



MONTGOMERY
Independent School District

2018-2019
Annual
Report



MONTGOMERY
Independent School District

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MONTGOMERY
Independent School District

MONTGOMERY I.S.D.

2018-2019

**TEXAS ACADEMIC PERFORMANCE
REPORT
(DISTRICT REPORT)**

2018-19 Texas Academic Performance Report

District Name: **MONTGOMERY ISD**

District Number: **170903**

2019 Accountability Rating: **A**

2019 Special Education Determination Status:

Meets Requirements

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

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 District STAAR Performance

		Region	African	American	Pacific	Two or	Special	Special	Continu-	Non-	Econ	EL					
	State	06	District	American	Hispanic	White	Indian	Asian	Islander	More	Ed	Ed	ously	Continu-	Disadv	(Current	
										Races	(Current)	(Former)	Enrolled	ously		&	
																Monitored)	
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2019	76%	76%	89%	57%	77%	91%	*	86%	-	100%	71%	50%	89%	87%	81%	77%
	2018	77%	79%	88%	63%	80%	91%	*	100%	*	93%	75%	73%	87%	90%	77%	62%
At Meets Grade Level or Above	2019	45%	45%	58%	43%	44%	61%	*	57%	-	65%	43%	33%	58%	58%	43%	42%
	2018	43%	44%	53%	19%	42%	57%	*	60%	*	52%	28%	45%	53%	54%	35%	21%
At Masters Grade Level	2019	27%	28%	36%	29%	30%	37%	*	43%	-	47%	23%	17%	35%	38%	21%	19%
	2018	25%	26%	35%	6%	29%	39%	*	20%	*	19%	13%	36%	36%	35%	19%	6%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2019	79%	81%	90%	71%	84%	92%	*	100%	-	94%	71%	100%	91%	88%	84%	81%
	2018	78%	80%	88%	75%	76%	92%	*	100%	*	81%	64%	75%	90%	84%	76%	65%
At Meets Grade Level or Above	2019	49%	51%	61%	29%	51%	63%	*	86%	-	75%	49%	33%	63%	57%	42%	54%
	2018	47%	49%	56%	19%	40%	61%	*	60%	*	44%	33%	58%	56%	54%	38%	26%
At Masters Grade Level	2019	25%	26%	34%	14%	28%	35%	*	43%	-	44%	26%	0%	35%	30%	17%	23%
	2018	23%	25%	29%	6%	17%	33%	*	40%	*	22%	15%	33%	29%	28%	17%	9%
Grade 4 Reading																	
At Approaches Grade Level or Above	2019	75%	76%	86%	71%	71%	90%	*	100%	-	66%	73%	100%	87%	83%	71%	59%
	2018	73%	74%	86%	80%	81%	87%	-	*	-	82%	50%	100%	86%	86%	76%	76%
At Meets Grade Level or Above	2019	44%	45%	58%	7%	38%	65%	*	40%	-	41%	33%	75%	59%	56%	33%	18%
	2018	46%	47%	58%	40%	55%	58%	-	*	-	71%	25%	29%	55%	62%	39%	48%
At Masters Grade Level	2019	22%	23%	30%	7%	13%	35%	*	0%	-	19%	18%	58%	32%	26%	8%	3%
	2018	24%	25%	30%	20%	23%	30%	-	*	-	41%	8%	29%	27%	33%	14%	15%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2019	75%	77%	87%	71%	77%	90%	*	100%	*	71%	60%	100%	89%	84%	76%	68%
	2018	78%	80%	87%	64%	82%	89%	-	*	-	88%	41%	100%	86%	89%	79%	79%
At Meets Grade Level or Above	2019	48%	51%	60%	36%	37%	66%	*	80%	*	39%	40%	100%	59%	61%	44%	24%
	2018	49%	51%	58%	36%	54%	60%	-	*	-	65%	24%	57%	56%	62%	40%	55%
At Masters Grade Level	2019	28%	32%	36%	7%	16%	41%	*	60%	*	23%	23%	75%	37%	34%	19%	6%
	2018	27%	29%	33%	18%	30%	33%	-	*	-	65%	11%	29%	35%	31%	20%	45%
Grade 4 Writing																	
At Approaches Grade Level or Above	2019	67%	66%	77%	50%	61%	82%	*	100%	*	59%	50%	100%	78%	74%	58%	53%
	2018	63%	61%	71%	56%	64%	72%	-	*	-	71%	28%	29%	70%	72%	54%	61%
At Meets Grade Level or Above	2019	35%	34%	43%	14%	24%	49%	*	40%	*	41%	30%	75%	43%	45%	21%	12%
	2018	39%	37%	48%	33%	45%	48%	-	*	-	65%	17%	29%	45%	52%	29%	36%
At Masters Grade Level	2019	11%	10%	13%	0%	6%	15%	*	20%	*	6%	15%	25%	13%	13%	3%	6%
	2018	11%	10%	11%	0%	12%	10%	-	*	-	18%	8%	14%	9%	14%	5%	6%
Grade 5 Reading^																	
At Approaches Grade Level or Above	2019	86%	85%	95%	83%	92%	96%	-	*	-	95%	60%	100%	95%	96%	91%	84%
	2018	84%	82%	92%	76%	87%	94%	*	60%	*	80%	58%	89%	92%	91%	83%	85%
At Meets Grade Level or Above	2019	54%	52%	68%	58%	61%	69%	-	*	-	63%	28%	83%	67%	68%	52%	56%
	2018	54%	53%	68%	40%	55%	72%	*	40%	*	73%	33%	78%	70%	64%	53%	41%

