Sheet, Contracts, and benefit plans with surrounding school districts.

    Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June

1) Classroom teachers will be provided training and support on the Texas Performance Standards Project to ensure differentiation for identified GT students in the classroom.	Principal, Director of Special Programs, Instructional Coach	Training sign-in sheets and agendas, teacher feedback, lesson plans, MAC resources				
✔ = Accomplished ➡ = Continue/Modify ◕ = 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 for 100% of the student population.

    Evaluation Data Source(s) 2: Growth Project Study

    Summative Evaluation 2:

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.

    Evaluation Data Source(s) 3: Letter of Invitation, Training Agenda, Signature Pages and Participant Evaluation Forms

    Summative Evaluation 3:

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

Performance Objective 4: MISD will provide multiple opportunities each month throughout the school year to recognize and develop leadership skills among employees.

    Evaluation Data Source(s) 4: District Announcement of Banquet Honorees, District E-Blast and Postings to Community Connections, Calendar of District Events

    Summative Evaluation 4:

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.

    Evaluation Data Source(s) 5:

    Summative Evaluation 5:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			**Summative**
			Nov	**Jan**	**Mar**	**June**

1) Certifications of teachers and aides will be carefully examined	Principal HR department	All staff HQ				
✔ = Accomplished ➡ = Continue/Modify ◔ = Considerable ◓ = Some Progress ⬤ = No Progress ✗ = Discontinue						

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

Performance Objective 6: All teachers will be Highly Qualified in their assigned position, or will be expected to pass the appropriate certification test(s) within the same semester of original hire date.

Evaluation Data Source(s) 6: PR1100 Highly Qualified Teacher Survey in e-Grants documenting 100% HQ

Summative Evaluation 6:

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

Performance Objective 1: MISD will provide its stakeholders effective external communication on a weekly basis throughout the school year (36 weeks).

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			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 ➡ = Continue/Modify ◕ = 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 100% of the campuses and at the district level.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			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 ➡ = Continue/Modify 🔶 = 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	2			$0.00
1	1	3			$0.00
1	1	6			$0.00
1	1	7			$30.00
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	4			$0.00
1	3	5			$0.00
1	3	6			$0.00
1	3	7			$0.00
1	3	8			$0.00
2	1	2			$250.00
2	1	5			$200.00
2	1	6			$0.00
2	1	7			$0.00

3	2	4			$0.00
				Sub-Total	$480.00

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
2	1	8			$24,000.00
				Sub-Total	$24,000.00
				Grand Total	$24,480.00

Montgomery Independent School District

Madeley Ranch Elementary School

2017-2018 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.

Table of Contents

Comprehensive Needs Assessment

Student Academic Achievement

Student Academic Achievement Summary

The percentage of the 2017 STAAR Tests for third and fourth grades are as follows:

Third Grade:

Reading - 92% at Approaching Level, 66% at Met, and 47% at Mastered

Math - 93% at Approaching Level, 71% at Met, and 40% at Mastered

Fourth Grade:

Reading - 83% at Approaching Level, 53% at Met, and 29% at Mastered

Math - 87% at Approaching Level, 63% at Met, and 41% at Mastered

Writing - 75% at Approaching Level, 42% at Met, and 12% at Mastered

Madeley Ranch will continue to implement a School-wide Enrichment Model (SEM) for the 2017-2018 School year. This program develops a collaborative school culture while providing meaningful, high level and potentially creative opportunities for students to develop their passions and talents. We will continue to offer Enrichment Hour each Friday as well. In addition, MRE will be implementing the "House" concept for the 2017-18 School Year. Our School will be divided into 5 Houses: Purple, Red, Blue, Green, and Yellow. Each House will contain teachers K-5. This allows for all students in each "House" to be on the same academic schedule throughout the year. Students will fluidly been encouraged to visit different classrooms within their "House" for reinforcement and enrichment of the curriculum. Since each "House" will be on the same academic schedule throughout the year, this allows teachers within each "House" to vertically plan twice a week with our Instructional Coach and Administrators. Every 7 days teachers from each grade level will have an opportunity to horizontally plan instruction. This concept should bridge the gaps in curriculum that we've seen with student progress over the past 5 years.

Student Academic Achievement Strengths

Third Grade came up on STAAR from 2016:

Reading gains - 5 points. (2016 Test - 87%, 2017 Test - 92%)

Mastered Level gains - 11 points. (2016 Test - 36%, 2017 Test - 47%)

Math gains - 6 points. (2016 Test - 87%, 2017 Test - 93%)

Mastered Level gains - 7 points. (2016 Test - 33%, 2017 Test - 40%)

Fourth Grade STAAR Gains:

Math gains - stayed the same at 87% for the 2016 and 2017 STAAR Test

Mastered Level gains - 10 points. (2016 Test - 31%, 2017 Test - 41%)

At the end of the 2016-17 School Year, we had less retentions then previous years. Our retentions overall went down by 40% indicating stronger instruction delivered in the classroom.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: 4th Grade STAAR Reading scores went down from 2016 by 7 points (90%-83%).on Student Achievement. 4th Grade STAAR results in Math also went down by 5 points at the Mastered Level. **Root Cause**: The population of S.E. students in 4th grade increased and were counted in the overall scores. In addition, the lack of vertical alignment on a regular basis affected the quality of instruction.

Problem Statement 2: 4th Grade STAAR Writing scores also went down by 8 points, and at the Mastered Level went down by 10 points (22% in 2016 - 12% in 2017). **Root Cause**: The population of S.E. students in 4th grade increased and were counted in the overall scores. In addition, the lack of vertical alignment on a regular basis affected the quality of instruction.

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 Expected or Accelerated Performance standards on all Statewide tests.

Evaluation Data Source(s) 1: The measure of impact will be determined through Unit Common Assessments, Benchmark Assessments, BOY, MOY, EOY, and end of the year STAAR results.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			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 2017 Data, Eduphoria Data, Common Assessments, MOY Benchmarks				
	Funding Sources: 199 General Fund SCE - $0.00					
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.	Principal, Asst. Principal, Instructional Coach, and MRE MRE Staff	Common Assessments, MOY Benchmarks, and 2017 STAAR Results.				
70% of all students will meet or exceed progress on Index 2 in Reading and Math STAAR and EOY Universal Screen results, with 35% scoring at the Mastered Level in Reading and 35% in Math and Science.	Problem Statements: Student Achievement 1 Funding Sources: 199 General Fund - $0.00, 461 Campus Activity - $0.00					
3) Continued implementation of Handwriting skills to ensure appropriate handwriting development, and cursive handwriting beginning in third grade.	MRE Staff, Instructional Coach, and Administrators	Student Writing Samples, Lesson Plans				
	Funding Sources: 199 General Fund - $0.00					

4) Begin implementation of the "House" concept to increase the level of vertical alignment and the amount of time spent on vertical alignment amongst grade level teachers to close achievement gaps. Vertical Alignment is now part of the Master Schedule for teachers to meet twice weekly. Horizontal alignment will take place once every 7 days for grade level planning and alignment purposes. PLC's will now be a part of the Vertical Alignment Meetings.	MRE Staff, Instructional Coach and Administrators	Meeting Attendance, Transformational Committee Feedback, Teacher Feedback, EOY Vertically Aligned Curriculum for grades PK-5, Common Assessment Data, BOY, MOY, EOY Data, and Class Observations				
	Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1					
	Funding Sources: 199 General Fund - $200.00					
5) The SEM2 cohorts will continue to implement SEM strategies in core instruction and train teachers on campus throughout the year on depth and complexity with self directed learning.	Administrators, Instructional Coach, and SEM2 teachers.	Benchmark Data, 2017 STAAR Observations of increased student engagement. Observations of increased student self directed learning. Increase of Level 3 products at the end of each SEM 9 week period.				
	Problem Statements: Curriculum, Instruction, and Assessment 5					
	Funding Sources: 199 General Fund - $400.00					
6) Ensure differentiated instruction is provided to all students within an inclusive environment. This will happen in each students homeroom base as well as within each student's "House." Students can move fluidly in each "House" to receive reinforcement of skills and enrichment of skills. This process will aide in closing gaps between grade levels.	Administrators, Instructional Coach, and MRE Staff	2017 MOY and EOY Texas State Assessments Classroom Observation Parent Feedback Teacher Feedback				
	Problem Statements: Curriculum, Instruction, and Assessment 4					
	Funding Sources: 199 General Fund - $0.00					
7) 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 - $0.00					
8) 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.	Administrators, Counselor, and the Director of Special Programs	MISD GT Program will meet the exemplary standards of the state plan.				
	Funding Sources: 199 General Fund - $500.00					
9) The Transformational Team will continue will continue to meet throughout the year to access and problem solve with the new "House" concept.	Administrators Instructional Coach Transformation Team Teachers					
	Funding Sources: 199 General Fund - $0.00					

10) Provide more staff development on Product Base Learning and STEM to increase capacity.	Principal Assistant Principal Transformational Team Director of Curriculum & Instruction PBL teachers STEM teachers	Increase of percentage of teachers using STEM and Product Base Learning in the classroom.				
	Problem Statements: Curriculum, Instruction, and Assessment 7					
	Funding Sources: 199 General Fund - $1,000.00					
11) Align Academic Vocabulary amongst grade levels for consistency and student retention of academic vocabulary skills.	Administrators Instructional Coach Teachers	Alignment of academic vocabulary in MAC and in weekly lesson plans across grade levels. Classroom Observation MOY and EOY State Assessments				
	Problem Statements: Curriculum, Instruction, and Assessment 6					
	Funding Sources: 199 General Fund - $0.00					
12) World Cultures will be integrated into Social Studies in every grade level to expose students to different cultures and demographics.	Administrators, Instructional Coach, Teachers	Lesson Plans Student Products				
	Funding Sources: 199 ESL - $200.00					

✔ = Accomplished ➡ = Continue/Modify 🟠 = Considerable 🔘 = Some Progress ⚪ = No Progress ✖ = Discontinue

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 1: STAAR Scores decreased on Reading, Math, and Writing decreased overall on Student Achievement and at the Mastered Level. **Root Cause 1**: Our Special Ed. Student numbers in fourth grade increased and were counted in the overall scores. In addition, the lack of consistent vertical alignment for quality instruction affected student performance.
Curriculum, Instruction, and Assessment
Problem Statement 1: There are curriculum gaps between grade levels that we identify consistently every year. Data reflected from the 3rd and 4th grade STAAR Tests indicate slow or no growth each year in Index 2/Progress Measure. **Root Cause 1**: Vertical Alignment Meetings between grade levels does not happen on a regular basis.
Problem Statement 4: Not all students are receiving the appropriate level of differentiated instruction. **Root Cause 4**: Lack of time and manpower
Problem Statement 5: Deeper training and staff development is needed in the area of self-directed learning. **Root Cause 5**: Lack of skill base
Problem Statement 6: Teachers in each grade level use different academic vocabulary; therefore, students must relearn vocabulary from year to year. **Root Cause 6**: Academic vocabulary is not vertically aligned
Problem Statement 7: The delivery of instruction in most classrooms is not student self directed. **Root Cause 7**: Teachers have not developed this skill set due to lack of training opportunities.

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 Expected or Accelerated Growth on 2017-2018 STAAR.

      Evaluation Data Source(s) 2: STAAR scores and BOY, MOY, and EOY Assessments

      Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			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.	Administrator, Instructional Coach, and MRE Staff	MOY, EOY Assessments, Benchmark Data, 2017 STAAR Data, Report Card Data, and Classroom Observation				
	Problem Statements: Curriculum, Instruction, and Assessment 2					
	Funding Sources: 199 General Fund - $0.00					
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 - $0.00					
3) Track and provide services to at-risk students, students with special needs and their families through a Campus Interventionist.	Administrators, Instructional Coach, Campus Interventionist, MRE Staff	Program Data including Homeless, General Ed, Homebound, Foster, Migrant and Section 504. Intervention Program Data				
	Funding Sources: 199 General Fund - $0.00					
4) Provide a wide variety of and access to multiple computerized instruction intervention programs based on individual student needs.	Administrators, Campus Interventionist, and MRE Staff	Individual computerized student progress report.				
	Problem Statements: Curriculum, Instruction, and Assessment 8					
	Funding Sources: 199 General Fund - $0.00					
5) Provide two tutors to work part time to tutor students who are at risk of failing and at risk of passing the STAAR Tests.	Administrators, Instructional Coach, Tutors, Teachers	MOY and EOY Assessments Benchmark Results STAAR Tests results				
	Problem Statements: Curriculum, Instruction, and Assessment 8					
	Funding Sources: 199 General Fund SCE - $12,000.00					

6) Each teacher in each "House" will generate an individualized instructional plan for each student in their classroom based on the student's strengths and weaknesses. A format will be provided.	Administrators, Instructional Coach, Interventionist, Tutors.	MOY, EOY Assessments, Benchmark Data, 2017 STAAR Data, Report Card Data, and Classroom Observation				
	Problem Statements: Student Achievement 2					
	Funding Sources: 199 General Fund - $0.00					

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Performance Objective 2 Problem Statements:

Student Achievement
Problem Statement 2: Our Economically Disadvantaged Students every year average between 85%-89% passing rate on STAAR. **Root Cause 2**: The lack of an individualized instructional plan for each student based on their strengths and weaknesses.
Curriculum, Instruction, and Assessment
Problem Statement 2: Teachers are not utilizing Eduphoria for data analysis to make better data driven decisions. **Root Cause 2**: Lack of training opportunities on Eduphoria.
Problem Statement 8: We continue to have students fall in the bottom 10th percentile on BOY, MOY, and EOY assessments. **Root Cause 8**: Possible learning disabilities undetected and student movement between the district and other districts.

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 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).

Evaluation Data Source(s) 3: The measure of impact will be determined through the Fitness Gram Results.

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) To ensure that 50% of class time, students are engaged in moderate to vigorous physical activity (MVPA). Some of the P.E. instruction will take place during recess. Teachers will notate in their Lesson Plans the organized P.E. instruction that will take place during the week at recess. This instruction will be in addition to the P.E. instruction students receive by their P.E. teacher.	Administrators, P.E. Teachers, Classroom Teachers	Fitness Gram Results, Classroom Observations. Lesson Plan, Recess Observation Time				
		Problem Statements: School Context and Organization 1				
		Funding Sources: 199 General Fund - $500.00				
2) Integrate core curriculum content into physical education curriculum.	P.E. Teacher, Principal, Asst. Principal	Classroom Observations, Lesson Plans.				
	Funding Sources: 199 General Fund - $0.00					
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 - $0.00					
4) Provide state approved Coordinated School and Health Components into curriculum.	P.E. Teacher, Principal, Asst. Principal	Classroom Observations, Lesson Plans				
	Funding Sources: 199 General Fund - $0.00					
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 - $0.00					
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Performance Objective 3 Problem Statements:

School Context and Organization

Problem Statement 1: Due to a revised Master Schedule to meet the needs of the "House" concept, students' P.E. time is reduced in order to make the "House" program effective. **Root Cause 1**: New Master Schedule for the "House" program reduces P.E. time for students.

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 the Dropout Prevention Program.

Evaluation Data Source(s) 4: Decrease in the number of retention at the end of the 2017 school year.

Summative Evaluation 4:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			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, Tutors, 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 - $12,000.00					
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 - $0.00					
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 - $0.00					
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 - $0.00					
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 - $0.00					
6) Continue the implementation of the N.E.A.T. program to motivate students to not miss school and to arrive to school on time.	Julie McLendon, Kelly Lowe, and Teachers	End of the year percentage increase of absences and tardies.				
	Problem Statements: School Culture and Climate 2					
	Funding Sources: 461 Campus Activity - $2,500.00					
7) Identify and serve students who qualify for services and supports under the McKinney-Vento Act (homeless status).	Principal, Counselor, Registrar, Director of Special Programs	Student residency questionnaires, free & reduced roster				

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Performance Objective 4 Problem Statements:

School Culture and Climate
Problem Statement 2: Our attendance rate for students is below 97% for the year. **Root Cause 2**: Families pull students to travel.

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.

Evaluation Data Source(s) 1: 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.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Incorporate character education through Counselor's Corner, daily live announcements, guidance lessons, Check and Connect, Bucket Fillers, Watch Dogs, Cowboy 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: 461 Campus Activity - $2,600.00					
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 - $400.00					
3) Continue the implementation of Conscious Discipline school-wide to promote good conduct, character traits, and citizenship. Continue meeting with "Houses" quarterly to problem solve with staff and give support.	Principal, Asst. Principal, Counselor, Classroom Teachers, Specials Teachers	Classroom Observation, Bucket Filler Winners, Lower incidence of discipline referrals.				
	Funding Sources: 199 General Fund - $300.00					
4) 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 - $0.00					
5) 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 - $0.00					
6) 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 - $0.00					

7) 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 - $0.00					
8) 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 - $0.00					
9) 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 - $0.00					
10) 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 - $0.00					
11) 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 - $0.00					
12) Continue the implementation of the Conscious Discipline Approach to the maximum extent school wide as our Behavior Program. Continue to provide support to teachers and staff by meeting quarterly to hear concerns and problem solve.	Administrators, Counselor, MRE Staff	Low incidence of discipline referrals. Increase of teacher satisfaction and morale with classroom management.				
	Problem Statements: School Context and Organization 2					
	Funding Sources: 199 General Fund - $0.00					

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Performance Objective 1 Problem Statements:

School Context and Organization
Problem Statement 2: Teachers continue to struggle with the Conscious Discipline Behavior Approach. Most have not mastered the approach. **Root Cause 2**: The teachers continue to need more training and support.

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.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Incorporate a minimum of one technology generated product in each core academic course each semester.	Administrators and teachers	Completion of student product.				
Funding Sources: 199 General Fund - $500.00						
2) Schedule presentations at team meetings so that teachers can present their student-generated products to the staff.	Administrators and teachers	Teacher presentations at faculty meetings.				
Funding Sources: 199 General Fund - $0.00						
3) Utilize computer lab for student research	Administrators and teachers	Student research projects.				
Funding Sources: 199 General Fund - $0.00						
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 - $0.00						
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 Technology - $1,000.00						
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 - $0.00, 461 Campus Activity - $0.00						
7) Conduct a Technology Evening in the first semester of school for parents. The purpose is to educate them on the significance of technology in the classroom and why it is so important for students to acquire these skills to prepare them for the 21st Century.	Administrators, TIMS, Teachers, and Parents.	Parent Turnout Totals Parent Buy in on the End of the Year Parent Survey of MRE. Technology Fundraiser totals.				
	Problem Statements: Technology 2					
	Funding Sources: 199 General Fund Technology - $0.00					

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Performance Objective 1 Problem Statements:

Technology

Problem Statement 2: Parents need to be educated on the significance of technology in the classroom and why it is so important for students to acquire these technology skills for the 21st Century. **Root Cause 2**: We haven't had a Parent Technology Night to educate parents on how and why we use technology in the classroom.

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.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			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 - $0.00					
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 - $0.00					
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 Technology - $500.00					
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 - $1,000.00					
5) Incorporate the use of campus tablets into daily instruction in each classroom in at least one subject per week.	Administrators, Instructional Coach, and Teachers	Classroom Observation Student generated products Written into lesson plans weekly				
	Problem Statements: Technology 1					
	Funding Sources: 461 Campus Activity - $50,000.00					
✔ = Accomplished ➡ = Continue/Modify ◔ = Considerable ◔ = Some Progress ⬤ = No Progress ✘ = Discontinue						

Performance Objective 2 Problem Statements:

Technology

Problem Statement 1: Apps for the tablets cannot be bought with District Budget monies, so teachers are using their own money to purchase Apps for classroom technology needs. **Root Cause 1**: District Policy of how monies can be spent regarding Apps.

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

Evaluation Data Source(s) 3: 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.

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			**Summative**
			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 - $0.00					
✔ = Accomplished ➡ = Continue/Modify ◐ = 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.

Evaluation Data Source(s) 1: Annual Audit Report/Madeley Budget/ Various Documents

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			**Summative**
			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 - $0.00						
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 - $0.00						
3) Track revenues and expenditures throughout the school year.	Principal, Campus Secretary, Chief Financial Officer	TxEIS Business System				
Funding Sources: 199 General Fund - $0.00						
4) Annually review cost saving measures to determine effectiveness.	Principal, Campus Secretary, Chief Financial Officer	Comparison Study of Expenditures.				
Funding Sources: 199 General Fund - $0.00						
5) Continually research ways to cut costs and to generate revenue.	Principal, Campus Secretary, Chief Financial Officer	Revenue Budget				
Funding Sources: 199 General Fund - $0.00						
✔ = Accomplished ➡ = Continue/Modify ◕ = 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

    Evaluation Data Source(s) 2:

    Summative Evaluation 2:

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.

    Evaluation Data Source(s) 1: Building walkthrough at the end of the year to evaluate progress.

    Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			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 - $0.00					
✔ = Accomplished ➡ = Continue/Modify ◔ = 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.

Evaluation Data Source(s) 1: Comparison of MISD's Salary Comparison Sheet, Contracts, and benefit plans with surrounding school districts.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Classroom teachers will be provided training and support on the Texas Performance Standards Project to ensure differentiation for identified GT students in the classroom.	Principal, Director of Special Programs, Instructional Coach	Training sign-in sheets and agendas, teacher feedback, lesson plans, MAC resources				
✔ = Accomplished → = Continue/Modify ◑ = 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 2017-2018 year, MISD will provide all essential positions necessary to accommodate growth in student population.

Evaluation Data Source(s) 2: Growth Project Study

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			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 - $0.00						
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 - $0.00						
✔ = Accomplished ➡ = Continue/Modify ◕ = 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.

Evaluation Data Source(s) 3: Letter of Invitation, Training Agenda, Signature Pages and Participant Evaluation Forms.

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			**Summative**
			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 - $0.00					
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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.

Evaluation Data Source(s) 4: District Announcement of Banquet Honorees, District E-Blast and Postings to Community Connections, Calendar of District Events.

Summative Evaluation 4:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			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 - $0.00						
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 - $0.00						
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 - $0.00						
4) A Student Leadership Club will be implemented to instill leadership skills in students. The students will model these skills throughout the day, during safety patrol, and on the morning announcements.	Administrators, Michelle Knowlton, and Jennifer Williamson	Observation of students				
	Problem Statements: Curriculum, Instruction, and Assessment 8 - School Context and Organization 3					
	Funding Sources: 461 Campus Activity - $175.00						
✔ = Accomplished ➡ = Continue/Modify ◓ = Considerable ◔ = Some Progress ⚪ = No Progress ✖ = Discontinue						

Performance Objective 4 Problem Statements:

Curriculum, Instruction, and Assessment
Problem Statement 8: We continue to have students fall in the bottom 10th percentile on BOY, MOY, and EOY assessments. **Root Cause 8**: Possible learning disabilities undetected and student movement between the district and other districts.
School Context and Organization
Problem Statement 3: Madeley Ranch needs a Student Leadership Team to help with Safety Patrol in the mornings and model leadership skills to students on Morning Announcements. **Root Cause 3**: New Program that needs to be implemented.

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.

Evaluation Data Source(s) 5: 100% of MISD teachers and instructional aides will be Highly Qualified.

Summative Evaluation 5:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			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 - $0.00					
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 - $0.00					
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 - $0.00					
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 - $0.00					
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 - $0.00					

6) All new teachers to MRE will be assigned a House Mentor or Buddy who will provide resources and guidance throughout the school year.	Administrators, New Teachers to MRE, Mentors, Buddies, and Instructional Coach.	Feedback from new teachers, mentors, buddies, and Instructional Coach.				
	Problem Statements: Staff Quality, Recruitment, and Retention 2					
	Funding Sources: 199 General Fund - $0.00					

✔ = Accomplished	➡ = Continue/Modify	◕ = Considerable	◔ = Some Progress	⬤ = No Progress	✖ = Discontinue

Performance Objective 5 Problem Statements:

Staff Quality, Recruitment, and Retention
Problem Statement 2: New teacher Mentor Program needs better guidelines, training, and a check-in time with the Campus Coach. **Root Cause 2**: Prior to 2016, there was not an Instructional Coach for new staff, mentors, and buddies to check in with on a regular basis.

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.

    Evaluation Data Source(s) 6: PR1100 Highly Qualified Teacher Survey in e-Grants documenting 100% HQ.

    Summative Evaluation 6:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			**Summative**
			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 - $0.00					
2) All classroom teachers will be certified to teach G.T. by the end of the 2017-2018 school year.	Administrators and Counselor	30 Hours of G.T. training by the end of the 2017-2018 School Year. G.T. Certification on SBEC				
	Problem Statements: Staff Quality, Recruitment, and Retention 1					
	Funding Sources: 199 General Fund - $0.00					
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Performance Objective 6 Problem Statements:

Staff Quality, Recruitment, and Retention
Problem Statement 1: Eight out of thirty seven certified teachers need G.T. Training/Certification in order to implement the "House" concept for the 2017/2018 school year. **Root Cause 1**: G.T. Training/Certification has not been made mandatory by the district.

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.

Evaluation Data Source(s) 1: Maintain student-centered and meaningful relationships with parents, businesses, and community leaders.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			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 - $0.00						
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 - $0.00						
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, SEM Coordinator, and MRE Staff	Student Products, Showcase, Observation Increase of Parent Participation of volunteers				
Problem Statements: Family and Community Involvement 3						
Funding Sources: 461 Campus Activity - $2,600.00						
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 - $0.00						
5) Recognize our volunteers and businesses who partner with our school throughout the year. A new committee will be formed to ensure that MRE volunteers and partners are recognize for their service.	Administrators, PTO, Staff, Community Involvement Committee	Parent Satisfaction on the End of the Year Parent Survey. Increase of volunteers and business partners for MRE.				
Problem Statements: Family and Community Involvement 1						
Funding Sources: 199 General Fund - $0.00						

6) Involve staff in reaching out to the community to sell flags and take flag routes to support our PTO. Research the cost of purchasing flags instead of using a company. This possibly will bring in more of a profit for PTO who supports our school.	Administrators, PTO, MRE Staff, Parent Volunteers, Business Partners.	Increased number of staff participating in the flag fundraiser and routes. Flag Route numbers increase for the 2017-2018 School Year. Flag Fundraiser brings in more money. Flag Fundraiser volunteer base grows.			
	Problem Statements: Family and Community Involvement 2				
	Funding Sources: 199 General Fund - $0.00				
7) Conduct a Parent and Student training for all new families coming to MRE to ensure that they understand our policies, procedures, programs, events, and campus culture.	Administrators, Librarian, MRE Staff, and PTO	Increase of parent participation at MRE. Parent End of the Year Survey			
	Problem Statements: School Culture and Climate 1				
	Funding Sources: 199 General Fund - $0.00				

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Performance Objective 1 Problem Statements:

School Culture and Climate
Problem Statement 1: There is a need to reach out and connect with the community outside their own classroom and school. We need to implement a new student orientation for those entering MRE so that they will adjust and transition more smoothly. There is also a need for a new Parent to MRE Orientation to understand our programs, curriculum, "House", and events. **Root Cause 1**: Slow growth of student population. It has never come up before now as a need for students and parents.
Family and Community Involvement
Problem Statement 1: Volunteers and Business Partners need to be recognized throughout the year. **Root Cause 1**: We do not have a Committee to make this a priority so it doesn't get accomplished.
Problem Statement 2: With 700+ community supporters at $36.00 per flag we make $13K+ each year. We make $18.00 from each flag after paying the flag company. This program has a lot of potential and we need more volunteers. **Root Cause 2**: The lack of volunteers to deliver flags. We do not own our own flags. If we did own them, our profits would be 100%. We need to look into purchasing our own flags.
Problem Statement 3: We need more volunteers for our SEM Program. **Root Cause 3**: We need to advertise more and reach out to businesses all around Montgomery to educate them on the SEM program and the benefits.

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.

Evaluation Data Source(s) 1: Parent Survey at the end of the school year.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			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 - $0.00						
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 - $0.00						
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 - $0.00						
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 - $0.00						
6) Publish Principal Weekly Newsletter, Monthly House Newsletters, Updated Teacher Website weekly, Utilize School Messenger Emails and Texts, 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				
		Problem Statements: Family and Community Involvement 4				
		Funding Sources: 199 General Fund - $0.00				

7) Recognize our volunteers and businesses who partner with our school throughout the year. A new committee will be formed to ensure that MRE volunteers and partners are recognize for their service.	Administrators, PTO, Staff, Community Involvement Committee	Parent Satisfaction on the End of the Year Parent Survey. Increase of volunteers and business partners for MRE.				
	Problem Statements: Family and Community Involvement 1					
	Funding Sources: 199 General Fund - $0.00					
8) Conduct a Parent and Student training for all new families coming to MRE to ensure that they understand our policies, procedures, programs, events, and campus culture.	Administrators, Librarian, MRE Staff, and PTO	Increase of parent participation at MRE. Parent End of the Year Survey				
	Problem Statements: School Culture and Climate 1					
	Funding Sources: 199 General Fund - $0.00					

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Performance Objective 1 Problem Statements:

School Culture and Climate
Problem Statement 1: There is a need to reach out and connect with the community outside their own classroom and school. We need to implement a new student orientation for those entering MRE so that they will adjust and transition more smoothly. There is also a need for a new Parent to MRE Orientation to understand our programs, curriculum, "House", and events. **Root Cause 1**: Slow growth of student population. It has never come up before now as a need for students and parents.
Family and Community Involvement
Problem Statement 1: Volunteers and Business Partners need to be recognized throughout the year. **Root Cause 1**: We do not have a Committee to make this a priority so it doesn't get accomplished.
Problem Statement 4: Staff is not utilizing/updating their websites weekly or sending monthly newsletters to keep parents informed **Root Cause 4**: Scheduling time into their schedule on a weekly basis.

Campus Funding Summary

199 General Fund

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Common Planning Period for vertical alignment for each "House."		$0.00
1	1	3			$0.00
1	1	4	Instructional Coach, Common Planning Room, MAC, K-5 Teachers, Instructional Resources		$200.00
1	1	5			$400.00
1	1	6	Instructional Coach, Teachers, Instructional Resources, MAC		$0.00
1	1	7			$0.00
1	1	8			$500.00
1	1	9	Room 101		$0.00
1	1	10	tablets		$1,000.00
1	1	11	MAC, Instructional Coach, Instructional Resources, Teachers		$0.00
1	2	1	Eduphoria Program, Deeper Eduphoria Training, Assessment Data		$0.00
1	2	2			$0.00
1	2	3			$0.00
1	2	4			$0.00
1	2	6	Individualized Instructional Plan Format		$0.00
1	3	1			$500.00
1	3	2			$0.00
1	3	3			$0.00
1	3	4			$0.00
1	3	5			$0.00
1	4	2			$0.00
1	4	3			$0.00
1	4	4			$0.00

1	4	5			$0.00
2	1	2			$0.00
2	1	2			$400.00
2	1	3			$300.00
2	1	4			$0.00
2	1	6			$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	Training		$0.00
2	1	12	Conscious Discipline Manuel and resources.		$0.00
3	1	1			$500.00
3	1	2			$0.00
3	1	3			$0.00
3	1	4			$0.00
3	1	6			$0.00
3	2	1			$0.00
3	2	2			$0.00
3	2	4	Stipend		$1,000.00
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	5	6			$0.00
6	6	1			$0.00
6	6	2	G.T. Training Classes		$0.00
7	1	1			$0.00
7	1	2			$0.00
7	1	4			$0.00
7	1	5	A new Committee will be appointed		$0.00
7	1	6	Purchase of more flags, and recruitment of staff and volunteers for routes		$0.00
7	1	7			$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
8	1	7	Parent Involvement Committee		$0.00
8	1	8			$0.00
				Sub-Total	$4,800.00

199 ESL

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	12			$200.00
				Sub-Total	$200.00

199 General Fund SCE

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Staff, manipulatives, and incentives		$0.00
1	2	5			$12,000.00
1	4	1			$0.00
1	4	1			$12,000.00
2	1	5	Conscious Discipline		$0.00
				Sub-Total	$24,000.00

199 General Fund Technology

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	5			$1,000.00
3	1	7	Computer Lab, Smart Boards, Tablets, Computers, Hand Held Devices		$0.00
3	2	3			$500.00
				Sub-Total	$1,500.00

461 Campus Activity

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2			$0.00
1	4	6			$2,500.00
2	1	1			$2,600.00
2	1	1			$0.00
3	1	6			$0.00
3	2	5	We need more tablets for classrooms. The ease of purchasing Apps with District funds.		$50,000.00

6	4	4			$175.00
7	1	3	SEM Materials for products and Volunteer base		$2,600.00
				Sub-Total	$57,875.00
				Grand Total	$88,375.00

Montgomery Independent School District

Montgomery Elementary School

2017-2018 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.

Table of Contents

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 755 students with 82 employees. MES has 368 students who qualify for free and/or reduced lunch, showing a increase in percentage from last year. Our student demographics are as follows: Hispanic-157, Indian- 27, Asian-9, White-467, and African American-96.

Staff Demographic Breakdown is shown in the following chart:

Title	2016-2017
HOMEROOM TEACHERS	42
IN-CLASS SUPPORT TEACHERS	2
PRE-SCHOOL PROGRAM FOR STUDENTS W/DISABILITIES	3
SPEECH THERAPIST	1
TITLE I TEACHERS	1
ESL SPECIALIST	0.5
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
INSTRUCTIONAL COACH	1

Demographics Strengths

Attendance was a focus on our campus this year in order to address the new accountability component that will be implemented in the 17-18 school year. Attendance incentives were put into place, and grade levels and individual students were awarded for top attendance percentages.

We have a full-time Reading/Math interventionist as well as a full-time Instructional Coach and were able to hire two Spring tutors for Math and Reading support; 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.

Problem Statements Identifying Demographics Needs

Problem Statement 1: STAAR Writing scores were low for our Hispanic subgroup with only 60% of the students scoring at "approaches grade level." **Root Cause**: Teachers and Instructional Coaches need in-depth training on ELPS so that they are embedded into daily instruction across all grade-levels.

Student Achievement

Student Achievement Summary

 CNA team members: Tami Robison, Demi Torman, 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 showed improvements in Advanced Performance on all tests. Writing continues to be our main focus for the 2017-2018 school year. Instructional coaches will support teachers in K-5th grades to ensure daily writing and small group instruction so that teachers can provide immediate feedback and students can improve the writing process. The lowest reporting category for MES this year was the composition category with our campus average points earned being 4 out of 8 possible points.

2016-2017 STAAR Results

Grade	Test	Met Standard	Adv. Perf.
3	Reading	91%	46%
3	Math	91%	34%
4	Writing	74%	12%
4	Reading	88%	41%
4	Math	88%	36%

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 all areas.

On the progress measure component of STAAR, 92 out of 145 students made progress in 4th grade Reading and 96 out of 145 students made progress in 4th grade Math.

EOY DRA results show the following: 1st grade- 52% of students are on or above grade level, 2nd grade- 80% of students are on or above grade level, 3rd grade- 72% of students are on or above grade level, and 4th grade- 65% of students are on or above grade level.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: EOY DRA results show that 48% of 1st grade students are not on grade-level in Reading. **Root Cause**: DRA testing administration is not consistent across all grade levels and use of our Title I interventionist is spread thin due to there being only one interventionist for both Math and Reading campus-wide.

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 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.

A "Pineapple Wall" has been added to the front office so teachers can share the great things they do in their classrooms with others, allowing co-workers to come visit their classrooms and collaborate about engaging activities and lessons. We also have a "Wall of Encouragement" which gives staff the opportunity to send a co-worker an encouraging note or message. Both of these staff culture components have been well-received and actively used.

School Culture and Climate Strengths

We had zero incidents of Bullying during the 2016-2017 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.

Attendance incentives offered each month showed an increase in student attendance & positive feedback from parents regarding incentives.

The implementation of Morning Meetings has improved classroom discipline and culture as well as campus culture.

MES provides cultural awareness and creative learning opportunities 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.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

CNA team members: Melissa Swearingen, Jada Mullins, & Chiara Ott

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%.

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 TTESS results show evidence of a strong instructional staff who use best practices in their classrooms.

Professional Development survey was offered to the staff, and 30 staff members completed it electronically. Survey results showed teachers overall being positive about PD options and relevancy. Obstacles to PD implementation or attendance included lack of planning time and lack of childcare for after-school PD. Survey also showed that most teachers prefer face-to-face PD over other methods, and future PD areas of interest included: technology, GT, small-group instruction, Guided Reading, make & take, and special ed.

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 collaboration and communication.

Implementation of an Instructional Coach has been greatly received this year and has improved on use of student data as well as teacher collaboration and training needs.

The MISD Master Teacher program was well-received by MES staff with 11 MES teachers participating in the program in order to grow professionally in best practices.

An increase in Bilingual staff has helped better support our Dual Language program and our Bilingual students and parents.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

CNA Members: Laurel Plunk, Elsa Narvaez, Kristin Sissom, & Carolyn Veillon

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 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/Accelerated 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.

EOY universal screeners show a need for more intensive reading instruction and intervention at the lower grade levels, while state testing results show low performance on the 4th grade Writing test as well as low percentages of students showing "met progress" on the 4th grade Reading and Math tests.

Curriculum, Instruction, and Assessment Strengths

- MAC planning days per nine weeks for team collaboration, curriculum & resource planning
- purchase of new, updated, research-based resources
- 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
- RTI meetings set each four or nine weeks to discuss individual students & devise a plan for students in need
- 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
- addition of Instructional Coach to support teachers in ELA, Math, & Technology instruction
- BOY trainings in the administration of *Reading Horizons* helped teachers better understand the program and increased the fidelity of the program in the classrooms
- Use of district-purchased item bank to ensure quality assessments correctly aligned with the Montgomery Aligned Curriculum

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: STAAR writing scores showed only 74% of our 4th grade students at the "Approaches Grade Level" standard and 42% at the "Meets Grade Level" standard. **Root Cause**: Students are not writing enough in the lower grade levels and are therefore lacking basic writing skills when they enter 4th grade. Our curriculum must be better aligned & implemented with fidelity daily.

Family and Community Involvement

Family and Community Involvement Summary

CNA team Members: Jordan Willett, Amanda Denn, Morgan White, & Amy Edsall

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 Curriculum Night, Open House, Book Fairs, Fun Run, Choir Concerts, the Wave Club, Watch Dogs, Camp Kindergarten, Bilingual Family Night, K-1/Dual Language Orientation, PAWS Mentoring Program, E-Tracks, various PTO family nights, 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 tripled in mentor and student participation this year and provides 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 throughout the month 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. In addition to these things, MES implemented *Parenting Partners* curriculum and training this year to help educate our parents on school topics and strengthen the relationship between home and school. Our Bilingual parents also had the opportunity to participate in our *Latino Family Literacy Night* which teaches our Spanish-speaking parents how to best support their ELLs at home in the area of Reading. Participation increased in this program this year and was well-received and attended by the parents.

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 Thanksgiving meals, Christmas gifts, and clothes vouchers for more students each year 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.

Implementation of an Instructional Coach provided support teachers for in Reading, Math, and Technology in the classrooms as well as through needed staff development and opportunities to collaborate about student data, curriculum components, and best instructional practices. The Specials schedule was revamped this year to allow more classroom instructional time, which resulted in teacher conference periods being shortened.

Use of a question bank for teachers to build/create their own assessments has been implemented this year, and teachers are using actively to create their own unit assessments.

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. Spring tutors are hired to assist with

students who are struggling in Math or Reading for grades 3 and 4.

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.

Parent surveys conducted at the end of the year show that parents are pleased with the school and the services their children receive.(125 parents turned in the survey with 97 of those surveys showing positive comments on areas such as: quality of staff, communication, E-tracks, and family events offered; 28 parent responses showed concern about areas such as: teacher websites, poor facilities, and School Messenger)

Technology

Technology Summary

CNA team members: Joanne Humprhey, Nikki Taylor, Lorra Lynch

MES has a wide array of technology available for classroom use including: iPads, Kindles, netbooks, laptops, document cameras, 2-4 student PCs per classroom, and 5 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 re-instated a computer lab for student use to be part of the weekly Specials rotation.

Technology Needs Assessment Survey completed by staff members showed a clear interest in and attempt to integrate technology into daily classroom instruction with widespread use of technologies available; concerns shared on survey included lack of consistency with working tech applications and limited connectivity often as well as need for more follow-up on new tech initiatives.