District Name: MONTGOMERY ISD
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TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 District STAAR Performance

		Region		African American			American Indian		Pacific	Two or More	Special Ed	Special Ed	Continuously	Non-Continuously	Econ	EL	
		State	06	District	American	Hispanic	White	Indian	Asian	Islander	Races	(Current)	(Former)	Enrolled	Enrolled	Disadv	(Current & Monitored)
At Masters Grade Level	2019	29%	29%	40%	42%	34%	40%	-	*	-	37%	7%	17%	38%	42%	23%	22%
	2018	26%	26%	34%	20%	28%	36%	*	20%	*	40%	7%	44%	36%	31%	24%	10%
Grade 5 Mathematics ^A																	
At Approaches Grade Level or Above	2019	90%	88%	95%	83%	90%	97%	-	*	-	89%	65%	100%	97%	94%	92%	88%
	2018	91%	89%	96%	88%	95%	97%	*	100%	*	100%	72%	100%	97%	96%	93%	93%
At Meets Grade Level or Above	2019	58%	56%	68%	50%	57%	70%	-	*	-	63%	26%	67%	68%	69%	50%	53%
	2018	58%	56%	68%	44%	65%	70%	*	80%	*	67%	53%	44%	71%	64%	56%	54%
At Masters Grade Level	2019	36%	35%	46%	33%	39%	47%	-	*	-	53%	7%	17%	45%	47%	26%	31%
	2018	30%	30%	37%	24%	26%	40%	*	40%	*	33%	21%	33%	39%	33%	22%	22%
Grade 5 Science																	
At Approaches Grade Level or Above	2019	75%	76%	84%	75%	73%	86%	-	*	-	79%	44%	100%	84%	83%	74%	70%
	2018	76%	76%	84%	63%	76%	86%	*	80%	*	86%	57%	75%	85%	82%	73%	73%
At Meets Grade Level or Above	2019	49%	52%	58%	58%	42%	60%	-	*	-	68%	30%	33%	57%	60%	41%	37%
	2018	41%	42%	46%	29%	37%	49%	*	20%	*	71%	33%	38%	47%	45%	31%	22%
At Masters Grade Level	2019	24%	27%	28%	17%	19%	29%	-	*	-	42%	16%	0%	26%	32%	15%	13%
	2018	17%	18%	19%	4%	9%	21%	*	20%	*	21%	14%	13%	19%	18%	8%	7%
Grade 6 Reading																	
At Approaches Grade Level or Above	2019	68%	68%	80%	54%	82%	81%	*	60%	*	71%	45%	67%	84%	72%	70%	64%
	2018	69%	70%	82%	41%	76%	85%	*	*	*	65%	45%	71%	82%	83%	65%	72%