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 incorporate 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 and/or District initiatives.

Online interventions usage report shows that programs are being consistently used and received positive feedback from students using them.

Campus trainings conducted by Instructional Coaches and TIMS were well-attended and received positive feedback regarding relevancy and ease of

implementation.

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: 85% of all student groups will meet or exceed performance standards on the STAAR test.

Evaluation Data Source(s) 1: Students will meet grade-level expectations and performance standards based on Universal Screeners, local assessments, and STAAR results.

Summative Evaluation 1: Met Performance Objective

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				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 - $0.00					
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 - $0.00					

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 - $0.00						
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 - $0.00						
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				
6) Each student in grades K-5 will utilize a writing folder for daily implementation of the Lucy Calkins Writers Workshop program & MAC guidelines. Folders will be monitored by Principal & Instructional Coach on a 7-9 week basis to insure utilization of established writing curriculum and consistent student/teacher conferencing.		Principal, Classroom teacher Instructional Coach	Student writing samples & Classroom observations				
	Funding Sources: 199 General Fund - $0.00						

7) 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 - $0.00					
8) Classroom teachers will provide GT services to identified GT students through the use of Texas Performance Standards Project and MAC.		Principal, Instructional Coach, GT Coordinator	Lesson plans, Individual student projects, student portfolios				
9) Writing across all grade-levels will be an area of focus through: * intensive study of and implementation of MAC for teachers *PLC lesson planning, review of best practices, & review of student writing samples *regularly scheduled teacher-designed assessments as checkpoints for student progress on Writing TEKS		Principal, Classroom teachers, Instructional Coach	Lesson plans, student writing samples, student progress, PLC meeting agendas & sign-in sheets				
10) Implement strategies from Schoolwide Enrichment Model (SEM), providing a wide array of learning opportunities for all students.		Principal, Campus SEM Liaison, Teachers and staff	SEM schedule, student surveys, showcases, parent & student feedback				
✔ = Accomplished ➔ = Continue/Modify ◕ = 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.

Evaluation Data Source(s) 2: STAAR results and local assessment data will show student performance.

Summative Evaluation 2:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				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 - $0.00							
2) 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 - $0.00							
3) 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				
4) 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				
5) 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				
6) 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				
7) Interventions and classroom differentiation will be provided through online programs including: STRIDE, Imagine Learing, iStation, Sumdog, Flocabulary, Fast Forward,and SciLearn to support Math, ELA, and Science TEKS.		Principal, Classroom teachers, RTI Liaison, Instructional Coaches	Program reports, student progress, teacher feedback				

| 8) An area of focus will be to increase the percentage of Grade 5 students who pass the first administration of the STAAR Reading assessment with a "Meet" or "Master" performance from 61% to 66%. | Principal, Classroom teachers, Title I interventionist, Instructional Coaches | Common assessment results, Title I rosters, STAAR results | | | |

✔ = Accomplished ➡ = Continue/Modify 🟠 = 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

    Evaluation Data Source(s) 3: Monitor and meet the needs of all students who are At-Risk

    Summative Evaluation 3:

				Reviews			
Strategy Description	**Title I**	**Monitor**	**Strategy's Expected Result/Impact**	**Formative**			**Summative**
				Nov	**Jan**	**Mar**	**June**
1) 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				
2) Spring tutors will be recruited and hired to provide intensive intervention in Math and Reading for 3rd, 4th, and 5th graders who are in need of support based on continued low assessment scores.		Principal, Classroom teachers, Title I interventionist, Instructional Coach	Tutor schedule, teacher feedback, student assessment progress				
3) Ensure that regular student attendance is an area of focus at MES by: *Tracking student attendance *Meeting with teachers, parents and students to address individual situations *Providing monthly incentives, and *Communicating with parents the importance of attendance for student success.		Principal, Assistant Principal, Registrar, Classroom teachers	Attendance reports, teacher feedback, monthly incentive documentation, newsletters				
4) Identify and serve students who qualify for services and supports under the McKinney-Vento Act (homeless status).		Principal, Counselor, Registrar, Director of Special Progams	Student residency questionnaires, free & reduced roster				
5) RTI committee members will abide by District Retention policy when making placement decisions for struggling students.		Principal, RTI Liaison, Classroom teachers, Counselor	RTI meeting notes, Eduphoria data, student placement sheets				
✔ = Accomplished ➡ = Continue/Modify ◖ = 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.

Evaluation Data Source(s) 1: Disciplinary referrals will decrease by 10%.

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				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 - $0.00							
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 - $0.00							
3) MES will offer 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 - $0.00							
4) 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				
5) 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				
6) 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				
7) MES will provide support for and build relationships with students in need through the PAWS (Positive Action With Students) Mentor Program.		Administration, Classroom teachers	Student mentee nominations, Mentor Orientation sign-in & agenda, student progress, parent and teacher feedback				

8) 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				
9) Provide student training in conflict resolution, dating violence prevention as appropriate, and anti-bullying.		Principal, Assistant Principals, Counselor	Training agendas/flyers, campus activity calendar				
✔ = Accomplished ➡ = Continue/Modify ◔ = 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.

    Evaluation Data Source(s) 1: 100% of MES teachers will incorporate technology into their classroom instruction and delivery.

    Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Nov	Formative Jan	Formative Mar	Summative 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 - $0.00							
2) 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 - $0.00							
3) All teachers will maintain a webpage in order to provide regular communication with parents.		Administration, Classroom teachers	Teacher websites, EOY Parent survey results				
✔ = Accomplished → = Continue/Modify ◖ = 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.

Evaluation Data Source(s) 1: MES will be prepared for increased enrollment and staffing needs.

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				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 ➡ = Continue/Modify ◕ = 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.

Evaluation Data Source(s) 1: Staff retention will remain high and staff development will be ongoing.

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				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 Curriculum & 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 who obtains GT & ESL certification.		Principal, Counselor, Classroom teachers	Teacher certification				
4) 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				

5) 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				
6) 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				
7) Classroom teachers will be provided training and support on the Texas Performance Standards Project to ensure differentiation for identified GT students in the classroom.		Principal, Director of Special Programs, Instructional Coach	Training sign-in sheets and agendas, teacher feedback, lesson plans, MAC resources				

✔ = Accomplished ➡ = Continue/Modify ◔ = 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.

Evaluation Data Source(s) 1: Parent and community involvement will be evident & ongoing.

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				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 Social Media.		Principal, Assistant Principal, Counselor, Teachers	Parent/teacher written communication, Parent Surveys & feedback, Parent involvement in campus programs/activities				
2) 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				
3) 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 → = Continue/Modify ◕ = 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.

Evaluation Data Source(s) 1: Active and increasing parental involvement will be evident.

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				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 a Family Curriculum Night event to enhance parent's understanding of our instructional program.		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) MES will hold a Title I night to review math and reading strategies in a fun, engaging manner for all students and parents.		Principal, Classroom teachers, Title I staff	Sign-in sheets, Parent and teacher feedback				
5) Dual Language Spanish parents will be provided the opportunity to participate in the Latino Family Literacy Project in order to support Reading in the home.		Principal, Dual Language teachers, Director of Special Programs, Dual Language Liaison	Parent sign-ins, teacher feedback, parent feedback, campus activity calendar				
✔ = Accomplished → = Continue/Modify ◔ = 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.

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	7			$0.00
1	2	1			$0.00
1	2	2			$0.00
2	1	1			$0.00
2	1	2			$0.00
3	1	1			$0.00
3	1	2			$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

461 Campus Activity

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	3			$0.00
				Sub-Total	$0.00
				Grand Total	$0.00

Montgomery Independent School District

Stewart Creek Elementary School

2017-2018 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 century 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!

Table of Contents

Comprehensive Needs Assessment

Demographics

Demographics Summary

Using data from the 2015-2016 Texas Academic Performance Report, Stewart Creek Elementary (SCE) is comprised of 769 students ranging from PreK-Fourth Grade. There are 33 students in PreK, 147 students in Kindergarten, 146 students in First, 148 students in Second, 158 students in Third, and 137 students in Fourth Grade. There are 52 students identified as Limited English Proficient and 300 (39.0%) listed as Economically Disadvantaged. Stewart Creek Elementary continues to be considered a School Wide Title I campus. The enrollment by Ethnicity is shown in the Table below:

Ethnicity	Actual Number	% of Enrollment
American Indian/Alaskan	3	0.40%
Asian	8	1.0%
Black/African American	8	1.0%
Hispanic/Latino	132	17.2%
White	600	78.0%
Hawaiian/Pacific Islander	1	0.1%
Two or More Races	17	2.2%

The variety of programs in which our students participate are included in the table listed below:

Program Information

Program	Actual Number	% of Enrollment
Bilingual	55	7.2%
English Language Learners	16	2.1%
Gifted and Talented	21	2.7%
Special Education	38	4.9%

SCE will begin the fifth year of Dual Language (two way). There will be one Dual Language class in PreK, Kindergarten, First, Second, Third, Fourth and Fifth Grades.

Staff Demographics - Based on 2017-2018 Personnel

Grade Level/Program	Number of Staff (FTE)
Pre-Kindergarten and Kindergarten	8
First Grade	6
Second Grade	6
Third Grade	6
Fourth Grade	6
Fifth Grade	6
Title I	1
Special Education	7 (including paraprofessionals)
Physical Education, Music, Art, and Instructional Aides	9
Administration and Counseling	3
Front Office and Nurse	5
District Maintenance	1
Cafeteria Staff	5

Staff Ethnicity Profile

Ethnicity	Staff Average
African American	3.0%
Hispanic	12.1%
White	84.8%

American Indian	0.0%
Asian	0.0%
Pacific Islander	0.0%
Two or More Races	0.0%

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.

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 over the past five academic school years. These results are displayed according to the Satisfactory Performance Standard and Advanced Performance Standard for academic school year 2013 - 2016 and Approaching and Mastering Levels for the 2017 school year.

Assessment	Grade	Year	Passing Rate at Satisfactory/Approaching	Passing Rate at Advanced/Mastering
Reading	3	2013	85%	16%
	3	2014	83%	18%
	3	2015	92%	31%
	3	2016	81%*	30%
	3	2017	88.1%	31.9%
Reading	4	2013	81%	14%
	4	2014	85%	20%
	4	2015	88%	30%
	4	2016	86%*	31%
	4	2017	82.8%	33.5%
Math	3	2013	70%	19%
	3	2014	83%	17%
	3	2015	72%**	
	3	2016	89%*	25%
	3	2017	92.6%	29.3%
Math	4	2013	88%	15%
	4	2014	80%	27%
	4	2015	69%**	
	4	2016	93%*	33%
	4	2017	86.7%	36.7%
Writing	4	2013	81%	5%

	4	2014	80%	6%
	4	2015	83%	6%
	4	2016	85%*	23%
	4	2017	73.1%	12.9%

*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 2016-2017 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)
2016	87 (Target 60)	45 (Target 32)	53 (Target 28)	49 (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.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Although above the state average, Third Grade Reading scores for Stewart Creek on the S.T.A.A.R. test continue to be one of the lowest in the district and inconsistent. **Root Cause**: There is inconsistency with implementing a rigorous and balanced reading block, that addresses students' individual needs.

Problem Statement 2: There are inconsistencies between grade levels in the rigor of instruction and expectations. **Root Cause**: There is a lack of time provided for vertical alignment among grade levels to see instruction as it progresses from grade to grade.

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. 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.

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 mentoring 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.

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.

Family and Community Involvement

Family and Community Involvement Summary

The Parent Teacher Association (PTA) is very involved and active at Stewart Creek. Their membership and volunteer base continues to grow each year. They host a wide variety of family and community involvement activities, such as Sweets with Santa and Fitness with Families. Additionally, the parents have joined our students and staff at the Parent Involvement Night, Field Day, Go Texan Day and other special events.

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 provide families in need with dinners, bikes and yearbooks. In addition, we work with local churches to provide a backpack program for students in need of food, school supplies and Angel Tree to provide families in need with gifts during the Christmas season.

School Context and Organization

School Context and Organization Summary

Stewart Creek Elementary is comprised of six grade levels- PreKindergarten through Fourth Grade, with Fifth Grade being added in the 2017-2018 school year. 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, 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 committee, 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.

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 classroom has a SMARTBOARD.

Technology Strengths

There are an adequate amount of devices (tablets, laptop cart and student desktop computers) to be used for classroom instruction. The implementation of Tech Tuesday (after school trainings for teachers) have been helpful in incorporating technology into daily lessons.

Problem Statements Identifying Technology Needs

Problem Statement 1: Although there is adequate technology available, complete integration of technology into daily lessons is lacking in all grades. **Root Cause**: Teacher training in the implementation of technology in daily lessons is not sufficient.

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
- 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 Released Test Questions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment 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: Improve student achievement in Reading, with an emphasis on 2nd grade and 3rd grade.

Evaluation Data Source(s) 1: SCE students will improve no less than 2% on campus, district and state reading assessments (STAAR, TELPAS, Campus Common Assessments, District Benchmarks and End of Year DRA levels).

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Analyze assessment results to determine student academic needs and to identify appropriate interventions through monthly SST meetings and PLCs.	Administration, Teachers, Instructional Coach, Title I staff	Increase of student performance on district common assessments and rigorous classroom activities.				
2) Provide differentiation and engagement for all students utilizing Readers Workshop and Balanced Literacy in reading instruction.	Administration, Teachers, Title I staff, Instructional Coach	Increase of student performance on district common assessments and rigorous classroom activities.				
Funding Sources: 211 Title I - $6,000.00						
3) Provide support and professional development for Readers Workshop and Balanced Literacy through summer workshops and PLCs.	Administration and Instructional Coach	Increase of student performance on district common assessments and rigorous classroom activities.				
4) An area of focus will be to increase the percentage of Grade 5 students who pass the first administration of the STAAR Reading assessment with a "Meet" or "Master" performance from 61% to 66%.	Principal, Classroom teachers, Title I interventionist, Instructional Coaches	Common Assessment results, Title I Roster, STAAR results				
✔ = Accomplished ➡ = Continue/Modify ◕ = 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: Incorporate problem solving into daily instruction to improve student academic success in mathematics.

Evaluation Data Source(s) 2: SCE students will improve no less than 2% on campus, district and state math assessments.

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Utilize the district problem solving model on a daily basis.	Administration, Teachers,Title I Staff, Instructional Coach	Increase of student performance on district common assessments and rigorous classroom activities.				
2) Provide professional development in balance math and problem solving through summer staff development and ongoing PLCs.	Administration, Teachers and Instructional Coach	Increase of student performance on district common assessments and rigorous classroom activities.				
✓ = Accomplished ➡ = Continue/Modify ◕ = 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: Stewart Creek will improve the school's attendance rate to 96%.

    Evaluation Data Source(s) 3: SCE will increase the attendance rate .5%.

    Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Provide incentives and recognition to students for Perfect Attendance through 9 weeks awards and End of Year Awards.	Administration, Counselor, Teachers	Increased daily attendance				
Funding Sources: 199 General Fund - $150.00, 461 Campus Activity - $200.00						
2) Communicate with parents regarding their child's excessive absenteeism and utilize the MISD Police to help enforce state compulsory attendance laws.	Administration, Counselor, Teachers, MISD Police	Increased Daily Attendance				
3) Identify and serve students who qualify for services and supports under the McKinney-Vento Act (homeless status).	Principal, Counselor, Registrar, Director of Special Programs	Student residency questionnaire, Free & reduced roster				
✔ = Accomplished ➡ = Continue/Modify ◕ = 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: Provide opportunities for students to engage in physical fitness.

Evaluation Data Source(s) 4: Fitness Gram assessment data will demonstrate mastery of the Healthy Fitness Zone Standard.

Summative Evaluation 4:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) SCE will sponsor Fitness with Families to encourage fitness outside the school day.	Physical Education Staff, Administration	Families participating in fun, fitness activities together at school.				
Funding Sources: 199 General Fund - $300.00						
2) Stewart Creek students will participate in a Fun Run as a school wide fundraiser.	Physical Education Staff, Administration	Students will raise money for school, while participating in physical activity.				
✔ = Accomplished ➡ = Continue/Modify ◕ = 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: Stewart Creek will implement Genius Hour to provide students the opportunity to pursue personal interests.

Evaluation Data Source(s) 5: Time allotted in Master Schedule for Genius Hour.

Summative Evaluation 5:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Provide professional development for staff on how to implement Genius Hour on a weekly basis.	Administration, Instructional Coach, School Innovation Committee	Improved student engagement on personal interests and academic gains				
2) Develop grade level expectations for implementation of Genius Hour.	Administration, Instructional Coach, School Innovation Committee	Improved student engagement on personal interests and academic gains				
✔ = Accomplished ➡ = Continue/Modify ◕ = 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: Stewart Creek will provide opportunities for student and community participation regarding school safety and increase participation by 1%.

Evaluation Data Source(s) 1: Sign In Sheets of parent volunteers and Student Council Member attendance

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Incorporate morning car rider assistance as a job of the SCE Student Council.	Administration, Student Council Sponsors, Student Council Members	Student involvement in assisting with student safety during morning drop-off				
2) Provide the fathers'/grandfathers' of SCE students to volunteer as Watch Dogs.	Administration, Counselor, Parents	Increased parental involvement in school safety				
3) Integrate counseling activities that includes Red Ribbon Week (drug awareness), bullying prevention techniques (conflict resolution), and Conscious Discipline (self discipline and peer interaction) in order to create an educated student body.	Counselor, Administration, Teachers	Increased student awareness				
	Funding Sources: 461 Campus Activity - $300.00					
✔ = Accomplished ➡ = Continue/Modify ◕ = 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 usage of technology by students and teachers in daily instruction.

Evaluation Data Source(s) 1: Teachers will incorporate a technology component in their daily lesson plans which will support student success.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			**Summative**
			Nov	Jan	Mar	June
1) Provide professional development through Tech Tuesdays, PLCs, and team meetings to introduce a variety of applications, research sites and more to be used daily in the classroom.	TIM, Administration	Application of technology programs with students, Lesson plans, Observations				
	Funding Sources: 199 General Fund Technology - $1,000.00					
2) Students will be instructed on topics such as digital citizenship and online research tools and provided opportunities to apply these skills routinely.	TIM, Classroom Teacher, Administration	Increased awareness and student research products				
	Funding Sources: 199 General Fund Technology - $0.00					
✔ = Accomplished ➡ = Continue/Modify ◐ = 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: Teachers and instructional aides hired to fill positions at Stewart Creek Elementary will be Highly Qualified.

Evaluation Data Source(s) 1: Personnel documentation of all teachers will demonstrate highly qualified status

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Recruit teachers for open positions at SCE that are ESL certified and have completed the initial 30 hours of Gifted and Talented training.	Human Resource Department, Administration	Staff that is able to meet the needs of all student groups				
2) Provide professional development in the areas of Genius Hour, Readers Workshop and Math Problem Solving to support campus and district goals.	Administration, Teachers, Instructional Coach	Students more engaged in pursuing personal interests and producing products to share their talents/skills with others. Students applying problem solving skills and reading strategies independently.				
3) Classroom teachers will be provided training and support on the Texas Performance Standards Project to ensure differentiation for identified GT students in the classroom.	Principal, Director of Special Programs, Instructional Coach	Training sign-in sheets and agendas, teacher feedback, lesson plans, MAC resources				
✔ = Accomplished ➡ = Continue/Modify ◕ = 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.

Evaluation Data Source(s) 1: Parents will be informed of all events, status of child's progress, and activities that are available for parent participation.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Maintain a Stewart Creek webpage for parents to utilize for important information and helpful resources.	Campus Web Page Liaison, TIM, Administration, Teachers	Up to date webpage, educated community				
Funding Sources: 199 General Fund - $0.00						
2) Provide a weekly electronic newsletter for parents in English and Spanish.	Administration	Educated school community and connected to school activities				
Funding Sources: 199 General Fund - $0.00						
3) Administer an end of year survey to obtain feedback from parents.	Administration	Provide quality feedback from parents to improve school parent relationships, as well as academic evaluation.				
✔ = Accomplished ➡ = Continue/Modify ◕ = 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.

Evaluation Data Source(s) 1: Parent participation will be an integral part of the daily education of SCE students.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			**Summative**
			Nov	**Jan**	**Mar**	**June**
1) Conduct an orientation for parents to facilitate student success and explain grade level expectations.	Counselor, Administration, Teachers	Parents with a better understanding of academic and classroom expectations.				
2) Offer a wide variety of parent participation opportunities including PTA events, Fitness with Families, Meet the Teacher, Open House and volunteer opportunities within the school day.	Administration, Counselor, Teachers, PTA President and Board	Daily parent participation in SCE activities				
	Funding Sources: 461 Campus Activity - $0.00					
3) Provide Parenting Partners training to educate parents on strategies for student success.	Administration, Counselor and parents	Improved partnership with parents and school.				
4) Dual Language Spanish parents will be provided the opportunity to participate in the Latino Family Literacy Project in order to support Reading in the home.	Principal, Dual Language teachers, Director of Special Programs, Dual Language Liaison	Parent sign-in sheets, teacher feedback, parent feedback, campus activity calendar				
✔ = Accomplished　➡ = Continue/Modify　◗ = 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 two full time FTEs 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 2016-17 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.

Title I Personnel

Name	Position	Program	FTE
Dannette Key	Instructional Coach	Language Arts/Math	1.0
Regina Gaspard	Title I Teacher	Language Arts/Math	1.0

Campus Funding Summary

199 General Fund

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1	Trophies and Certificates		$150.00
1	4	1	Spirit Tags, snacks		$300.00
7	1	1	computers and web page training		$0.00
7	1	2	paper, computers		$0.00
				Sub-Total	$450.00

199 General Fund Technology

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	1	Tablets for Tech. Tuesday drawings		$1,000.00
3	1	2	computers and apps		$0.00
				Sub-Total	$1,000.00

211 Title I

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Reading A to Z; Literacy Library		$6,000.00
				Sub-Total	$6,000.00

461 Campus Activity

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1	Spirit Tags		$200.00
2	1	3	Red Ribbon promotional items		$300.00
8	1	2	materials for dance, carnival, ETRACKS, etc.		$0.00
				Sub-Total	$500.00
				Grand Total	$7,950.00

Montgomery Independent School District

Montgomery Junior High School

2017-2018 Campus Improvement Plan

Accountability Rating: Met Standard

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.

Table of Contents

Comprehensive Needs Assessment

Demographics

Demographics Summary

Montgomery Junior High is a ten-year old campus, grades 6-8 in Montgomery ISD with an enrollment of 1048 students. MJH is composed of the following student population:

MJH 7th and 8th grade campus for 2016-2017 was 2.8% African American, 1.3% Asian, 13.8% Hispanic, 1.6% Two or More Races, and 79.5% White.

MMS 6th grade campus for 2016-2017 was a sixth grade campus with an enrollment of 678 students. MMS is a predominantly white demographic of 79%, followed by Hispanic 14%, and African American 2%.

Montgomery Junior High has a mobility rate of 10.5% based on the 2016 Accountability Summary. Additionally, Montgomery Junior Highs demographic groups include 24.2% Economically Disadvantaged, 1.1% English Language Learners, 18.8% of our students receive Special Education services, at risk 34.2%, G/T 7.4%. The three grade levels served on our campus each have about the same number of students. Montgomery Junior High has a low mobility rate of only 4.1%.

We currently have 92 staff at MJH: 3 Administrators, 67 teachers, 7 Instructional Aides, 7 Support Staff, 1 Librarian, 2 Maintenance, 2 Diagnosticians, 1 Nurse, 2 housed custodian

Demographics Strengths

We have many strengths at Montgomery JH, some of which are listed below:

1. Enrollment has remained steady at Montgomery JH this past year. Many families move into our area because of our schools.

2. The attendance rate at MJH remains strong. We have a 95.6% attendance rate and this has been consistent for the past three years.

2. Special Education students are well-supported through co-teach and in class support programs. These students have case managers who work closely with students, teachers, and parents to help meet the individual needs of each student. ARD meetings are held throughout the year to adjust IEPs as needed and an

annual ARD is held each year to determine best programs for the following school year.

4. The campus continues to provide high-quality and on-going professional development/trainings and opportunities for teacher collaboration of instruction and best practices.

5. Students new to Montgomery JH are welcomed into the school and are supported throughout the year. Counselors meet with the families of incoming students to share information about the school, pair new students with a student "Bear Guide" to assist new students through their first week of school, and hold a new student meetings with new students to ensure the support continues.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Our Special Education population has grown over the past three years requiring additional personnel, services, class sizes to adequately meet the needs of all students **Root Cause**: Increase in the special education student enrollment and lack of professional development/training regarding sped disabilities/accommodations

Problem Statement 2: Teacher survey reveals a need for professional development meeting the needs of our Dyslexic and ELL learners. **Root Cause**: The ethnic background and teaching experience of our teaching staff does not match the growing and changing diversity of our students.

Problem Statement 3: Need for 504/Dyslexia teacher to meet the needs better of this particular student group of students. **Root Cause**: The group is split between a reading lab teacher and the AP's which could be better facilitated and accommodated with a campus 504 coordinator.

Student Achievement

Student Achievement Summary

All schools in Texas must meet standards set in four state accountability areas (indexes). For the 2016-2017 school year, **Montgomery Junior High School** four targets:

Index 1 – Student Achievement. Montgomery Junior High Score: 86 (State Target = 60)

Index 2 – Student Progress. Montgomery Junior High Score: 40 (State Target = 30)

Index 3 – Closing Performance Gaps. Montgomery Junior High Score: 43 (State Target = 26)

Index 4 – Post-Secondary Readiness. Montgomery Junior High Score: 49 (State Target = 13)

- These scores result in Montgomery Junior High receiving Texas Accountability **Met Standard** rating.

On the 2017 STAAR, the following numbers for all grade levels show the percentage of students approaching grade level:

6th Reading – 85% (State 67%)

7th Reading - 80% (State 72%)

8th Reading - 90% (State 76%)

6th Math -   93% (State 75%)

7th Math - 75% (State 68%)

8th Math - 94% (State 74%)

7th Writing – 76% (State 68%)

8th Science – 83% (State 74%)

8th Social Studies – 72% (State 62%)

Algebra 100% (State 82%)

- All Level III (2016) to Masters (2017) went up in percentage except 8th Science.

2016-2017 - 6th grade 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.

6th, 7th and 8th grade - although we met all four target areas, there will always be student achievement needs until every student achieves 100% mastery of the TEKS. From our data analysis, we have identified the following areas as we will focus on and need improvement this coming school year.

- 8th grade social studies went from 85% to72%.
- 7th grade math went from 83% to 75%.
- 7th grade writing went from 82% to 76%.

A deeper analysis of the above scores by grade level and student group disparities that need to be addressed:

6th Grade Rdg: % Campus   84%White 45%African Am 69%Hispanic 31%Sped 38%ELL 60%Econ Disadv 58%At Risk

6th Grade Math: % Campus   84%White 45%African Am 69%Hispanic 31%Sped 38%ELL 60%Econ Disadv 58%At Risk

7th Grade Rdg – 80% Campus   84%White 45%African Am 69%Hispanic 31%Sped 38%ELL 60%Econ Disadv 58%At Risk

7th Grade Writing – 75% Campus   81%White 52%African Am 56%Hispanic 21%Sped 13%ELL 57%Econ Disadv 48%At Risk

7th Grade Math – 75% Campus   80%White 55%African Am 58%Hispanic 30%Sped 25%ELL 61%Econ Disadv 62%At Risk

8th Grade Reading – 80% Campus 85%White 54%African Am 75%Hispanic 20%Sped 40%ELL 68%Econ Disadv 62%At Risk

8th Grade Math – 94% Campus   92%White 67%African Am 87%Hispanic 42%Sped 60%ELL 78%Econ Disadv 77%At Risk

8th Grade Science – 83% Campus   87%White 48%African Am 75%Hispanic 29%Sped 30%ELL 67%Econ Disadv 64%At Risk

8th Grade Social St – 72% Campus 75%White 25%African Am 68%Hispanic 24%Sped 30%ELL 53%Econ Disadv 50%At Risk

Continuous and focused data analysis will be a fundamental process at MJH this year. Students will be targeted for intervention and acceleration. Teachers are aware one goal of the campus is to close the gaps between all student groups with a special emphasis on the Limited English Proficiency, Economically Disadvantaged, and At-Risk, and Special Education student groups.

Student Achievement Strengths

100% of students passed the STAAR Algebra I End of Course test and Masters level is at 82%, 4% increased from last year.

8th grade Math and Reading scores are over 90% as State Average was in the 70 percentile.

47 students met the qualifications to participate in the Duke Talent Search program. From those students, they are offered the opportunity to take SAT/ACT. 16 students were state recognized.

6th grade - 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%

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: STAAR data reveals that Special Education students scored significantly below campus and other student groups in 7th and 8th grade Math, Reading, Writing, Social Studies, and Science. **Root Cause**: The need for more exposure to grade level TEKS. Personnel changes and professional learning opportunities will be implemented.

Problem Statement 2: STAAR data reveals that LEP (Limited English Proficiency) students scored significantly below campus and other student groups in 7th and 8th grade Reading, Math, Social Studies, and Science. **Root Cause**: The need for a more language rich environment with visual support, along with greater structures and strategies to provide support to provide to LEP students including providing additional professional development for teachers and paraprofessionals.

Problem Statement 3: STAAR data reveals that our lowest performing groups (African American students/Hispanic) are scoring significantly below our highest performing group (white students) in all grades and subject areas. The disparity ranges between 10-30% in tested areas. **Root Cause**: The need for connections, motivation, and intervention.

Problem Statement 4: 8th grade Social Studies and 7th grade Math STAAR score decreased drastically. **Root Cause**: The need for embedded process skills

in the instructional delivery across all three grade levels.

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 and connections with our students to maximize learning. This year we will incorporate the Capturing Kids Heart program and monthly bully announcements created by our counselors to address bullying at the junior high level.

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. A vestibule has been built to ensure safety and security along with a key card access on all exterior doors.

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 will be reviewing other incentives this year with the addition of 6th grade 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, Anime Club, Lego Club, Sign Language, 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, luncheons, outings, and annual celebration days such as counselors day, diagnostician day, nurses day, paraprofessional day, teacher appreciation week, secretary's day, and staff birthday announcements. Our weekly Bear Buzz video celebrations recognize our student participation/projects/activities/celebrations, etc. Our student clubs/athletics and after school 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

MJH offers a variety of extracurricular activities, clubs and events/performances for student participation and to develop positive connections with peers and school.

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

Parents and guests needs are 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 registrar and 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. We will be implementing the Capturing Kids Heart program this year on our campus.

Celebrating teachers, staff, and students.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: The development of ongoing feedback processes to monitor and improve and better enrich our campus culture and climate. **Root Cause**: With the split of campuses and addition of a grade level, staff and parent input/feedback would be valuable

Problem Statement 2: The need to create deeper connections/relationships with ALL students **Root Cause**: Many are not motivated to learn or like school. Connecting with students will produce a positive learning environment.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

MJH Campus Administrators will 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.

We hire the best "fit" for each and every opening. 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 and understand the importance of building trust and relationships with our 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.

It is important that MJH/MISD provide ongoing, targeted, job-embedded professional learning.

Staff Quality, Recruitment, and Retention Strengths

Continued opportunities for collaboration and teamwork.

100% Highly Qualified Staff

New teacher/Mentor meetings scheduled throughout the year

Broad range of teacher experience

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: More need for training provided for SPED, ESL, & GT teachers and paras at both district and school level. **Root Cause**: Teachers and paras lack of knowledge and skills for students that qualify in these areas.

Problem Statement 2: MJH is finding it challenging to fill the position of Reading Lab teacher at the Secondary level. **Root Cause**: The work involved.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

The Curriculum, Instruction, and Assessment focus at Montgomery Junior High is guided by the TEKS and MAC, a MISD developed scope and sequence of the TEKS. Teachers use these resources to plan and align curriculum, instruction, and assessments. Grade level department teams meet weekly with the Principal/Assistant Principal to develop instruction with best practices in mind to promote collaboration, communication, creative thinking, critical thinking, information literacy, problem solving, and social contribution. These teams of teachers also work together to create common formative and summative assessments aligned to instruction and curriculum, analyze data from various assessments, and learn from each other through on-site Professional Development trainings. Department, Grade Level meetings are held periodically throughout the year with a focus on Professional Development as well. PLC's are arranged four times a year to allow teachers the opportunity to plan, review, revise, and align curriculum and analyze data.

MJH will also use the assessment data from STAAR, LAT, TELPAS and Eduphoria to identify the instructional and curriculum areas in which we need improvement. Teachers will analyze and desegregate data from the STAAR results to remediate and teach students where there are gaps and areas of concerns in achievement. Administrators and team leaders will attend training on information concerning the STAAR assessment and trainings that improve data analysis and curriculum development from the district. Department/Team meetings throughout the year will align the TEKS objectives with the instructional calendar for the year.Assessments are common and consistent among the core teachers and developed by the teachers. Final exams are created by teachers and consistently provide strong data aligned with curriculum.

Student progress will be monitored every three weeks when progress reports and report cards are finalized. Grade level counselors and assistant principals will meet after each progress reporting period to discuss struggling students. At the end of each grading period, counselors will hold meetings with students who are not meeting standard and we will begin(RTI) with input from teachers on students of need. RTI teacher and teachers for students who have an RTI plan meet to discuss current interventions in place, whether or not these are helping students, and steps necessary to promote student growth moving forward. In addition, the LPAC team meets each six-week period to determine whether or not linguistic accommodations are helping our ELLs progress and if adjustments need to be made or if additional supports need to be implemented.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Teachers need for additional district level training to learn how to access, analyze, and interpret specific STAAR information and reports from Eduphoria/STAAR **Root Cause**: Teacher lack of knowledge, ability to interpret and use this data to drive instructional decisions.

Problem Statement 2: While our curriculum is strong, we are not reaching all our sub-pops.We must continue to improve in meeting the needs of our LEP, ESL, SPED, and ECON DISADV. **Root Cause**: Professional Development specifically related to these groups.

Problem Statement 3: The need for more training regarding campus/district expectation at PLC's. **Root Cause**: Lack of understanding regarding what is expected of teachers at PLC's.

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 Schedule pickup, Veterans Day Celebration, Athletic events, Award ceremonies, Dances, 8th Grade Celebration, Meet the Teacher, Cheerleading, Drill Team, Band, Theatre, Choir, Theatre Booster Club, ESL.

MJH plans a number of parent/family events/performances 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 remind 101, emails, parent letters, school messenger, and the campus and district website.

Family and Community Involvement Strengths

Opportunities for volunteering.

Community support for funding and materials the school budget can not handle

The Annual Veteran's Day Celebration grows each year with great community support

Parents work all concessions for sports and dances.

PTA takes a active role in our school activities, celebrations and volunteering.

Problem Statements Identifying Family and Community Involvement Needs

Problem Statement 1: While participation is considered to be strong, an analysis of parent volunteer data reveals that parent involvement is not equal among the parents of all student groups. **Root Cause**: The root cause may be a perceived cultural barrier or the fact that many volunteer opportunities are during the school day, making it difficult for working parents to participate.

Problem Statement 2: Although our Partners in Education are very supportive of our campus, their support is primarily financial. Many of our businesses

send coupons or incentives, rather than participate educationally, serving as a resource to our students. **Root Cause**: The need for stronger communication and contact with our business partners of specific school needs.

Problem Statement 3: Although our campus communication is strong, parents report an inconsistency in information provided by teachers **Root Cause**: Additional training needed for our teachers on web pages and expectations and closer monitoring of its use.

School Context and Organization

School Context and Organization Summary

Administrations meets and communicates campus information and needs to staff through a variety of formats including, academic teams via PLC, team leader meetings, and individual conferences with teachers, and administrators. The commitment to improvement is strong at MJH. Professional development opportunities are delivered via a variety of formats including district developed trainings, training offered through outside entities, and through PLC's. MJH will utilize the PLC for teachers to meet in grade-level content teams and academic departments in order to deliver and receive training, disaggregate data, conference and share professional best practices.

Two assistant principals have direct influence over both a grade level and a 2 core content area. This allows for greater specialization and content knowledge development. Both assistant principals will specialize in servicing special populations.

Staff members are kept informed of upcoming events in a timely manner through the weekly Bear Blast.

The input of teacher-leaders is critical to the success of our students and teachers. For content area leadership, MJH utilizes a team leader and department chair. Teacher input is valued and sought after as well, through their department chairs/team leaders, and via grade level and department meetings. Informal opportunities for input occur daily and include ability to speak with administrators during planning sessions and a "open door" policy.

Staff duty rosters are developed according to identified needs with such factors as overall school safety and security, teacher capacity, and equity. Administrative duties are assigned based on need, availability, and areas of expertise of individual administrators.

At MJH, great effort has been made to ensure that the master schedule of classes maximizes all available instructional time during each instructional day. Moreover, the scheduling of events and programs are strategically calendared in order to minimize disruption of classroom instruction. Even the layout of the building and the room assignments reflect the focus on instruction to the extent practicable. MJH offers tutorials before and after school for all classes and by arrangement with the teacher. Extracurricular activities also use time after school for rehearsals and practices. Additionally, a diverse array of clubs hold meetings before and after school as well.

School Context and Organization Strengths

Teachers working on their masters are given opportunity to take part in many leadership positions on the campus.

Team Leaders/Department Heads are leaders who are passionate in their subject area and willing to meet to solve issue and have discuss campus/classroom/instructional improvement.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: With the changing demographics of the MJH zone, the need will increase for teacher training and professional development focused on instructional methodologies to help effectively reach students in need. **Root Cause**: the need for additional training on instructional methods for reaching English language learners, special education and economically disadvantaged learners..

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. Instructional materials such as most textbooks and many activities are online and can be accessed anytime and anywhere by all stakeholders. On campus, filtered WiFi is available for use by students. Teachers are expected to monitor student technology use for appropriateness. In addition to allowing students to bring their own device to connect to district WiFi, MJH provides 4 laptop carts that teachers may sign up for classroom learning.

At MJH, all classrooms are equipped with one teacher computer, 3 student laptop computers and a Smart board, Elmo/ladybug, and a projector. Mobis are given upon teacher request. 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 area learning needs. Teachers regularly sign up to attend trainings for technology by our campus TIM Tech days with the newest methods, strategies and information used to integrate in the classroom.

Technology is ever evolving and the district is constantly providing maintenance and upgrades. Software is routinely updated by district technology personnel and hardware is routinely rotated out of service and upgraded. This is expected to continue.

Technology Strengths

Many teachers are willing to step out and try new technologies.

Every teacher has a Smart board in the classroom and all have been trained to use it.

Problem Statements Identifying Technology Needs

Problem Statement 1: The need at MJH is that of increased bandwidth on the open WiFi network. An additional need is for greater coverage throughout the campus. **Root Cause**: There are several "dead spots" in the school that make connectivity impossible.

Problem Statement 2: The need to integrate cutting edge and latest trends of technology equipment and programs in the classroom. **Root Cause**: The technology department makes it almost impossible to implement or purchase

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
- Progress of prior year STAAR failures
- 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
- Migrant 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 STAAR.

Evaluation Data Source(s) 1: The measure of impact will be determined through the students' scores on the STAAR tests and EOC exams.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			Summative
			Formative			
			Nov	Jan	Mar	June
1) Early identification for students needing targeted reading and math remediation/intervention using AWARE data, report card grades, RTI data, Release STAAR tests, previous grade academic info.	Remediation teacher Math and Reading Team Leaders/Teachers Administration	Classroom unit assessments B,M,E of year AR STAR screening Test Universal Screener 3xyear for Math Eduphoria data STAAR data Report card				
2) Implementation of common assessments in ELA, Math, SS and Science from TEKS, released STAAR tests, to target strengths, weakness, and disaggregate data to identify student needs.	ELA, Math, Science, History Teachers Remediation teachers Administration	Benchmark results disaggregated and reviewed Eduphoria data				
3) Focus on ESL, Sped, Econ. Disadvantage, and at risk student data to determine needs and continue to offer additional tutorials before and after school to students that need additional assistance or are unsuccessful on the STAAR benchmark exams.	All Teachers Team Leaders/Dept Heads Mentor tutors Administration Counselors	Master schedule List of student with deficiencies				
✓ = Accomplished ➡ = Continue/Modify ◕ = 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 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.