At Meets Grade Level or Above	2019	37%	39%	48%	29%	47%	49%	*	40%	*	36%	22%	42%	51%	42%	35%	23%
	2018	39%	40%	49%	24%	41%	52%	*	*	*	40%	23%	29%	50%	47%	29%	28%
At Masters Grade Level	2019	18%	19%	23%	8%	27%	23%	*	40%	*	14%	8%	33%	25%	19%	15%	13%
	2018	19%	20%	25%	6%	24%	26%	*	*	*	15%	11%	14%	24%	25%	10%	12%
Grade 6 Mathematics																	
At Approaches Grade Level or Above	2019	81%	83%	92%	80%	89%	93%	*	80%	*	86%	66%	92%	93%	88%	84%	87%
	2018	77%	80%	89%	47%	88%	92%	*	*	*	80%	57%	93%	89%	89%	76%	87%
At Meets Grade Level or Above	2019	47%	51%	66%	44%	63%	68%	*	60%	*	64%	34%	67%	70%	58%	50%	53%
	2018	44%	49%	63%	12%	52%	67%	*	*	*	60%	25%	71%	63%	63%	41%	52%
At Masters Grade Level	2019	21%	26%	36%	8%	32%	39%	*	20%	*	50%	10%	25%	40%	29%	19%	21%
	2018	18%	23%	31%	6%	25%	33%	*	*	*	25%	9%	43%	31%	30%	14%	4%
Grade 7 Reading																	
At Approaches Grade Level or Above	2019	76%	76%	86%	61%	84%	88%	*	80%	*	80%	57%	100%	87%	82%	72%	69%
	2018	74%	75%	86%	85%	78%	87%	*	100%	-	77%	44%	78%	85%	87%	75%	77%
At Meets Grade Level or Above	2019	49%	50%	61%	28%	54%	64%	*	60%	*	50%	32%	44%	65%	52%	41%	31%
	2018	48%	49%	60%	40%	46%	63%	*	78%	-	62%	19%	78%	60%	60%	41%	40%
At Masters Grade Level	2019	29%	31%	37%	17%	35%	39%	*	20%	*	30%	9%	11%	40%	32%	22%	23%
	2018	29%	30%	35%	20%	26%	38%	*	56%	-	23%	11%	44%	34%	37%	20%	17%
Grade 7 Mathematics																	
At Approaches Grade Level or Above	2019	75%	73%	87%	56%	87%	89%	*	*	*	80%	50%	100%	87%	86%	76%	70%
	2018	72%	71%	88%	67%	87%	89%	*	100%	-	80%	71%	100%	89%	87%	83%	81%
At Meets Grade Level or Above	2019	43%	39%	58%	0%	58%	63%	*	*	*	47%	29%	100%	58%	59%	41%	55%
	2018	40%	37%	58%	47%	49%	60%	*	100%	-	50%	31%	57%	58%	56%	47%	58%
At Masters Grade Level	2019	17%	12%	18%	0%	13%	21%	*	*	*	7%	12%	0%	17%	19%	9%	10%