   Evaluation Data Source(s) 2: Fitness Gram Results

   Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) To ensure a safe and enjoyable climate in PE for all students.	Administrators PE/Coach	Observations Walk-Throughs				
2) To ensure that 50% of class time, students are engaged in Moderate to Vigorous Physical Activity (MVPA) and also integrate core curriculum content into physical education curriculum	Principal PE/Coach Asst. Principals	Observations Walk-Throughs				
✔ = Accomplished　➡ = Continue/Modify　◕ = 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: MJH special education students will meet system safeguards on the reading indicator

Evaluation Data Source(s) 3: Texas Education Agency 2016 System Safeguards Report

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			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	PLC/Vertical Alignment meetings STAAR test Semester Exams Report cards				
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				
✔ = Accomplished ➡ = Continue/Modify ◑ = 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 writing indicator

Evaluation Data Source(s) 4: Texas Education Agency 2016 System Safeguards Report

Summative Evaluation 4:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
State System Safeguard Strategy 1) English and co-teachers will identify At Risk writers through team meetings and PLC's with 6, 7, 8 grade.	English teachers Co-teachers English team leader Special Ed. team leader	District assessments STAAR test Semester exams Staff Development meetings				
State System Safeguard Strategy 2) 6, 7, 8 grade ELA and special ed team will meet each 6 weeks using AWARE to determine weakness and strengths in delivery of TEKS and align curriculum and review curriculum needs in each grade level.	English teacher Co teachers Team Leaders	ELA STAAR tests Unit assessment Warm up test Report cards				
✔ = Accomplished ➡ = Continue/Modify ◕ = 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: MJH special education students will meet system safeguards on the science indicator

    Evaluation Data Source(s) 5: Texas Education Agency 2016 System Safeguards Report

    Summative Evaluation 5:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			**Summative**
			Nov	**Jan**	**Mar**	**June**
State System Safeguard Strategy 1) , 7, 8 grade science team will meet each 6 weeks using AWARE to determine weakness and strengths in delivery of TEKS and align curriculum and review curriculum needs in each grade level.	Science teachers Co teachers Dept. Head	8th STAAR test Unit assessment Warm up test Report cards				
State System Safeguard Strategy 2) Science teachers will differentiate for different learning styles throughout daily lessons by using tactile, audio, visual and kinesthetic learning.	Science teacher Co-teacher	Common assessments Report card grades Semester exams				
✔ = Accomplished ➡ = Continue/Modify ◕ = 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 6: MJH special education students will meet system safeguards on the math indicator

Evaluation Data Source(s) 6: Texas Education Agency 2016 System Safeguards Report

Summative Evaluation 6:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
State System Safeguard Strategy 1) Special Education staff will participate in meetings with reg. ed math teachers to identify, monitor, and assess student learning.	Special Ed teachers Math teachers Special Ed Team Leader Case Manager	STAAR Assessment Report card grade ARD Meeting				
State System Safeguard Strategy 2) Increase the usage of visual representation and small group in the math classroom.	Math teachers Sped Teachers Case Manager	STAAR Assessment Report card ARD Meeting				
✔ = Accomplished ➡ = Continue/Modify ◑ = 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 7: MJH special education students will meet system safeguards on the social studies indicator

Evaluation Data Source(s) 7: Texas Education Agency 2016 System Safeguards Report

Summative Evaluation 7:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
State System Safeguard Strategy 1) 6th, 7th & 8th grade Social Students teacher introduce 8th grade TEKS through daily warm-ups.	7th grade S.S. teacher Co-teacher	8th grade STAAR test Unit assessment Warm up test				
State System Safeguard Strategy 2) 6th, 7th, 8th grade social students team will meet each 6 weeks using AWARE to determine weakness and strengths in delivery of TEKS and align curriculum and review curriculum needs in each grade level.	6, 7, 8th grade teachers Co-teachers SS Dept. Head	8th grade STAAR test Warm Up test Unit assessment				
✔ = Accomplished ➡ = Continue/Modify ◗ = 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.

Evaluation Data Source(s) 1: The classroom environment will be safe and conducive to learning for all students.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Implementation of class meetings each year to discuss major school rules, procedures and consequences.	Principal Assistant Principals	Reduction in discipline referrals				
2) Implementation of Capturing Kids Heart program to focus of connections with students.	Principal Assistant Principals All Teachers	Teachers will interact in a positive manner with students on campus. Hallway behavior will improve and discipline referrals decrease.				
3) The counselors will promote healthy choices, character education, dating violence awareness, and non-violent resolution through trainings, student meetings, announcements throughout the year addressing areas of concern on campus.	Counselors teachers	Discipline records Counseling feedback				
✔ = Accomplished ➡ = Continue/Modify ◕ = 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.

Evaluation Data Source(s) 2: Review student attendance and reports.

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Contact parents and visit with students regarding attendance after excessive absences.	Assistant Principals	Student attendance monitored regularly STAAR				
2) Student and parent will meet with the Montgomery County attendance representative 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 ➡ = Continue/Modify ◕ = 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.

Evaluation Data Source(s) 3: PEIMS Report data

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			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) Identify and serve students who qualify for services and supports under the McKinney-Vento Act (homeless status).	Principal, Counselors, Registrar, Director of Special Programs	Student Residency Questionnaires, Free & reduced roster				
✔ = Accomplished ➡ = Continue/Modify ◕ = 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.

Evaluation Data Source(s) 1: Active campus and teacher websites to improve communication with parents, students and community.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			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 and weekly technology trainings provided for technologies to be used in the classroom, but is not limited to, Smart Boards, Tablets, pod casting, web page, social media, phone apps.	Administration TIM	Web pages Classroom observations				
✔ = Accomplished ➡ = Continue/Modify ◕ = 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.

Evaluation Data Source(s) 2: Teachers will incorporate technology into their classroom.

Summative Evaluation 2:

Strategy Description	**Monitor**	**Strategy's Expected Result/Impact**	**Reviews**			
			Formative			**Summative**
			Nov	**Jan**	**Mar**	**June**
1) Meet with Grade level teams to discuss additional technology resources needed for teachers and students.	Principal	Library reports/inventory Observations				
2) Three computer labs and 4 laptop carts are available to teachers for instructional purposes and learning.	Administrators Teachers	Teacher feedback Administrator feedback TIM feedback				
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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.

   Evaluation Data Source(s) 1: Survey/Teacher Feedback

   Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			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 Parent complaints/concerns				
3) We will meet with all teams to review copy policy and budget demands regarding new copy machines and cost.	Administration Team Leaders	Copy budget decreases				
4) Departmental budget meetings will be held throughout the year to discuss needs and prioritize use of funds.	Administration Financial Clerk	Review of monthly budget				
✔ = Accomplished ➡ = Continue/Modify ◓ = 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.

Evaluation Data Source(s) 1: PEIMS report/enrollment numbers

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			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 Computer Science to prepare students for their high school years and future career plans.	Administrators	Teacher feedback Observations Walk-Throughs Student enrollment				
3) MJH will review and plan the master schedule to accommodate growth patterns and classroom sizes.	Administration Counselor	Master schedule Student course selection				
4) Monitor academic achievement of students to ensure that appropriate services, programs, and resources can be provided, especially to special pop groups (SPED, 504, RTI, ESL)	Administration Counselors Teachers	Failure reports Feedback from teachers				
✔ = Accomplished ➡ = Continue/Modify ◑ = 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.

Evaluation Data Source(s) 1: Teacher feedback/survey.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) A weekly email blast and REMIND 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) Administrators attend department Head meetings, team meetings and PLCs to analyze data, review needs, and communicate campus needs.	Principal AP's	Agenda Informed staff administrative attendance				
✔ = Accomplished　➡ = Continue/Modify　◕ = 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.

    Evaluation Data Source(s) 2: HQ report

    Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) 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.				
2) Effective and successful 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				
✔ = Accomplished ➡ = Continue/Modify ◕ = 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: Communicate effectively with parents/stakeholders using a variety of methods.

Evaluation Data Source(s) 1: Maintain meaningful relationships with parents and community.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			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) 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				
3) MJH and MHS will host a Curriculum night to inform and educate upcoming 6th, 7th and 8th grade parents about curriculum, extra curricular, and clubs.	Faculty and Staff Administration	Teacher and parent feedback Parent and PTO volunteers				
✔ = Accomplished ➡ = Continue/Modify ◕ = 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.

Evaluation Data Source(s) 1: Administration will analyze parent participation data and methods used to communicate and encourage our campus parents.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Increase opportunity for parents to volunteer in our school such as: Book Fair volunteers, Fundraisers, Chaperone's, 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) An administrator/Counselor will attend all PTO meetings. We will 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 Counselors	Parent feedback				
3) 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				
4) Campus Social Media will be used to promote school events, student learning, celebrations, and activities at MJH.	Administration	Parent participation Parent positive feedback				
✔ = Accomplished　➡ = Continue/Modify　◕ = Considerable　◔ = Some Progress　⬤ = No Progress　✖ = Discontinue						

State System Safeguard Strategies

Goal	Objective	Strategy	Description
1	3	1	English teachers and co-teachers will identify At Risk readers through vertical alignment meeting between 6th, 7th and 8th grade teachers.
1	3	2	English teachers and ELA Sped teachers will utilize and integrate nonfiction reading each six weeks to implement reading strategies.
1	4	1	English and co-teachers will identify At Risk writers through team meetings and PLC's with 6, 7, 8 grade.
1	4	2	6, 7, 8 grade ELA and special ed team will meet each 6 weeks using AWARE to determine weakness and strengths in delivery of TEKS and align curriculum and review curriculum needs in each grade level.
1	5	1	, 7, 8 grade science team will meet each 6 weeks using AWARE to determine weakness and strengths in delivery of TEKS and align curriculum and review curriculum needs in each grade level.
1	5	2	Science teachers will differentiate for different learning styles throughout daily lessons by using tactile, audio, visual and kinesthetic learning.
1	6	1	Special Education staff will participate in meetings with reg. ed math teachers to identify, monitor, and assess student learning.
1	6	2	Increase the usage of visual representation and small group in the math classroom.
1	7	1	6th, 7th & 8th grade Social Students teacher introduce 8th grade TEKS through daily warm-ups.
1	7	2	6th, 7th, 8th grade social students team will meet each 6 weeks using AWARE to determine weakness and strengths in delivery of TEKS and align curriculum and review curriculum needs in each grade level.

Campus Advisory Committee

Committee Role	Name	Position
Administrator	Angie Chapman	Principal
Administrator	Kevin Winfield	Assistant Principal
Administrator	Scott See	Assistant Principal
Business Representative	Martha Ellis	2017-2018 Member
Classroom Teacher	Amanda Fancher	ELA Team Leader
Classroom Teacher	Korin Massengale	Math Team Leader
Classroom Teacher	Stephen Johnston	Sped Team Leader
Community Representative	Marcy Perdue	2017-2018 Community Member
District-level Professional	Jada Mullins	District Director
Non-classroom Professional	Barbara Gagliano	Counselor
Paraprofessional	Jean Lahue	Math Lab para
Parent	Jane Sears	2017-2018 Member

Montgomery Independent School District

Oak Hills Junior High

2017-2018 Campus Improvement Plan

Table of Contents

Comprehensive Needs Assessment

Demographics

Demographics Summary

Montgomery Junior High is a ten-year old campus, grades 6-8 in Montgomery ISD with an enrollment of 1048 students. MJH is composed of the following student population:

2.8% African American, 1.3% Asian, 13.8% Hispanic, 1.6% Two or More Races, and 79.5% White.

Montgomery Junior High has a mobility rate of 10.5% based on the 2016 Accountability Summary. Additionally, Montgomery Junior Highs demographic groups include 24.2% Economically Disadvantaged, 1.1% English Language Learners, 18.8% of our students receive Special Education services, at risk 34.2%, G/T 7.4%. The three grade levels served on our campus each have about the same number of students. Montgomery Junior High has a low mobility rate of only 4.1%.

We currently have 92 staff at MJH: 3 Administrators, 67 teachers, 7 Instructional Aides, 7 Support Staff, 1 Librarian, 2 Maintenance, 2 Diagnosticians, 1 Nurse, 2 housed custodian

Demographics Strengths

We have many strengths at Montgomery JH, some of which are listed below:

1. Enrollment has remained steady at Montgomery JH this past year. Many families move into our area because of our schools.

2. The attendance rate at MJH remains strong. We have a 95.6% attendance rate and this has been consistent for the past three years.

2. Special Education students are well-supported through co-teach and in class support programs. These students have case managers who work closely with students, teachers, and parents to help meet the individual needs of each student. ARD meetings are held throughout the year to adjust IEPs as needed and an annual ARD is held each year to determine best programs for the following school year.

4. The campus continues to provide high-quality and on-going professional development/trainings and opportunities for teacher collaboration of instruction

and best practices.

5. Students new to Montgomery JH are welcomed into the school and are supported throughout the year. Counselors meet with the families of incoming students to share information about the school, pair new students with a student "Bear Guide" to assist new students through their first week of school, and hold a new student meetings with new students to ensure the support continues.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Our Special Education population has grown over the past three years requiring additional personnel, services, class sizes to adequately meet the needs of all students **Root Cause**: Increase in the special education student enrollment and lack of professional development/training regarding sped disabilities/accommodations

Problem Statement 2: Teacher survey reveals a need for professional development meeting the needs of our Dyslexic and ELL learners. **Root Cause**: The ethnic background and teaching experience of our teaching staff does not match the growing and changing diversity of our students.

Problem Statement 3: Need for 504/Dyslexia teacher to meet the needs better of this particular student group of students. **Root Cause**: The group is split between a reading lab teacher and the AP's which could be better facilitated and accommodated with a campus 504 coordinator.

Student Achievement

Student Achievement Summary

All schools in Texas must meet standards set in four state accountability areas (indexes). For the 2016-2017 school year, **Montgomery High School** four targets:

Index 1 – Student Achievement. Montgomery Junior High Score: 86 (State Target = 60)

Index 2 – Student Progress. Montgomery Junior High Score: 40 (State Target = 30)

Index 3 – Closing Performance Gaps. Montgomery Junior High Score: 43 (State Target = 26)

Index 4 – Post-Secondary Readiness. Montgomery Junior High Score: 49 (State Target = 13)

- These scores result in Montgomery Junior High receiving Texas Accountability **Met Standard** rating.

On the 2017 STAAR, the following numbers for all grade levels show the percentage of students approaching grade level:

6th Reading –   % (State 67%)

7th Reading - 80% (State 72%)

8th Reading - 90% (State 76%)

6th Math -   % (State 75%)

7th Math - 75% (State 68%)

8th Math - 94% (State 74%)

7th Writing – 76% (State 68%)

8th Science – 83% (State 74%)

8th Social Studies – 72% (State 62%)

Algebra 100% (State 82%)

- All Level III (2016) to Masters (2017) went up in percentage except 8th Science.

Although we met all four target areas, there will always be student achievement needs until every student achieves 100% mastery of the TEKS. From our data analysis, we have identified the following areas as we will focus on and need improvement this coming school year.

- 8th grade social studies went from 85% to72%.
- 7th grade math went from 83% to 75%.
- 7th grade writing went from 82% to 76%.

A deeper analysis of the above scores by grade level and student group disparities that need to be addressed:

6th Grade Rdg: % Campus   84%White 45%African Am 69%Hispanic 31%Sped 38%ELL 60%Econ Disadv 58%At Risk

6th Grade Math: % Campus   84%White 45%African Am 69%Hispanic 31%Sped 38%ELL 60%Econ Disadv 58%At Risk

7th Grade Rdg – 80% Campus   84%White 45%African Am 69%Hispanic 31%Sped 38%ELL 60%Econ Disadv 58%At Risk

7th Grade Writing – 75% Campus   81%White 52%African Am 56%Hispanic 21%Sped 13%ELL 57%Econ Disadv 48%At Risk

7th Grade Math – 75% Campus   80%White 55%African Am 58%Hispanic 30%Sped 25%ELL 61%Econ Disadv 62%At Risk

8th Grade Reading – 80% Campus 85%White 54%African Am 75%Hispanic 20%Sped 40%ELL 68%Econ Disadv 62%At Risk

8th Grade Math – 94% Campus   92%White 67%African Am 87%Hispanic 42%Sped 60%ELL 78%Econ Disadv 77%At Risk

8th Grade Science – 83% Campus   87%White 48%African Am 75%Hispanic 29%Sped 30%ELL 67%Econ Disadv 64%At Risk

8th Grade Social St – 72% Campus 75%White 25%African Am 68%Hispanic 24%Sped 30%ELL 53%Econ Disadv 50%At Risk

Continuous and focused data analysis will be a fundamental process at MJH this year. Students will be targeted for intervention and acceleration. Teachers are aware one goal of the campus is to close the gaps between all student groups with a special emphasis on the Limited English Proficiency, Economically

Disadvantaged, and At-Risk, and Special Education student groups.

Student Achievement Strengths

100% of students passed the STAAR Algebra I End of Course test and Masters level is at 82%, 4% increased from last year.

8th grade Math and Reading scores are over 90% as State Average was in the 70 percentile.

47 students met the qualifications to participate in the Duke Talent Search program. From those students, they are offered the opportunity to take SAT/ACT. 16 students were state recognized.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: STAAR data reveals that Special Education students scored significantly below campus and other student groups in 7th and 8th grade Math, Reading, Writing, Social Studies, and Science. **Root Cause**: The need for more exposure to grade level TEKS. Personnel changes and professional learning opportunities will be implemented.

Problem Statement 2: STAAR data reveals that LEP (Limited English Proficiency) students scored significantly below campus and other student groups in 7th and 8th grade Reading, Math, Social Studies, and Science. **Root Cause**: The need for a more language rich environment with visual support, along with greater structures and strategies to provide support to provide to LEP students including providing additional professional development for teachers and paraprofessionals.

Problem Statement 3: STAAR data reveals that our lowest performing groups (African American students/Hispanic) are scoring significantly below our highest performing group (white students) in all grades and subject areas. The disparity ranges between 10-30% in tested areas. **Root Cause**: The need for connections, motivation, and intervention.

Problem Statement 4: 8th grade Social Studies and 7th grade Math STAAR score decreased drastically. **Root Cause**: The need for embedded process skills in the instructional delivery across all three grade levels.

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 and connections with our students to maximize learning. This year we will incorporate the Capturing Kids Heart program and monthly bully announcements created by our counselors to address bullying at the junior high level.

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. A vestibule has been built to ensure safety and security along with a key card access on all exterior doors.

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 will be reviewing other incentives this year with the addition of 6th grade 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, Anime Club, Lego Club, Sign Language, 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, luncheons, outings, and annual celebration days such as counselors day, diagnostician day, nurses day, paraprofessional day, teacher appreciation week, secretary's day, and staff birthday announcements. Our weekly Bear Buzz video celebrations recognize our student participation/projects/activities/celebrations, etc. Our student clubs/athletics and after school 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

MJH offers a variety of extracurricular activities, clubs and events/performances for student participation and to develop positive connections with peers and school.

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

Parents and guests needs are 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 registrar and 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. We will be implementing the Capturing Kids Heart program this year on our campus.

Celebrating teachers, staff, and students.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: The development of ongoing feedback processes to monitor and improve and better enrich our campus culture and climate. **Root Cause**: With the split of campuses and addition of a grade level, staff and parent input/feedback would be valuable

Problem Statement 2: The need to create deeper connections/relationships with ALL students **Root Cause**: Many are not motivated to learn or like school. Connecting with students will produce a positive learning environment.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

MJH Campus Administrators will 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.

We hire the best "fit" for each and every opening. 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 and understand the importance of building trust and relationships with our 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.

It is important that MJH/MISD provide ongoing, targeted, job-embedded professional learning.

Staff Quality, Recruitment, and Retention Strengths

Continued opportunities for collaboration and teamwork.

100% Highly Qualified Staff

New teacher/Mentor meetings scheduled throughout the year

Broad range of teacher experience

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: More need for training provided for SPED, ESL, & GT teachers and paras at both district and school level. **Root Cause**: Teachers and paras lack of knowledge and skills for students that qualify in these areas.