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		Region		African American			American Indian		Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)	
	2018	State	06	District	Hispanic	White	Indian	Asian									
Grade 7 Writing	2018	18%	15%	23%	0%	19%	24%	*	67%	-	10%	11%	43%	23%	24%	15%	23%
At Approaches Grade Level or Above	2019	70%	70%	82%	50%	82%	84%	*	60%	*	65%	39%	89%	83%	79%	63%	69%
	2018	69%	71%	82%	76%	75%	84%	*	100%	-	75%	24%	89%	82%	83%	69%	70%
At Meets Grade Level or Above	2019	42%	41%	55%	17%	57%	57%	*	60%	*	40%	25%	33%	58%	48%	36%	58%
	2018	43%	45%	56%	33%	43%	58%	*	78%	-	58%	24%	22%	54%	58%	37%	33%
At Masters Grade Level	2019	18%	17%	24%	11%	22%	25%	*	20%	*	20%	7%	0%	26%	19%	11%	15%
	2018	15%	16%	20%	24%	14%	21%	*	22%	-	8%	9%	0%	20%	19%	6%	3%
Grade 8 Reading^																	
At Approaches Grade Level or Above	2019	86%	86%	92%	88%	88%	93%	*	100%	*	85%	49%	91%	93%	90%	85%	88%
	2018	86%	86%	91%	85%	84%	93%	*	100%	*	89%	50%	100%	91%	91%	77%	78%
At Meets Grade Level or Above	2019	55%	57%	66%	50%	53%	69%	*	89%	*	77%	27%	73%	67%	63%	47%	38%
	2018	49%	51%	57%	26%	44%	61%	*	67%	*	61%	18%	57%	58%	56%	33%	22%
At Masters Grade Level	2019	28%	30%	37%	29%	26%	40%	*	56%	*	31%	7%	36%	38%	36%	23%	15%
	2018	27%	28%	33%	15%	21%	35%	*	33%	*	61%	7%	29%	33%	31%	17%	6%
Grade 8 Mathematics^																	
At Approaches Grade Level or Above	2019	88%	89%	97%	91%	95%	98%	*	100%	*	93%	70%	100%	97%	96%	92%	96%
	2018	86%	86%	93%	85%	86%	95%	*	*	*	73%	43%	100%	92%	94%	85%	83%
At Meets Grade Level or Above	2019	57%	62%	85%	68%	79%	87%	*	100%	*	80%	48%	100%	89%	76%	71%	82%
	2018	51%	56%	74%	52%	54%	79%	*	*	*	47%	25%	63%	76%	71%	51%	33%
At Masters Grade Level	2019	17%	23%	44%	23%	33%	46%	*	88%	*	47%	20%	21%	46%	39%	28%	29%
	2018	15%	21%	35%	22%	19%	39%	*	*	*	27%	7%	13%	37%	32%	15%	13%
Grade 8 Science																	
At Approaches Grade Level or Above	2019	81%	83%	91%	83%	84%	92%	*	100%	*	77%	58%	100%	92%	88%	82%	80%
	2018	76%	77%	84%	65%	72%	86%	*	100%	*	76%	38%	100%	84%	82%	69%	53%
At Meets Grade Level or Above	2019	51%	55%	64%	50%	47%	67%	*	89%	*	62%	27%	55%	66%	59%	45%	36%
	2018	52%	54%	61%	38%	36%	66%	*	100%	*	71%	22%	71%	63%	57%	40%	11%
At Masters Grade Level	2019	25%	29%	31%	13%	23%	33%	*	44%	*	23%	18%	18%	31%	29%	18%	12%
	2018	28%	31%	34%	19%	20%	38%	*	33%	*	29%	9%	29%	35%	32%	13%	5%
Grade 8 Social Studies																	
At Approaches Grade Level or Above	2019	69%	71%	83%	75%	76%	84%	*	100%	*	77%	53%	82%	84%	79%	71%	69%
	2018	65%	67%	78%	67%	65%	80%	*	100%	*	78%	36%	86%	79%	75%	61%	58%
At Meets Grade Level or Above	2019	37%	39%	53%	42%	45%	54%	*	78%	*	46%	31%	64%	55%	48%	36%	23%
	2018	36%	38%	44%	37%	30%	46%	*	67%	*	50%	24%	43%	46%	40%	26%	16%
At Masters Grade Level	2019	21%	23%	32%	38%	24%	34%	*	33%	*	38%	9%	27%	33%	31%	19%	8%
	2018	21%	23%	26%	19%	12%	28%	*	67%	*	28%	7%	29%	27%	23%	8%	5%
End of Course English I																	
At Approaches Grade Level or Above	2019	68%	69%	78%	55%	72%	80%	63%	100%	*	78%	37%	75%	79%	76%	59%	64%
	2018	65%	66%	78%	39%	71%	82%	40%	93%	*	67%	29%	*	81%	71%	61%	50%
At Meets Grade Level or Above	2019	50%	51%	65%	31%	55%	69%	13%	100%	*	65%	20%	67%	65%	64%	40%	27%
	2018	44%	45%	60%	16%	52%	65%	30%	86%	*	50%	15%	*	63%	55%	41%	19%
At Masters Grade Level	2019	11%	12%	15%	12%	4%	17%	0%	11%	*	30%	7%	8%	15%	15%	6%	0%
	2018	7%	8%	9%	0%	4%	10%	0%	14%	*	8%	7%	*	10%	6%	5%	0%

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		State	Region 06	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EL (Current & Monitored)
End of Course English II																	
At Approaches Grade Level or Above	2019	68%	70%	81%	39%	76%	84%	63%	100%	*	83%	31%	*	82%	76%	66%	50%
	2018	67%	69%	81%	39%	77%	83%	33%	100%	*	92%	25%	*	82%	79%	64%	71%
At Meets Grade Level or Above	2019	49%	51%	66%	33%	59%	70%	25%	93%	*	58%	24%	*	67%	63%	51%	21%
	2018	48%	50%	69%	39%	61%	71%	17%	100%	*	92%	7%	*	71%	64%	46%	33%
At Masters Grade Level	2019	8%	8%	11%	3%	7%	13%	0%	20%	*	0%	11%	*	11%	13%	4%	0%
	2018	8%	9%	12%	6%	13%	12%	0%	40%	*	8%	4%	*	13%	10%	7%	5%
End of Course Algebra I																	
At Approaches Grade Level or Above	2019	85%	82%	89%	72%	81%	91%	*	100%	*	65%	45%	91%	90%	87%	76%	84%
	2018	83%	82%	93%	86%	89%	94%	100%	100%	-	100%	57%	*	95%	89%	84%	89%
At Meets Grade Level or Above	2019	61%	57%	69%	45%	59%	72%	*	86%	*	65%	31%	64%	71%	63%	48%	47%
	2018	55%	53%	77%	55%	72%	78%	67%	100%	-	88%	26%	*	80%	68%	60%	68%
At Masters Grade Level	2019	37%	37%	49%	21%	38%	52%	*	71%	*	41%	23%	36%	52%	43%	24%	26%
	2018	32%	33%	53%	38%	46%	55%	33%	60%	-	63%	20%	*	55%	48%	32%	26%
End of Course Biology																	
At Approaches Grade Level or Above	2019	88%	89%	93%	84%	88%	95%	*	100%	*	95%	66%	100%	93%	94%	83%	78%
	2018	87%	87%	92%	71%	84%	94%	83%	100%	*	100%	55%	*	94%	87%	81%	68%
At Meets Grade Level or Above	2019	62%	65%	73%	45%	54%	79%	*	89%	*	75%	25%	55%	75%	70%	48%	22%
	2018	59%	62%	73%	36%	61%	77%	50%	93%	*	75%	19%	*	76%	65%	51%	36%
At Masters Grade Level	2019	25%	27%	26%	3%	14%	30%	*	22%	*	35%	9%	9%	27%	24%	11%	0%
	2018	24%	26%	31%	4%	24%	34%	17%	57%	*	33%	10%	*	33%	28%	16%	9%
End of Course U.S. History																	
At Approaches Grade Level or Above	2019	93%	93%	98%	77%	99%	98%	*	100%	*	100%	88%	-	98%	99%	96%	100%
	2018	92%	92%	96%	81%	95%	97%	*	100%	-	100%	67%	*	97%	92%	88%	89%
At Meets Grade Level or Above	2019	73%	78%	89%	62%	84%	91%	*	100%	*	90%	52%	-	89%	89%	79%	43%
	2018	70%	74%	84%	33%	76%	87%	*	89%	-	93%	38%	*	86%	75%	70%	33%
At Masters Grade Level	2019	45%	51%	56%	15%	47%	58%	*	57%	*	90%	36%	-	58%	51%	39%	29%
	2018	40%	46%	51%	19%	43%	53%	*	44%	-	87%	21%	*	53%	43%	38%	11%
All Grades All Subjects																	
At Approaches Grade Level or Above	2019	78%	78%	88%	69%	82%	90%	70%	94%	67%	79%	55%	91%	89%	85%	77%	74%
	2018	77%	77%	87%	69%	81%	89%	69%	95%	67%	83%	48%	84%	87%	85%	75%	74%
At Meets Grade Level or Above	2019	50%	51%	64%	38%	53%	67%	33%	79%	11%	57%	31%	64%	65%	60%	45%	39%
	2018	48%	49%	61%	35%	51%	64%	41%	78%	40%	62%	25%	53%	63%	59%	42%	36%
At Masters Grade Level	2019	24%	25%	32%	15%	24%	34%	8%	37%	11%	31%	14%	24%	33%	30%	17%	15%
	2018	22%	23%	29%	14%	22%	31%	15%	41%	20%	31%	11%	29%	30%	27%	15%	12%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2019	75%	75%	85%	60%	80%	88%	61%	93%	83%	81%	50%	82%	86%	83%	74%	70%
	2018	74%	75%	85%	63%	79%	88%	56%	92%	71%	81%	44%	79%	86%	85%	72%	72%
At Meets Grade Level or Above	2019	48%	49%	61%	34%	52%	65%	18%	78%	17%	55%	27%	59%	63%	58%	43%	32%
	2018	46%	47%	60%	29%	50%	63%	24%	75%	57%	60%	20%	51%	61%	58%	40%	33%
At Masters Grade Level	2019	21%	22%	28%	15%	21%	30%	0%	29%	17%	27%	10%	27%	28%	28%	15%	13%
	2018	19%	21%	26%	11%	20%	28%	3%	35%	14%	28%	8%	30%	26%	26%	14%	9%