Problem Statement 2: MJH is finding it challenging to fill the position of Reading Lab teacher at the Secondary level. **Root Cause**: The work involved.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

The Curriculum, Instruction, and Assessment focus at Montgomery Junior High is guided by the TEKS and MAC, a MISD developed scope and sequence of the TEKS. Teachers use these resources to plan and align curriculum, instruction, and assessments. Grade level department teams meet weekly with the Principal/Assistant Principal to develop instruction with best practices in mind to promote collaboration, communication, creative thinking, critical thinking, information literacy, problem solving, and social contribution. These teams of teachers also work together to create common formative and summative assessments aligned to instruction and curriculum, analyze data from various assessments, and learn from each other through on-site Professional Development trainings. Department, Grade Level meetings are held periodically throughout the year with a focus on Professional Development as well. PLC's are arranged four times a year to allow teachers the opportunity to plan, review, revise, and align curriculum and analyze data.

MJH will also use the assessment data from STAAR, LAT, TELPAS and Eduphoria to identify the instructional and curriculum areas in which we need improvement. Teachers will analyze and desegregate data from the STAAR results to remediate and teach students where there are gaps and areas of concerns in achievement. Administrators and team leaders will attend training on information concerning the STAAR assessment and trainings that improve data analysis and curriculum development from the district. Department/Team meetings throughout the year will align the TEKS objectives with the instructional calendar for the year. Assessments are common and consistent among the core teachers and developed by the teachers. Final exams are created by teachers and consistently provide strong data aligned with curriculum.

Student progress will be monitored every three weeks when progress reports and report cards are finalized. Grade level counselors and assistant principals will meet after each progress reporting period to discuss struggling students. At the end of each grading period, counselors will hold meetings with students who are not meeting standard and we will begin(RTI) with input from teachers on students of need. RTI teacher and teachers for students who have an RTI plan meet to discuss current interventions in place, whether or not these are helping students, and steps necessary to promote student growth moving forward. In addition, the LPAC team meets each six-week period to determine whether or not linguistic accommodations are helping our ELLs progress and if adjustments need to be made or if additional supports need to be implemented.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Teachers need for additional district level training to learn how to access, analyze, and interpret specific STAAR information and reports from Eduphoria/STAAR **Root Cause**: Teacher lack of knowledge, ability to interpret and use this data to drive instructional decisions.

Problem Statement 2: While our curriculum is strong, we are not reaching all our sub-pops. We must continue to improve in meeting the needs of our LEP, ESL, SPED, and ECON DISADV. **Root Cause**: Professional Development specifically related to these groups.

Problem Statement 3: The need for more training regarding campus/district expectation at PLC's. **Root Cause**: Lack of understanding regarding what is expected of teachers at PLC's.

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 Schedule pickup, Veterans Day Celebration, Athletic events, Award ceremonies, Dances, 8th Grade Celebration, Meet the Teacher, Cheerleading, Drill Team, Band, Theatre, Choir, Theatre Booster Club, ESL.

MJH plans a number of parent/family events/performances 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 remind 101, emails, parent letters, school messenger, and the campus and district website.

Family and Community Involvement Strengths

Opportunities for volunteering.

Community support for funding and materials the school budget can not handle

The Annual Veteran's Day Celebration grows each year with great community support

Parents work all concessions for sports and dances.

PTA takes a active role in our school activities, celebrations and volunteering.

Problem Statements Identifying Family and Community Involvement Needs

Problem Statement 1: While participation is considered to be strong, an analysis of parent volunteer data reveals that parent involvement is not equal among the parents of all student groups. **Root Cause**: The root cause may be a perceived cultural barrier or the fact that many volunteer opportunities are during the school day, making it difficult for working parents to participate.

Problem Statement 2: Although our Partners in Education are very supportive of our campus, their support is primarily financial. Many of our businesses

send coupons or incentives, rather than participate educationally, serving as a resource to our students. **Root Cause**: The need for stronger communication and contact with our business partners of specific school needs.

Problem Statement 3: Although our campus communication is strong, parents report an inconsistency in information provided by teachers **Root Cause**: Additional training needed for our teachers on web pages and expectations and closer monitoring of its use.

School Context and Organization

School Context and Organization Summary

Administrations meets and communicates campus information and needs to staff through a variety of formats including, academic teams via PLC, team leader meetings, and individual conferences with teachers, and administrators. The commitment to improvement is strong at MJH. Professional development opportunities are delivered via a variety of formats including district developed trainings, training offered through outside entities, and through PLC's. MJH will utilize the PLC for teachers to meet in grade-level content teams and academic departments in order to deliver and receive training, disaggregate data, conference and share professional best practices.

Two assistant principals have direct influence over both a grade level and a 2 core content area. This allows for greater specialization and content knowledge development. Both assistant principals will specialize in servicing special populations.

Staff members are kept informed of upcoming events in a timely manner through the weekly Bear Blast.

The input of teacher-leaders is critical to the success of our students and teachers. For content area leadership, MJH utilizes a team leader and department chair. Teacher input is valued and sought after as well, through their department chairs/team leaders, and via grade level and department meetings. Informal opportunities for input occur daily and include ability to speak with administrators during planning sessions and a "open door" policy.

Staff duty rosters are developed according to identified needs with such factors as overall school safety and security, teacher capacity, and equity. Administrative duties are assigned based on need, availability, and areas of expertise of individual administrators.

At MJH, great effort has been made to ensure that the master schedule of classes maximizes all available instructional time during each instructional day. Moreover, the scheduling of events and programs are strategically calendared in order to minimize disruption of classroom instruction. Even the layout of the building and the room assignments reflect the focus on instruction to the extent practicable. MJH offers tutorials before and after school for all classes and by arrangement with the teacher. Extracurricular activities also use time after school for rehearsals and practices. Additionally, a diverse array of clubs hold meetings before and after school as well.

School Context and Organization Strengths

Teachers working on their masters are given opportunity to take part in many leadership positions on the campus.

Team Leaders/Department Heads are leaders who are passionate in their subject area and willing to meet to solve issue and have discuss

campus/classroom/instructional improvement.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: With the changing demographics of the MJH zone, the need will increase for teacher training and professional development focused on instructional methodologies to help effectively reach students in need. **Root Cause**: the need for additional training on instructional methods for reaching English language learners, special education and economically disadvantaged learners..

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. Instructional materials such as most textbooks and many activities are online and can be accessed anytime and anywhere by all stakeholders. On campus, filtered WiFi is available for use by students. Teachers are expected to monitor student technology use for appropriateness. In addition to allowing students to bring their own device to connect to district WiFi, MJH provides 4 laptop carts that teachers may sign up for classroom learning.

At MJH, all classrooms are equipped with one teacher computer, 3 student laptop computers and a Smart board, Elmo/ladybug, and a projector. Mobis are given upon teacher request. 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 area learning needs. Teachers regularly sign up to attend trainings for technology by our campus TIM Tech days with the newest methods, strategies and information used to integrate in the classroom.

Technology is ever evolving and the district is constantly providing maintenance and upgrades. Software is routinely updated by district technology personnel and hardware is routinely rotated out of service and upgraded. This is expected to continue.

Technology Strengths

Many teachers are willing to step out and try new technologies.

Every teacher has a Smart board in the classroom and all have been trained to use it.

Problem Statements Identifying Technology Needs

Problem Statement 1: The need at MJH is that of increased bandwidth on the open WiFi network. An additional need is for greater coverage throughout the campus. **Root Cause**: There are several "dead spots" in the school that make connectivity impossible.

Problem Statement 2: The need to integrate cutting edge and latest trends of technology equipment and programs in the classroom. **Root Cause**: The technology department makes it almost impossible to implement or purchase

Comprehensive Needs Assessment Data Documentation

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

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
- Progress of prior year STAAR failures
- 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

- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- Migrant 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.
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Tobacco, alcohol, and other drug-use data
- Class size averages by grade and subject

Employee Data

- Teacher/Student Ratio
- 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 STAAR.

Evaluation Data Source(s) 1: The measure of impact will be determined through the students' scores on the STAAR tests and EOC exams.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Early identification for students needing targeted reading and math remediation/intervention using AWARE data, report card grades, RTI data, Release STAAR tests, previous grade academic info.	Remediation teacher Math and Reading Team Leaders/Teachers Administration	Classroom unit assessments B,M,E of year AR STAR screening Test Universal Screener 3xyear for Math Eduphoria data STAAR data Report card				
2) Implementation of common assessments in ELA, Math, SS and Science from TEKS, released STAAR tests, to target strengths, weakness, and disaggregate data to identify student needs.	ELA, Math, Science, History Teachers Remediation teachers Administration	Benchmark results disaggregated and reviewed Eduphoria data				
3) Focus on ESL, Sped, Econ. Disadvantage, and at risk student data to determine needs and continue to offer additional tutorials before and after school to students that need additional assistance or are unsuccessful on the STAAR benchmark exams.	All Teachers Team Leaders/Dept Heads Mentor tutors Administration Counselors	Master schedule List of student with deficiencies				
✔ = Accomplished ➡ = Continue/Modify ◕ = 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 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.

 Evaluation Data Source(s) 2: Fitness Gram Results

 Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) To ensure a safe and enjoyable climate in PE for all students.	Administrators PE/Coach	Observations Walk-Throughs				
2) To ensure that 50% of class time, students are engaged in Moderate to Vigorous Physical Activity (MVPA) and also integrate core curriculum content into physical education curriculum	Principal PE/Coach Asst. Principals	Observations Walk-Throughs				
✔ = Accomplished ➡ = Continue/Modify ◕ = 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: OHJH special education students will meet system safeguards on the reading indicator

    Evaluation Data Source(s) 3: Texas Education Agency 2016 System Safeguards Report

    Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			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	PLC/Vertical Alignment meetings STAAR test Semester Exams Report cards				
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				
✔ = Accomplished ➡ = Continue/Modify ◑ = 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: OHJH special education students will meet system safeguards on the writing indicator

     Evaluation Data Source(s) 4: Texas Education Agency 2016 System Safeguards Report

     Summative Evaluation 4:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			Summative
			Formative			
			Nov	Jan	Mar	June
State System Safeguard Strategy 1) English and co-teachers will identify At Risk writers through team meetings and PLC's with 6, 7, 8 grade.	English teachers Co-teachers English team leader Special Ed. team leader	District assessments STAAR test Semester exams Staff Development meetings				
State System Safeguard Strategy 2) 6, 7, 8 grade ELA and special ed team will meet each 6 weeks using AWARE to determine weakness and strengths in delivery of TEKS and align curriculum and review curriculum needs in each grade level.	English teacher Co teachers Team Leaders	ELA STAAR tests Unit assessment Warm up test Report cards				
✔ = Accomplished ➡ = Continue/Modify ◗ = 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: OHJH special education students will meet system safeguards on the science indicator

    Evaluation Data Source(s) 5: Texas Education Agency 2016 System Safeguards Report

    Summative Evaluation 5:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
State System Safeguard Strategy 1) , 7, 8 grade science team will meet each 6 weeks using AWARE to determine weakness and strengths in delivery of TEKS and align curriculum and review curriculum needs in each grade level.	Science teachers Co teachers Dept. Head	8th STAAR test Unit assessment Warm up test Report cards				
State System Safeguard Strategy 2) Science teachers will differentiate for different learning styles throughout daily lessons by using tactile, audio, visual and kinesthetic learning.	Science teacher Co-teacher	Common assessments Report card grades Semester exams				
✔ = Accomplished ➡ = Continue/Modify ◓ = 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 6: OHJH special education students will meet system safeguards on the math indicator

    Evaluation Data Source(s) 6: Texas Education Agency 2016 System Safeguards Report

    Summative Evaluation 6:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
State System Safeguard Strategy 1) Special Education staff will participate in meetings with reg. ed math teachers to identify, monitor, and assess student learning.	Special Ed teachers Math teachers Special Ed Team Leader Case Manager	STAAR Assessment Report card grade ARD Meeting				
State System Safeguard Strategy 2) Increase the usage of visual representation and small group in the math classroom.	Math teachers Sped Teachers Case Manager	STAAR Assessment Report card ARD Meeting				
✔ = Accomplished ➡ = Continue/Modify ◕ = 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 7: OHJH special education students will meet system safeguards on the social studies indicator

Evaluation Data Source(s) 7: Texas Education Agency 2016 System Safeguards Report

Summative Evaluation 7:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
State System Safeguard Strategy 1) 6th, 7th & 8th grade Social Students teacher introduce 8th grade TEKS through daily warm-ups.	7th grade S.S. teacher Co-teacher	8th grade STAAR test Unit assessment Warm up test				
State System Safeguard Strategy 2) 6th, 7th, 8th grade social students team will meet each 6 weeks using AWARE to determine weakness and strengths in delivery of TEKS and align curriculum and review curriculum needs in each grade level.	6, 7, 8th grade teachers Co-teachers SS Dept. Head	8th grade STAAR test Warm Up test Unit assessment				
✔ = Accomplished ➡ = Continue/Modify ◑ = 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.

Evaluation Data Source(s) 1: Teacher/Student survey at semester and end of year.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Implementation of class meetings each year to discuss major school rules, procedures and consequences.	Principal Assistant Principals	Reduction in discipline referrals				
2) Implementation of Capturing Kids Heart program to focus of connections with students.	Principal Assistant Principals All Teachers	Teachers will interact in a positive manner with students on campus. Hallway behavior will improve and discipline referrals decrease.				
3) The counselors will promote healthy choices, character education, dating violence awareness, and non-violent resolution through trainings, student meetings, announcements throughout the year addressing areas of concern on campus.	Counselors teachers	Discipline records Counseling feedback				
4) Monitor behavior and offer rewards/incentives to students with good behavior (discipline team will define good behavior).	Principal Assistant Principal Counselor	Student participation and reward				
	Funding Sources: 461 Campus Activity - 750.00					

✔ = Accomplished ➡ = Continue/Modify ◓ = 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.

Evaluation Data Source(s) 2: Review student attendance and reports.

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Contact parents and visit with students regarding attendance after excessive absences.	Assistant Principals	Student attendance monitored regularly STAAR				
2) Student and parent will meet with the Montgomery County attendance representative 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 ➡ = Continue/Modify ◕ = 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.

Evaluation Data Source(s) 3: PEIMS Report data

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			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) Identify and serve students who qualify for services and supports under the McKinney-Vento Act (homeless status).	Principal, Counselors, Registrar, Director of Special Programs	Student Residency Questionnaire, Free & Reduced Roster				
✔ = Accomplished ➡ = Continue/Modify ◓ = 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: Enforce the Code of Conduct by implementing consistent consequences.

    Evaluation Data Source(s) 4: Quarterly Discipline Reports

    Summative Evaluation 4:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Discipline team meetings - review campus concerns, establish campus expectations, discipline ladder	Principal Assistant Principal	Meeting Agendas Action Plan from meetings				
2) Utilize district DAEP program for severe or persistent behavior problems.	Assistant Principal	DAEP reports				
✔ = Accomplished ➡ = Continue/Modify ◕ = 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.

Evaluation Data Source(s) 1: Active campus and teacher websites to improve communication with parents, students and community.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			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 and weekly technology trainings provided for technologies to be used in the classroom, but is not limited to, Smart Boards, Tablets, pod casting, web page, social media, phone apps.	Administration TIM	Web pages Classroom observations				
✔ = Accomplished ➡ = Continue/Modify ◐ = 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.

    Evaluation Data Source(s) 2: Walk-throughs

    Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			**Summative**
			Nov	Jan	Mar	June
1) Meet with Grade level teams to discuss additional technology resources needed for teachers and students.	Principal	Library reports/inventory Observations				
2) Three computer labs and 5 laptop carts are available to teachers for instructional purposes and learning.	Administrators Teachers	Teacher feedback Administrator feedback TIM feedback				
✅ = Accomplished ➡️ = Continue/Modify 🟠 = 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.

      Evaluation Data Source(s) 1: Survey/Teacher Feedback

      Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			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 Parent complaints/concerns				
3) We will meet with all teams to review copy policy and budget demands regarding new copy machines and cost.	Administration Team Leaders	Copy budget decreases				
4) Departmental budget meetings will be held throughout the year to discuss needs and prioritize use of funds.	Administration Financial Clerk	Review of monthly budget				
✔ = Accomplished ➜ = Continue/Modify ◕ = 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: OHJH will continue to strengthen our connection with the MACC and see how and where our local businesses can be more involved in some of expenses.

Evaluation Data Source(s) 2: spending and revenue reports from clubs and programs (ex PLTW)

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Department Chair meetings to discuss how we are reaching out and involving our business community partners in programs	Principal Department Chairs	More community involvement with our programs				

✔ = Accomplished	➡ = Continue/Modify	🕐 = 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.

Evaluation Data Source(s) 1: PEIMS report/enrollment numbers

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Monitor regularly short term and long term needs for OHJH 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 Computer Science to prepare students for their high school years and future career plans.	Administrators	Teacher feedback Observations Walk-Throughs Student enrollment				
3) OHJH will review and plan the master schedule to accommodate growth patterns and classroom sizes.	Administration Counselor	Master schedule Student course selection				
4) Monitor academic achievement of students to ensure that appropriate services, programs, and resources can be provided, especially to special pop groups (SPED, 504, RTI, ESL)	Administration Counselors Teachers	Failure reports Feedback from teachers				
✔ = Accomplished ➜ = Continue/Modify ◔ = 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.

Evaluation Data Source(s) 1: Teacher feedback/survey.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) A weekly email blast and REMIND 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 From the Lion's Lair				
2) Administrators attend department Head meetings, team meetings and PLCs to analyze data, review needs, and communicate campus needs.	Principal AP's	Agenda Informed staff administrative attendance				

✔ = Accomplished ➡ = Continue/Modify ◔ = 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.

Evaluation Data Source(s) 2: HQ report

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) 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.				
2) Effective and successful 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				
✔ = Accomplished ➡ = Continue/Modify ◐ = 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: Communicate effectively with parents/stakeholders using a variety of methods.

Evaluation Data Source(s) 1: Maintain meaningful relationships with parents and community. (SchoolMessenger)

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			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) 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				
3) OHJH will host a Curriculum night to inform and educate upcoming 6th, 7th and 8th grade parents about curriculum, extra curricular, and clubs.	Faculty and Staff Administration	Teacher and parent feedback Parent and PTO volunteers				
✓ = Accomplished ➡ = Continue/Modify ◕ = 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 2: Communicate with the public using the OHJH website.

    Evaluation Data Source(s) 2: website visits, Twitter/Intsagram/Facebook followers

    Summative Evaluation 2:

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.

    Evaluation Data Source(s) 1: Administration will analyze parent participation data and methods used to communicate and encourage our campus parents (parent survey).

    Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Increase opportunity for parents to volunteer in our school such as: Book Fair volunteers, Fundraisers, Chaperone's, 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) An administrator/Counselor will attend all PTO meetings. We will 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 Counselors	Parent feedback				
3) 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				
4) Campus Social Media will be used to promote school events, student learning, celebrations, and activities at OHJH.	Administration	Parent participation Parent positive feedback				
✔ = Accomplished ➡ = Continue/Modify ◕ = Considerable ◔ = Some Progress ⚪ = No Progress ✖ = Discontinue						

State System Safeguard Strategies

Goal	Objective	Strategy	Description
1	3	1	English teachers and co-teachers will identify At Risk readers through vertical alignment meeting between 6th, 7th and 8th grade teachers.
1	3	2	English teachers and ELA Sped teachers will utilize and integrate nonfiction reading each six weeks to implement reading strategies.
1	4	1	English and co-teachers will identify At Risk writers through team meetings and PLC's with 6, 7, 8 grade.
1	4	2	6, 7, 8 grade ELA and special ed team will meet each 6 weeks using AWARE to determine weakness and strengths in delivery of TEKS and align curriculum and review curriculum needs in each grade level.
1	5	1	, 7, 8 grade science team will meet each 6 weeks using AWARE to determine weakness and strengths in delivery of TEKS and align curriculum and review curriculum needs in each grade level.
1	5	2	Science teachers will differentiate for different learning styles throughout daily lessons by using tactile, audio, visual and kinesthetic learning.
1	6	1	Special Education staff will participate in meetings with reg. ed math teachers to identify, monitor, and assess student learning.
1	6	2	Increase the usage of visual representation and small group in the math classroom.
1	7	1	6th, 7th & 8th grade Social Students teacher introduce 8th grade TEKS through daily warm-ups.
1	7	2	6th, 7th, 8th grade social students team will meet each 6 weeks using AWARE to determine weakness and strengths in delivery of TEKS and align curriculum and review curriculum needs in each grade level.