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 District STAAR Performance

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

		Region		African		American			Pacific	Two or	Special	Special	Continu-	Non-	Econ		EL
		State	06	District	American	Hispanic	White	Indian	Asian	Islander	More	Ed	Ed	ously	Continu-	Disadv	Monitored
All Grades Mathematics																	
At Approaches Grade Level or Above	2019	82%	82%	91%	76%	86%	93%	93%	92%	100%	81%	60%	97%	92%	89%	83%	82%
	2018	81%	81%	91%	76%	86%	93%	74%	97%	*	86%	57%	93%	91%	90%	82%	82%
At Meets Grade Level or Above	2019	52%	53%	68%	42%	58%	71%	43%	79%	0%	59%	36%	79%	70%	64%	50%	52%
	2018	50%	51%	66%	41%	56%	69%	48%	82%	*	59%	31%	58%	67%	63%	48%	49%
At Masters Grade Level	2019	26%	28%	39%	15%	29%	42%	14%	54%	0%	36%	17%	30%	41%	36%	21%	21%
	2018	24%	26%	35%	19%	27%	38%	26%	47%	*	35%	14%	33%	37%	33%	20%	21%
All Grades Writing																	
At Approaches Grade Level or Above	2019	68%	68%	80%	50%	72%	83%	*	80%	*	62%	44%	95%	81%	77%	60%	60%
	2018	66%	66%	77%	70%	69%	78%	*	92%	-	72%	26%	63%	77%	77%	61%	65%
At Meets Grade Level or Above	2019	38%	38%	50%	16%	41%	53%	*	50%	*	40%	27%	57%	51%	47%	28%	32%
	2018	41%	41%	52%	33%	44%	54%	*	69%	-	62%	20%	25%	50%	55%	32%	35%
At Masters Grade Level	2019	14%	14%	19%	6%	14%	21%	*	20%	*	12%	11%	14%	20%	16%	7%	10%
	2018	13%	13%	16%	17%	13%	16%	*	23%	-	14%	9%	6%	15%	16%	5%	5%
All Grades Science																	
At Approaches Grade Level or Above	2019	81%	83%	90%	82%	82%	91%	86%	100%	*	85%	57%	100%	90%	88%	80%	75%
	2018	80%	81%	87%	67%	78%	89%	85%	96%	*	86%	50%	89%	88%	83%	74%	67%
At Meets Grade Level or Above	2019	54%	57%	65%	49%	48%	69%	57%	86%	*	69%	27%	50%	67%	63%	45%	33%
	2018	51%	53%	61%	35%	46%	64%	46%	80%	*	72%	24%	61%	63%	55%	41%	23%
At Masters Grade Level	2019	25%	28%	28%	9%	19%	31%	0%	32%	*	35%	14%	11%	28%	28%	15%	10%
	2018	23%	25%	28%	9%	18%	31%	23%	44%	*	28%	11%	28%	29%	26%	13%	7%
All Grades Social Studies																	
At Approaches Grade Level or Above	2019	81%	82%	90%	76%	87%	91%	86%	100%	*	87%	66%	82%	91%	87%	82%	76%
	2018	78%	80%	86%	73%	80%	88%	88%	100%	*	88%	49%	90%	88%	82%	72%	68%
At Meets Grade Level or Above	2019	55%	58%	70%	49%	64%	71%	71%	88%	*	65%	39%	64%	72%	65%	55%	27%
	2018	53%	56%	63%	35%	53%	65%	88%	80%	*	70%	30%	60%	66%	53%	43%	21%
At Masters Grade Level	2019	33%	37%	44%	30%	35%	45%	43%	44%	*	61%	19%	27%	45%	39%	28%	12%
	2018	31%	34%	38%	19%	27%	40%	25%	53%	*	55%	13%	30%	40%	31%	20%	7%

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 District Progress

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 (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
Grade 4 ELA/Reading	2019	61	62	64	46	47	69	*	40	-	45	59	83	68	57	49	46
	2018	63	64	58	44	55	59	-	*	-	58	58	40	59	58	49	48
Grade 4 Mathematics	2019	65	68	70	54	56	74	*	90	*	55	61	100	70	71	63	50
	2018	65	66	59	45	63	59	-	*	-	67	44	80	61	56	51	66
Grade 5 ELA/Reading	2019	81	78	83	95	79	83	-	*	-	81	78	80	83	84	80	73
	2018	80	76	78	76	81	78	*	*	*	75	67	83	80	76	77	74
Grade 5 Mathematics	2019	83	79	84	73	81	84	-	*	-	78	79	70	86	80	78	70
	2018	81	78	77	78	72	78	*	*	*	75	74	72	77	77	75	68
Grade 6 ELA/Reading	2019	42	45	45	29	56	43	*	70	*	32	46	36	47	41	41	45
	2018	47	47	49	22	56	49	*	*	-	39	56	50	49	47	45	59
Grade 6 Mathematics	2019	54	61	73	59	74	73	*	60	*	79	50	73	75	67	64	82
	2018	56	61	68	53	70	69	*	*	-	58	52	86	66	72	59	63
Grade 7 ELA/Reading	2019	77	77	78	64	77	79	*	*	-	81	64	83	79	75	72	66
	2018	76	73	75	74	68	77	*	88	-	64	71	100	75	76	69	85
Grade 7 Mathematics	2019	63	59	74	47	79	75	*	*	-	65	45	90	75	73	66	69
	2018	67	65	71	54	76	71	*	100	-	78	67	79	71	72	67	88
Grade 8 ELA/Reading	2019	77	78	78	92	76	77	*	78	-	92	61	64	78	77	72	67
	2018	79	79	80	78	82	80	*	100	*	71	74	86	81	78	79	72
Grade 8 Mathematics	2019	84	84	90	89	88	90	*	100	-	100	93	67	90	88	88	91
	2018	81	80	83	85	83	83	*	*	*	82	56	81	83	82	79	81
End of Course English II	2019	69	69	74	75	75	74	80	79	*	68	77	*	75	73	70	82
	2018	67	67	67	64	66	67	*	*	*	75	57	-	65	72	63	67
End of Course Algebra I	2019	75	71	73	54	67	76	*	83	*	69	43	80	74	70	61	61
	2018	72	69	82	64	81	82	75	100	-	87	44	*	84	75	71	81
All Grades Both Subjects	2019	69	69	74	64	71	75	81	73	80	67	63	74	75	71	67	66
	2018	69	69	71	66	71	71	60	81	42	68	60	75	71	70	66	71
All Grades ELA/Reading	2019	68	68	70	67	69	71	81	67	*	63	64	69	72	68	64	61
	2018	69	68	68	64	68	69	58	80	*	62	64	71	68	68	64	68
All Grades Mathematics	2019	70	70	77	62	74	79	81	81	*	71	61	79	78	75	70	71
	2018	70	70	74	67	74	74	63	82	*	73	55	79	75	72	67	73

District Name: MONTGOMERY ISD
 County Name: MONTGOMERY
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TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 District Prior Year and Student Success Initiative