Campus Funding Summary

461 Campus Activity

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	4			$750.00
				Sub-Total	$750.00
				Grand Total	$750.00

Montgomery Independent School District

Montgomery High School

2017-2018 Campus Improvement Plan

Accountability Rating: Met Standard

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.

Table of Contents

Comprehensive Needs Assessment

Demographics

Demographics Summary

Montgomery High School is a growing, successful high school, with a total enrollment of 2499. Enrollment predictions for the 2016-17 school year put enrollment just under 2600.

Campus Profile Data

Ethnicity	Number	Percent
White	2026	81%
Hispanic	326	13%
African American	96	3.8%
Asian	44	1.76%
American Indian/Alaskan	57	2.28%
Total Enrollment	**2,499**	

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 growingcontinues to grow, leading to more 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 At Risk students also grows. Currently, we have 843 At Risk students, which is 34% 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 2015-2016 School Year. Our scores were well above the Target Scores in the all 4 Indexes that were measured. 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 = 86 (Target 60)

Index 2= Student Progress= 31 (Target 17)

Index 3= Closing Performance Gaps= 47 (Target 30)

Index 4- Postsecondary Readiness= 82 (Target 60)

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.

Evaluation Data Source(s) 1: Common Assessment Data; Classroom Observations; Student Grades; STAAR Scores and Accountability Index

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
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				
State System Safeguard Strategy 2) Provide PLC Period for core teachers to align lesson plans with scope and sequence and create common assessments to measure student growth.	Principal, Associate Principal of C&I, Instructional Technologist, Department Chairs, Teachers	PLC Agendas and sign in sheets, common assessments				
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				
4) Review Accountability expectations and strategies for success with entire staff.	Principal, Associate Principal of C&I	State Accountability Data, Sign In Sheets				
5) 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				
6) 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				

7) Provide class for GT identified students to complete projects based on interest.	Associate Principal of C&I, GT Teacher	Projects				
8) Increase participation in Dual Credit Classes by increasing course offerings and streamlining registration and testing process.	DC Counselor,Associate Principal of C&I	Course Enrollment				
9) Increase participation in AP Classes by increasing course offerings, requiring students to take the AP Test, training staff, and rewarding students scoring 3, 4, or 5 on the test.	Associate Principal of C&Is, AP Counselor	Course enrollment				
✔ = Accomplished ➜ = Continue/Modify ◖ = 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)

    Evaluation Data Source(s) 2: STAAR scores and benchmark assessments

    Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			**Summative**
			Nov	**Jan**	**Mar**	**June**
State System Safeguard Strategy 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				
State System Safeguard Strategy 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				
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				
State System Safeguard Strategy 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 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 ➡ = Continue/Modify ◕ = 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

    Evaluation Data Source(s) 3: Common Assessments, STAAR data

    Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
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				
2) Provide ACT Prep Classes to increase number of students taking ACT, and increase scores to 5% above state average.	College and Career Counselor, Prep Teachers, Associate Principal of C&I	SAT/ACT Reports				
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 ➡ = Continue/Modify ◕ = 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).

Evaluation Data Source(s) 4: Attendance Rate, Drop Out and Leaver Reports, 2016 Accountability Report

Summative Evaluation 4:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
State System Safeguard Strategy 1) 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				
State System Safeguard Strategy 2) 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				
State System Safeguard Strategy 3) 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				
State System Safeguard Strategy 4) 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	6 Week Failure Reports, Student Academic Success Plans				
PBMAS 5) 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				
PBMAS 6) 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				

PBMAS 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) Identify and serve students who qualify for services and supports under the McKinney-Vento Act (homeless status).	Principal, Counselors, Registrar, Director of Special Programs	Student residency questionnaires, fee & reduced roster				
✔ = Accomplished ➡ = Continue/Modify ◕ = 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

Evaluation Data Source(s) 1: 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

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			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) Work with District Police and local law enforcement to enforce rules that ensure the safety of all students.	Associate Principal, Assistant Principals	Sign In Sheets from meetings				
4) Provide information to students on suicide prevention, conflict resolution, dating violence prevention, sexual abuse of children, and anti-bullying strategies.	Counselors, Associate Principal of Aministration, Assistant Principals	Presentation dates				
5) Review Discretionary DAEP Placements of all students to ensure that positive behavior supports are implemented.	Associate Principal, Assistant Principals	Sign in sheets from meetings				
6) Train employees on hazardous materials, blood-borne pathogens, sexual harassment, drug/alcohol abuse, and integrated pest management.	Principal, Nurse, HR	Eduphoria sign in sheet				
7) Update staff on fire, disaster, lock-down, evacuation, and other emergency drills.	Associate Principa of Administrationl, Designated Assistant Principal	Agenda				
8) Keep outside doors and classroom doors locked at all times.	Associate Principal of Administration, Assistant Principals	Monitor regularly				

| 9) Maintain Tardy Stations on both campuses to assign tardies and associated consequences. | Associate Principal of Administration, Assistant Principals | Google Docs Spreadsheet | | | | |

✔ = Accomplished → = Continue/Modify ◕ = 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 use websites to inform students and parents of school events and activities.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Teachers will create and update websites bimonthly to provide students and parents with lessons, assignments, and useful resources.	Associate Principal of C&I, Principals, Instructional Technologist	Lesson Plans, Walk Throughs				
2) MHS will utilize campus website to inform community of upcoming events and acknowledge accomplishments of students and staff.	Webmaster, Principal					
✔ = Accomplished ➡ = Continue/Modify ◗ = 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.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			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 ➡ = Continue/Modify ◕ = 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.

    Evaluation Data Source(s) 3:

    Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			**Summative**
			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 analyze student data and monitor student performance on common assessments.	Associate Principal of C&I, Teachers	Data Reports/binders				
3) Utilize Eduphoria and Office 365 to distribute IEP and 504 documentation.	Director of Sped, Sped DC, 504 Coordinators	Teacher signatures in Eduphoria				
4) Use Office 365 Forms to collect teacher responses, complete online parking, and etc.	Principals, Assistant Principals	Google Drive				
✔ = Accomplished　➡ = Continue/Modify　◕ = 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.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			**Summative**
			Nov	Jan	Mar	June
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				
2) Provide teachers with detailed information on students enrolling, including grades, assessment information, demographics, and etc.	Registrars, Counselors	Information sheets				
✔ = Accomplished ➡ = Continue/Modify ◕ = 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

> **Evaluation Data Source(s) 1:**

> **Summative Evaluation 1:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
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				
2) Provide Mentors and Buddies to all new teachers.	Principal, Associate Principal of C&I	Staff Assignments				
3) 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				
✔ = Accomplished ➡ = Continue/Modify ◕ = 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.

   Evaluation Data Source(s) 2:

   Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			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 potential applicants.	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 ➡ = Continue/Modify ◕ = 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

    Evaluation Data Source(s) 1:

    Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Increase the use of School Messenger to communicate school events and information with the community and stakeholders.	School Messenger Coordinator	Survey				
2) Promote positive communication between the school, home, and community through campus websites.	Principal, Webmaster, Coaches and Sponsors	Website				
3) Teachers will update calendars on websites weekly to inform students and parents of class activities and assignments.	PAC	Monitor spreadsheet				
4) Coordinate school announcements with PTO to include all announcements in PTO Blast.	Receptionist, Principal's secretary	Email Blast				
✔ = Accomplished ➡ = Continue/Modify ◔ = 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.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
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				
2) Encourage staff to join PTO.	Associate Principal of C&I, PTO	Membership				
3) Hold annual Meet the Teacher to welcome parents to the school and communicate school expectations.	Principal	Sign in sheets				
4) Provide Fish Camp and Senior Summit Presentations before school starts to prepare students and parents for the year to come.	Principals, Counselors	Attendance				
5) 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 ➡ = Continue/Modify ◕ = Considerable ◔ = Some Progress ○ = No Progress ✘ = Discontinue						

State System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	2	Provide PLC Period for core teachers to align lesson plans with scope and sequence and create common assessments to measure student growth.
1	2	1	Provide staff development and training to all staff on the use of Eduphoria to analyze student data, including demographics.
1	2	2	Provide Study Skills Classes to increase student success with all courses; students assigned to class will be identified by specific criteria.
1	2	4	Provide ESOL classes for LEP students to increase performance in all courses and on state assessments.
1	2	5	Provide writing intervention period to sped students in ELA, who did not meet Level II performance on STAAR the previous year.
1	4	1	Identify students who are At-Risk and provide mentor teachers to monitor attendance, grades, and behavior (RtI).
1	4	2	Create Student Success team to monitor RtI interventions and student progress.
1	4	3	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.
1	4	4	Monitor Failure Rate by Teacher, Subject, and Department each grading period; have Student Success meetings with teachers above 10% failure rate.

MONTGOMERY I.S.D.

2016-2017
REPORT ON VIOLENT
OR CRIMINAL
INCIDENTS

Report on Violent or Criminal Incidents
Student Disciplinary Action Incident Counts by Reason Code
2016-17 School Year

Reason Code	Description	KES	LSE	MRE	MES	SCE	MJH	OHJH	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	0	
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	0	
	Student Enrollment (Fall 2016 PEIMS Snapshot)	668	885	589	741	785	1,355	699	2,577	
	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

2016-2017 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:

Keenan Elementary School

Lone Star Elementary School

Madeley Ranch Elementary School

Montgomery Elementary School

Stewart Creek Elementary School

Montgomery Junior High School

Oak Hills Junior High School

Montgomery High School

MONTGOMERY I.S.D.

REPORT OF 2014-2015 HIGH SCHOOL GRADUATES' ENROLLMENT AND ACADEMIC PERFORMANCE IN TX PUBLIC HIGHER EDUCATION IN 2016

Report of 2014-2015 High School Graduates' Enrollment and Academic Performance in Texas Public Higher Education in FY 2016

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 2014-2015 high school graduates who attended public four-year and two-year higher education in FY 2016. 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 2015, spring 2016, and summer 2016 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 2016, 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 2016 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 FY2015
Enrolled in Texas Public or Independent Higher Education in FY 2016

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	108	14	18	23	34	19	0
		Two-Year Public Colleges	127	35	20	16	24	27	5
		Independent Colleges & Universities	13						
		Not Trackable	3						
		Not Found	194						
		Total High School Graduates	445						

GLOSSARY FOR THE 2016-2017 TEXAS ACADEMIC PERFORMANCE REPORT (TAPR)

Glossary

2016–17 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 *2017 Accountability Manual,* available at http://tea.texas.gov/2017accountabilitymanual.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 28, 2016* 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 28, 2016* 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 district performance results to vary from the aggregate of its campuses' results.

*In the case of STAAR End-of-Course exams administered in July 2016, the accountability subset date is for the prior year, October 30, 2015.

Advanced/Dual-Credit Course Completion: The percentage of students who complete and receive credit for at least one advanced or dual-credit course. TAPR includes separate completion percentages for grades 9–12 and grades 11–12. Decisions about awarding high school credit for college courses are described in Texas Administrative Code §74.25.

Appendix B lists all courses identified as advanced courses.   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 Texas Student Data System/Public Education Information Management System (TSDS PEIMS) after the close of the school year. For example, the values, expressed as percentages for grades 11–12, are calculated as follows:

Any Subject

number of students in grades 11 and 12 in 2015–16 who received credit for at least one advanced/dual-credit course
number of students in grades 11–12 who received credit for least one course in 2015–16

English Language Arts

number of students in grades 11 and 12 in 2015–16 who received credit for at least one advanced/dual-credit course in ELA
number of students in grades 11–12 who received credit for least one course in ELA in 2015–16

Mathematics

number of students in grades 11 and 12 in 2015–16 who received credit for at least one advanced/dual-credit course in mathematics
number of students in grades 11–12 who received credit for least one course in mathematics in 2015–16

Science

number of students in grades 11 and 12 in 2015–16 who received credit for at least one advanced/dual-credit course in science
number of students in grades 11–12 who received credit for least one course in science in 2015–16

Social Studies

number of students in grades 11 and 12 in 2015–16 who received credit for at least one advanced/dual-credit course in social studies
number of students in grades 11–12 who received credit for least one course in social studies in 2015–16

This indicator was used in awarding distinction designations to high schools in 2017. For a detailed explanation of distinction designations, see Chapter 5 of the *2017 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

- Is a student in a Texas Juvenile Justice Department facility or residential treatment facility served by a Texas public school district

- Is at least 18 years of age as of September 1 and has satisfied the credit requirements for high school graduation; has not completed his or her individualized education program (IEP); and is enrolled and receiving IEP services

Annual Dropout Rate (Gr 7–8). This includes only grades 7 and 8. It is calculated as follows:

$$\frac{\text{number of dropouts in grades 7 and 8 during the 2015–16 school year}}{\text{number of students in grades 7 and 8 in attendance at any time during the 2015–16 school year}}$$

Annual Dropout Rate (Gr 9–12). This includes grades 9 through 12. It is calculated as follows:

$$\frac{\text{number of dropouts in grades 9 through 12 during the 2015–16 school year}}{\text{number of students in grades 9–12 in attendance at any time during the 2015–16 school year}}$$

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 calculations.

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, 2015–16* 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 2017 Accountability Manual. See also *Dropout and Leaver Record. (Source of data: PEIMS; 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 International Baccalaureate (IB) course in the 2012–13 to 2015–16 school years.

$$\frac{\text{number of 2015–16 annual graduates who completed at least one AP or IB course in the 2012–13 to 2015–16 school years}}{\text{Number of 2015–16 annual graduates}}$$

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.

All Subjects

$$\frac{\text{number of 11}^{\text{th}}\text{ and 12}^{\text{th}}\text{ graders in the 2015–16 school year taking at least one AP or IB examination}}{\text{total students enrolled in 11}^{\text{th}}\text{ and 12}^{\text{th}}\text{ grades}}$$

English Language Arts

$$\frac{\text{number of 11}^{\text{th}}\text{ and 12}^{\text{th}}\text{ graders in the 2015–16 school year taking at least one AP or IB examination in ELA}}{\text{total students enrolled in 11}^{\text{th}}\text{ and 12}^{\text{th}}\text{ grades}}$$

Mathematics

$$\frac{\text{number of 11}^{\text{th}}\text{ and 12}^{\text{th}}\text{ graders in the 2015–16 school year taking at least one AP or IB examination in mathematics}}{\text{total students enrolled in 11}^{\text{th}}\text{ and 12}^{\text{th}}\text{ grades}}$$

Science

$$\frac{\text{number of 11}^{\text{th}}\text{ and 12}^{\text{th}}\text{ graders in the 2015–16 school year taking at least one AP or IB examination in science}}{\text{total students enrolled in 11}^{\text{th}}\text{ and 12}^{\text{th}}\text{ grades}}$$

Social Studies

$$\frac{\text{number of 11}^{\text{th}}\text{ and 12}^{\text{th}}\text{ graders in the 2015–16 school year taking at least one AP or IB examination in social studies}}{\text{total students enrolled in 11}^{\text{th}}\text{ and 12}^{\text{th}}\text{ grades}}$$

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.

All Subjects

$$\frac{\text{number of 11}^{\text{th}}\text{ and 12}^{\text{th}}\text{ graders with at least one AP or IB score at or above criterion}}{\text{number of 11}^{\text{th}}\text{ and 12}^{\text{th}}\text{ graders with at least one AP or IB examination}}$$

English Language Arts

number of 11th and 12th graders with at least one AP or IB score at or above criterion in ELA
number of 11th and 12th graders with at least one AP or IB examination in ELA

Mathematics

number of 11th and 12th graders with at least one AP or IB score at or above criterion in mathematics
number of 11th and 12th graders with at least one AP or IB examination in mathematics

Science

number of 11th and 12th graders with at least one AP or IB score at or above criterion in science
number of 11th and 12th graders with at least one AP or IB examination in science

Social Studies

number of 11th and 12th graders with at least one AP or IB score at or above criterion in social studies
number of 11th and 12th graders with at least one AP or IB examination in social studies

This indicator was used in determining the 2017 postsecondary readiness distinction designation for campuses and districts. For a detailed explanation of distinction designations, see Chapter 5 of the *2017 Accountability Manual*. *(Sources of data: The College Board, Nov. 2015, Nov. 2016; The International Baccalaureate Organization, Feb. 2016, Feb. 2017; 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).

number of students in the 2015–16 school year considered as at risk
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 2015–16 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:

total number of days that students in grade 1–12 were present in 2015–16
total number of days that students in grade 1–12 were in membership in 2015–16

This indicator was used in awarding distinction designations in 2017. For a detailed explanation of distinction designations, see Chapter 5 of the *2017 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 TSDS PEIMS employment and payroll records who are not reported in the TSDS 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 percentage 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 TSDS PEIMS role IDs included in each category.

- *Teachers.* Teachers, special duty teachers, and substitute teachers. Substitute teachers 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 *Texas Education Data Standards,* available at http://www.texasstudentdatasystem.org/TSDS/TEDS/TEDS_Latest_Release/.

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 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 number 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 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 as 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 2012–13 ninth-grade cohort remains with that cohort. A student who started the ninth grade in 2012–13 but takes 5 years to graduate (i.e., graduates in May 2017) is still part of the 2016 cohort; he or she is not switched to the 2017 cohort. This student would be considered a continuing student and counted as part of the *Continued HS* number for the class of 2016. 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 annual 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
Mathematics	at least 350 on Mathematics	OR	at least 500 on Mathematics AND at least 1070 Total	OR	at least 19 on Mathematics AND at least 23 Composite

* For the small percentage of students who took the redesigned SAT examination, their scores were converted to the equivalent scores on the previous SAT using College Board concordance tables.

Performance is shown for school years 2014-15 and 2015-16. The percentages are calculated as follows:

English Language Arts.

$$\frac{\text{number of graduates who scored at or above the \textit{college-ready} criterion for ELA in 2015–16}}{\text{number of 2015–16 annual graduates with ELA results to evaluate}}$$

Mathematics.

$$\frac{\text{number of graduates who scored at or above the \textit{college-ready} criterion for mathematics in 2015–16}}{\text{number of 2015–16 annual graduates with ELA results to evaluate}}$$

Both Subjects.

$$\frac{\text{number of graduates who scored at or above the \textit{college-ready} criteria on \textit{both} ELA \& mathematics in 2015–16}}{\text{number of 2015–16 annual graduates with results in both subjects to evaluate}}$$

Either Subject.

$$\frac{\text{number of graduates who scored at or above the \textit{college-ready} criteria on \textit{either} ELA or mathematics in 2015–16}}{\text{number of 2015–16 annual graduates with results in either subject to evaluate}}$$

(Sources of data: The Texas Higher Education Coordinating Board (THECB), The College Board, Aug. 2015, Aug. 2016, ACT, Inc. Oct. 2015, Oct. 2016)

College and Career Ready Graduates: The number of 2015–16 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 2014–15 or 2015–16 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 during the 2015–16 school year (This includes the CTE Tech Prep Program)

(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.

$$\frac{\text{number of 2015–16 annual graduates who completed 2 or more advanced/dual-credit courses in the current and/or prior school year}}{\text{Number of 2015–16 annual graduates}}$$

(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 2012–13 to 2015–16 school years.

$$\frac{\text{number of 2015–16 annual graduates who completed 12 or more hours of postsecondary credit in the 2012–13 to 2015–16 school years}}{\text{Number of 2015–16 annual graduates}}$$

(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.

$$\frac{\text{number of 2015–16 annual graduates who were enrolled in a CTE-coherent sequence of courses as part of a four-year plan of study to take two or more CTE courses for three or more credits *}}{\text{number of 2015–16 annual graduates}}$$

* This includes the CTE Tech Prep Program.

(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 the TSDS PEIMS Student Leaver Data.

> *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 2015–16, the end of the school-start window was September 30, 2016.) (For a more complete definition of leavers, see *Leaver Records.*)

$$\frac{\text{number of underreported students}}{\text{number of students in grades 7–12 who were served in the district in the 2015–16 school year}}$$

(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)

The 2016–17 TAPR provides the Distinction Designations for eligible districts and campuses on the cover page of the report. 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 of the *2017 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 TSDS 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.

$$\frac{\text{number of students eligible for free or reduced-price lunch or other public assistance}}{\text{total number of students}}$$

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 TSDS 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 *2017 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/.

Experience of Campus Leadership: The average years of experience for principals and assistant principals.

- *Average Years as Principal:* The average number of completed years of professional experience, regardless of district. Weighted averages are calculated by multiplying each principal's FTE coefficient (1 for a full-time principal, .75 for a three-quarter-time principal, and .5 for a half-time principal, for example) by his or her years of experience. These amounts are added together and divided by the sum of all principals' FTE coefficients.

- *Average Years as Principal with District:* The average number of years employed in the district regardless of any interruption in service. Weighted averages are calculated by multiplying each principal'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 principal's coefficients.

- *Average Years as Assistant Principal:* The average number of completed years of professional experience, regardless of district. Weighted averages are calculated by multiplying each principal's FTE coefficient by his or her years of experience. These amounts are added together and divided by the sum of all assistant principals' FTE coefficients.

- *Average Years as Assistant Principal with District:* The average number of years employed in the district regardless of any interruption in service. Weighted averages are calculated by multiplying each assistant principal'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 assistant principal's coefficients.

(Source of data: PEIMS; Record 050, Staff – Employment – Payroll Summary, Submission 1)

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 TSDS 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 2015–16 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 2016) The percentage of graduates who, after four years, satisfied the course requirements for the Foundation High School Program at the distinguished level of achievement.

$$\frac{\text{number of graduates in the Class of 2016 who complete a 4-year FHSP-DLA}}{\text{number of graduates in the Class of 2016 with reported FHSP graduation plans}}$$

- FHSP-E Graduates (Longitudinal Rate) (Class of 2016) The percentage of graduates who, after four years, satisfied the course requirements for the Foundation High School Program with an endorsement.

$$\frac{\text{number of graduates in the Class of 2016 who complete a 4-year FHSP-E}}{\text{number of graduates in the Class of 2016 with reported FHSP graduation plans}}$$

- RHSP/DAP Graduates (Longitudinal Rate) (Class of 2016) The percentage of graduates who, after four years, satisfied the course requirements for the Recommended High School Program or Distinguished Achievement Program.

$$\frac{\text{number of graduates in the Class of 2016 who complete a 4-year RHSP or DAP}}{\text{number of graduates in the Class of 2016 with reported graduation plans (excludes graduates with FHSP degree plans)}}$$

- RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate) (Class of 2016) 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.

$$\frac{\text{number of graduates from the Class of 2016 who complete a 4-year RHSP or DAP or FHSP-E or FHSP-DLA}}{\text{number of graduates in the Class of 2016 with reported graduation plans}}$$

- FHSP-DLA Graduates (Annual Rate) (2015–16) The percentage of graduates in 2016 who satisfied the course requirements for the Foundation High School Program at the distinguished level of achievement.

$$\frac{\text{number of graduates in SY 2015–16 who earn an FHSP-DLA}}{\text{number of graduates in school year (SY) 2015-16 with reported FHSP graduation plans}}$$

- FHSP-E Graduates (Annual Rate) (2015–16) The percentage of graduates in 2016 who satisfied the course requirements for the Foundation High School Program with an endorsement.

$$\frac{\text{number of graduates in SY 2015–16 who earn an FHSP-E}}{\text{number of graduates in SY 2015–16 with reported FHSP graduation plans}}$$

- RHSP/DAP Graduates (Annual Rate) (2015–16) The percentage of graduates in 2016 who satisfied the course requirements for the Recommended High School Program or Distinguished Achievement Program.

$$\frac{\text{number of graduates in SY 2015–16 reported with graduation codes for RHSP or DAP}}{\text{number of graduates in SY 2015–16 with reported graduation plans (excludes graduates with FHSP degree plans)}}$$

- RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate) (2015–16) The percentage of graduates in 2016 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.

$$\frac{\text{number of graduates in SY 2015–16 reported with graduation codes for RHSP or DAP or FHSP-E or FHSP-DLA}}{\text{number of graduates in SY 2015–16 with reported graduation plans}}$$

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, 54, 55, 56, or 57. FHSP graduates with code type 35 are ineligible for endorsements and are excluded. See the Texas Education Data Standards for more information. Results are shown for the Class of 2015 and the Class of 2016. 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.

$$\frac{\text{number of graduates during the 2014–15 school year who attended a public or independent college or university in Texas in the 2015–16 academic year}}{\text{number of graduates during the 2014–15 school year}}$$

Students who enrolled in 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.

$$\frac{\substack{\text{number of graduates during the 2014–15 school year who enrolled in a public college or} \\ \text{university in Texas for the school year following the year they graduated} \\ \textit{and} \\ \text{met the } \textit{Texas Success Initiative} \text{ requirement in all subject areas (reading, writing, and} \\ \text{mathematics)}}{\substack{\text{number of graduates during the 2014–15 school year who enrolled in a public college or} \\ \text{university in Texas for the school year following the year they graduated}}}$$

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 2017)*

Graduation Rate: Please see *Longitudinal Rates.*

Instructional Expenditure Ratio (2015–16): 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 2015–16 school year. The instructional staff percent is a district-level measure and is calculated as follows:

$$\frac{\substack{\text{total number of hours for district staff who were reported under expenditure} \\ \text{object codes 6112, 6119, and 6129, and function codes 11, 12, 13, and 31}}}{\text{total number of hours worked by all district employees}}$$

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 TSDS 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, 2015–16, 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 2012–13. They are followed through their expected graduation with the class of 2016.

For the *5-Year Extended Longitudinal Rate,* the cohort consists of students who first attended ninth grade in 2011–12. They are followed for five years and included if they graduated within a year after their expected graduation with the class of 2015.

For the *6-Year Extended Longitudinal Rate,* the cohort consists of students who first attended ninth grade in 2010–11. They are followed for six years, and included if they graduated within two years after their expected graduation with the class of 2014.

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 2012–13 ninth-grade cohort remains with that cohort. A student who started the ninth grade in 2012–13 but takes 5 years to graduate (i.e., graduates in May 2017) is still part of the 2016 cohort; he or she is not switched to the 2017 cohort. This student would be considered a continuing student and counted as part of the Continued HS number for the class of 2016. 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, 2016 for the 2016 cohort.

$$\frac{\text{number of students from the cohort who received a high school diploma by August 31, 2016}}{\text{number of students in the 2016 cohort*}}$$

(2) *Received GED:* For the 2016 cohort, the percentage who received a General Educational Development (GED) certificate by August 31, 2016. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a GED by August 31, 2016}}{\text{number of students in the 2016 cohort*}}$$

(3) *Continued High School:* The percentage of the 2016 cohort still enrolled as students in the fall of the 2016–17 school year. It is calculated as follows:

$$\frac{\text{number of students from the cohort who were enrolled in the fall of the 2016–17 school year}}{\text{number of students in the 2016 cohort*}}$$

(4) *Dropped Out:* The percentage of the 2016 cohort who dropped out and did not return by the fall of the 2016–17 school year. It is calculated as follows:

$$\frac{\text{number of students from the cohort who dropped out before fall of the 2016–17 school year}}{\text{number of students in the 2016 cohort*}}$$

(5) *Graduates & GED:* The percentage of graduates and GED recipients in the 2016 cohort. It is calculated as follows:

$$\frac{\text{number of students from the 2016 cohort who received a high school diploma by August 31, 2016 plus number of students from the cohort who received a GED by August 31, 2016}}{\text{number of students in the 2016 cohort*}}$$

(6) *Graduates, GED & Cont:* The percentage of graduates, GED recipients, and continuers in the 2016 cohort. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a high school diploma by August 31, 2016 plus number of students from the cohort who received a GED by August 31, 2016 plus number of students from the cohort who were enrolled in the fall of the 2016–17 school year}}{\text{number of students in the 2016 cohort*}}$$

5-Year Extended Longitudinal Rate

(1) *Graduated:* The percentage who received their high school diploma by August 31, 2016, for the 2015 cohort. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a high school diploma by August 31, 2016}}{\text{number of students in the 2015 cohort*}}$$

(2) *Received GED:* For the 2015 cohort, the percentage who received a GED certificate by August 31, 2016. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a GED by August 31, 2016}}{\text{number of students in the 2015 cohort*}}$$

(3) *Continued High School:* The percentage of the 2015 cohort still enrolled as students in the fall of the 2016–17 school year. It is calculated as follows:

$$\frac{\text{number of students from the cohort who were enrolled in the fall of the 2016–17 school year}}{\text{number of students in the 2015 cohort*}}$$

(4) *Dropped Out:* The percentage of the 2015 cohort who dropped out and did not return by the fall of the 2016–17 school year. It is calculated as follows:

$$\frac{\text{number of students from the cohort who dropped out before fall of the 2016–17 school year}}{\text{number of students in the 2015 cohort*}}$$

(5) *Graduates & GED:* The percentage of graduates and GED recipients in the 2015 cohort. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a high school diploma by August 31, 2016}}{\text{number of students in the 2015 cohort*}}$$
$$\text{plus number of students from the cohort who received a GED by August 31, 2016}$$

(6) *Graduates, GED & Cont:* The percentage of graduates, GED recipients, and continuers in the 2015 cohort. It is calculated as follows:

$$\frac{\substack{\text{number of students from the cohort who received a high school diploma by August 31, 2016}\\ \text{plus number of students from the cohort who received a GED by August 31, 2016}\\ \text{plus number of students from the cohort who were enrolled in the fall of the 2016–17 school year}}}{\text{number of students in the 2015 cohort*}}$$

6-year Extended Longitudinal Rate

(1) *Graduated:* The percentage who received their high school diploma by August 31, 2016, for the 2014 cohort. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a high school diploma by August 31, 2016}}{\text{number of students in the 2014 cohort*}}$$

(2) *Received GED:* For the 2014 cohort, the percentage who received a GED certificate by August 31, 2016. It is calculated as follows:

$$\frac{\textbf{number of students from the cohort who received a GED by August 31, 2016}}{\textbf{number of students in the 2014 cohort*}}$$

(3) *Continued High School:* The percentage of the 2014 cohort still enrolled as students in the fall of the 2016–17 school year. It is calculated as follows:

$$\frac{\textbf{number of students from the cohort who were enrolled in the fall of the 2016–17 school year}}{\textbf{number of students in the 2014 cohort*}}$$

(4) *Dropped Out:* The percentage of the 2014 cohort who dropped out and did not return by the fall of the2016–17 school year. It is calculated as follows:

$$\frac{\textbf{number of students from the cohort who dropped out before fall of the 2016–17 school year}}{\textbf{number of students in the 2014 cohort*}}$$

(5) *Graduates & GED.* The percentage of graduates and GED recipients in the 2014 cohort. It is calculated as follows:

$$\frac{\textbf{number of students from the cohort who received a high school diploma by August 31, 2016}\ \textbf{plus number of students from the cohort who received a GED by August 31, 2016}}{\textbf{number of students in the 2014 cohort*}}$$

(6) *Graduates, GED & Cont.* The percentage of graduates, GED recipients, and continuers in the 2014 cohort. It is calculated as follows:

$$\frac{\begin{array}{c}\textbf{number of students from the cohort who received a high school diploma by August 31, 2016}\\ \textbf{plus number of students from the cohort who received a GED by August 31, 2016}\\ \textbf{plus number of students from the cohort who were enrolled in the fall of the 2016–17 school year}\end{array}}{\textbf{number of students in the 2014 cohort*}}$$

* 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 2012–13. They are followed through their expected graduation with the class of 2016. It is calculated as follows:

number of students from the cohort who received a high school diploma by August 31, 2016
number of students in the 2016 cohort **

(2) *5-Year Extended Federal Graduation Rate.* Cohort of students who first attended ninth grade in 2011–12. They are followed for five years to see if they graduated within a year after their expected graduation with the class of 2015. It is calculated as follows:

number of students from the cohort who received a high school diploma by August 31, 2016
number of students in the 2015 cohort**

(3) *6-Year Extended Federal Graduation Rate.* Cohort of students who first attended ninth grade in 2010–11. They are followed for six years to see if they graduated within two years after their expected graduation with the class of 2014. It is calculated as follows:

number of students from the cohort who received a high school diploma by August 31, 2016
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, 2015–16. (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).

$$\frac{\text{number of mobile students in 2015–16}}{\text{number of students who were in membership at any time during the 2015–16 school year}}$$

This rate is calculated at the campus level and disaggregated by race/ethnicity. 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 [*2017 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 TSDS 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 *(Percentage 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 Alternate 2 and STAAR A) in the prior year but passed the corresponding assessment in the current year. For 2017, rates for ELA/reading and mathematics are calculated as follows:

$$\frac{\text{number of matched students who did not reach the satisfactory standard in 2016 but passed in 2017}}{\text{number of matched students who did not reach the satisfactory standard in 2016}}$$

For 2017, students in grades 4–8 included in these measures are those who

- took the spring 2017 STAAR (with or without accommodations) or STAAR Alternate 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 2017 accountability subset;

- can be matched to the spring 2016 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 2016 STAAR administration of ELA/reading and/or mathematics.

Note this item does not apply to mathematics in 2016, because grade 3–8 mathematics was not included in 2015 accountability.

(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 2016 in the same grade in which they were reported for the last six-week period of the prior school year (2015–16).

$$\frac{\text{the number of students enrolled in the same grade from one school year to the next}}{\text{the number of students enrolled from one school year who return the next year or who graduate}}$$

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, 2015–16,* 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.

Nine values are calculated for this indicator:

(1) *Tested:* The percentage of graduates who took either college admissions test:

$$\frac{\text{number of graduates who took either the SAT or the ACT}}{\text{Total number of graduates reported}}$$

(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):

$$\frac{\text{number of graduating examinees who scored at or above the}}{\text{criterion score on either the SAT or the ACT}}$$
$$\overline{\text{number of graduating examinees taking either the SAT or the ACT}}$$

(3) *Average SAT Score (All Subjects):* The average score for the SAT critical reading, writing, and mathematics combined. The maximum score is 2400. It is calculated as follows:

$$\frac{\text{sum of total scores (critical reading + writing + mathematics) of all students who took the SAT}}{\text{number of students who took the SAT}}$$

(4) *Average SAT Score (English Language Arts):* The average score for the SAT critical reading and writing combined. The maximum score is 1600. It is calculated as follows:

$$\frac{\text{sum of total scores (critical reading + writing) of all students who took the SAT}}{\text{number of students who took the SAT}}$$

(5) *Average SAT Score (Mathematics):* The average score for the SAT mathematics. The maximum score is 800. It is calculated as follows:

$$\frac{\text{sum of total scores (mathematics) of all students who took the SAT}}{\text{number of students who took the SAT}}$$

(6) *Average ACT Score (All Subjects):* The average score for the ACT composite. The maximum score is 36. It is calculated as follows:

$$\frac{\text{sum of total composite scores of all students who took the ACT}}{\text{number of students who took the ACT}}$$

(7) *Average ACT Score (English Language Arts):* The average score for the ELA ACT. The maximum score is 36. It is calculated as follows:

$$\frac{\text{sum of total composite ELA scores of all students who took the ACT}}{\text{number of students who took the ACT}}$$

(8) *Average ACT Score (Mathematics):* The average score for the mathematics ACT. The maximum score is 36. It is calculated as follows:

$$\frac{\text{sum of total composite mathematics scores of all students who took the ACT}}{\text{number of students who took the ACT}}$$

(9) *Average ACT Score (Science):* The average score for the science ACT. The maximum score is 36. It is calculated as follows:

$$\frac{\text{sum of total composite science scores of all students who took the ACT}}{\text{number of students who took the ACT}}$$

Note: For the small percentage of students who took the redesigned SAT examination, their scores were converted to the equivalent scores on the previous SAT using College Board concordance tables.

See also *Criterion Score. (Sources: The College Board, Aug. 2015, Sep. 2016; ACT, Inc. (ACT) Jul. 2015, Jul. 2016; and PEIMS; Record 203, Student – School Leaver and Graduation Program, Submission 1)*

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 TSDS PEIMS enrollment snapshot. For more information about school types and how they are used in accountability, see Chapter 2 of the *2017 Accountability Manual*.

Snapshot Date: The first submission of data to TSDS PEIMS of a new school year. Enrollment information submitted for this date is used for accountability. It is the last Friday of October. October 28, 2016, is the TSDS PEIMS snapshot date for the 2016–17 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 2016–17 school year, a student in special education may have been administered the STAAR (with or without accommodations) or STAAR Alternate 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 the *Profile* section of the report has student counts and percentages disaggregated by primary disability type. Also, in the *Profile* section 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 2016–17 TAPR provides the 2016–17 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 2016–17 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 to comply with the federal Family Educational Rights and Privacy Act (FERPA).

- '**' Indicates that when only one group is masked, then the second smallest group is masked (regardless of size).

- '-' 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.

For more information, see the *Explanation of Masking* at https://rptsvr1.tea.texas.gov/perfreport/tapr/2017/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 Approaches Grade Level 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 Meets Grade Level Standard.* The percentage of students who are determined to be sufficiently prepared for postsecondary success by achieving the Meets Grade Level 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 Meets Grade Level Standard or better and 2) students who scored at the Meets Grade Level Standard or better on two or more assessments. A student who took more than one assessment and scored at the Meets Grade Level Standard 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 Masters Grade Level Standard.* The percentage of tests that met the Masters Grade Level 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 [2017 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 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 *2017 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 (with and without accommodations) and STAAR Alternate 2 results are included in all indices.

- *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/2017/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 (with and without accommodations), STAAR Alternate 2, and TELPAS. The details on the participation categories are as follows:

- *Test Participant:* 1) answer documents [STAAR (with and without accommodations), STAAR Alternate 2, TELPAS] with a score code of "S", 2) STAAR Alternate 2 testers with a score code of "N", 3) STAAR (with and without accommodations), 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 TSDS PEIMS submission dates (October 28, 2016, or October 30, 2015 for summer 2016 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 Alternate 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 TSDS 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 2017, the TAPR shows the following for each SSI grade:

(1) *Students Meeting Approaches Grade Level Standard on First STAAR Administration*: The percentage of students who met Approaches Grade Level during the first administration. It is calculated as follows:

$$\frac{\text{number of students who met Approaches Grade Level in the first administration}}{\text{number of students tested in the first administration}}$$

(2) *Students Requiring Accelerated Instruction:* The percentage of students who did not pass the first administration of the STAAR. It is calculated as follows:

$$\frac{\text{number of students who did not meet the standard in the first administration}}{\text{number of students in the first administration}}$$

(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:

$$\frac{\text{number of students who passed the test in either of the first two administrations}}{\text{cumulative number of students who took the test in either of the first two administrations}}$$

The SSI grade-advancement requirement was suspended for the 2015–16 school year, and the June administrations of STARR for grade 5 and grade 8 were cancelled. As a result, Information on prior-year non-proficient students is unavailable.

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 Disabilities by Type of Primary Disability: The count of students disaggregated by primary disability. The TAPR uses five categories of primary disability: Students with Intellectual Disabilities (TSDS PEIMS disability codes 06, 08, 12, 13), Students with Physical Disabilities (TSDS PEIMS disability codes 01, 03, 04, 05, 09), Students with Autism (TSDS PEIMS disability code 10), Students with Behavioral Disabilities (TSDS PEIMS disability codes 02 and 07), and Students with Non-Categorical Early Childhood (TSDS PEIMS disability code 14). *(Source of data: PEIMS; Record 163, Student – Special Education Program)*

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:

$$\frac{\text{number of students with one or more disciplinary placements}}{\text{number of students who were in attendance at any time during the school year}}$$

For 2016–17, 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 percentage 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.

$$\frac{\text{number of 2015--16 annual graduates who met the TSI criteria on the TSIA}}{\text{number of 2015--16 annual graduates}}$$

(Source of data: THECB [applicable scores from June 2011 through October 2016] 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 percentage 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 28, 2016, 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 2015–16 who were not employed in the district in the fall of 2016–17. 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 2016–17, divided by the total teacher FTE count for the fall of 2015–16. 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)*