		State	Region 06	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2019	41%	38%	49%	32%	51%	50%	*	*	-	53%	28%	45%	32%
	2018	38%	37%	47%	44%	47%	50%	*	*	-	*	25%	40%	33%
Mathematics	2019	45%	43%	60%	42%	59%	63%	*	*	*	46%	34%	53%	41%
	2018	47%	44%	56%	54%	53%	57%	*	*	*	50%	23%	51%	50%
Student Success Initiative														
Grade 5 Reading														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	78%	77%	90%	83%	87%	91%	-	*	-	84%	42%	83%	56%
Students Requiring Accelerated Instruction														
	2019	22%	23%	10%	17%	13%	9%	-	*	-	16%	58%	17%	44%
STAAR Cumulative Met Standard														
	2019	86%	85%	95%	83%	92%	96%	-	*	-	95%	58%	91%	69%
STAAR Non-Proficient Students Promoted by Grade Placement Committee														
	2018	97%	98%	100%	*	100%	100%	-	*	-	*	*	100%	100%
STAAR Met Standard (Non-Proficient in Previous Year)														
	2019	9%	10%	19%	*	29%	13%	-	*	-	*	*	17%	17%
Grade 5 Mathematics														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	83%	82%	93%	75%	87%	94%	-	*	-	88%	50%	87%	63%
Students Requiring Accelerated Instruction														
	2019	17%	18%	7%	25%	13%	6%	-	*	-	12%	50%	13%	38%
STAAR Cumulative Met Standard														
	2019	90%	88%	95%	83%	89%	97%	-	*	-	89%	63%	92%	69%
STAAR Non-Proficient Students Promoted by Grade Placement Committee														
	2018	97%	98%	100%	-	*	*	-	-	*	-	*	*	*
STAAR Met Standard (Non-Proficient in Previous Year)														
	2019	24%	27%	63%	-	*	*	-	-	*	-	*	*	*
Grade 8 Reading														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	78%	79%	88%	79%	84%	89%	*	100%	*	85%	43%	79%	*
Students Requiring Accelerated Instruction														
	2019	22%	21%	12%	21%	16%	11%	*	0%	*	15%	58%	21%	*
STAAR Cumulative Met Standard														
	2019	85%	86%	92%	88%	88%	93%	*	100%	*	85%	45%	85%	*
STAAR Non-Proficient Students Promoted by Grade Placement Committee														
	2018	99%	99%	100%	*	100%	100%	-	-	*	*	100%	100%	*
STAAR Met Standard (Non-Proficient in Previous Year)														
	2019	13%	13%	30%	*	0%	37%	-	-	*	*	11%	13%	*
Grade 8 Mathematics														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	82%	84%	96%	86%	95%	96%	*	100%	*	93%	66%	92%	*
Students Requiring Accelerated Instruction														
	2019	18%	16%	4%	14%	5%	4%	*	0%	*	7%	34%	8%	*

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TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 District Prior Year and Student Success Initiative

		State	Region 06	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
STAAR Cumulative Met Standard	2019	88%	89%	97%	91%	95%	98%	*	100%	*	93%	66%	92%	*
STAAR Non-Proficient Students Promoted by Grade Placement Committee	2018	98%	99%	100%	*	100%	100%	-	-	-	*	100%	100%	*
STAAR Met Standard (Non-Proficient in Previous Year) Promoted to Grade 9	2019	50%	40%	53%	*	40%	58%	-	-	-	*	15%	46%	*

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 District STAAR Performance
 Bilingual Education/English as a Second Language

(Current EL 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 EL
STAAR Performance Rate by Subject and Performance Level															
All Grades All Subjects															
At Approaches Grade Level or Above	2019	78%	78%	88%	53%	-	-	53%	-	49%	66%	36%	100%	50%	52%
	2018	77%	77%	87%	65%	-	-	65%	-	57%	61%	52%	*	61%	61%
At Meets Grade Level or Above	2019	50%	51%	64%	24%	-	-	24%	-	16%	28%	8%	86%	19%	21%
	2018	48%	49%	61%	24%	-	-	24%	-	18%	16%	21%	*	21%	20%
At Masters Grade Level	2019	24%	25%	32%	7%	-	-	7%	-	3%	7%	0%	14%	4%	5%
	2018	22%	23%	29%	7%	-	-	7%	-	4%	4%	3%	*	5%	5%
All Grades ELA/Reading															
At Approaches Grade Level or Above	2019	75%	75%	85%	55%	-	-	55%	-	43%	74%	24%	*	47%	49%
	2018	74%	75%	85%	60%	-	-	60%	-	52%	49%	57%	*	55%	55%
At Meets Grade Level or Above	2019	48%	49%	61%	21%	-	-	21%	-	15%	30%	5%	*	17%	19%
	2018	46%	47%	60%	23%	-	-	23%	-	14%	9%	22%	*	17%	17%
At Masters Grade Level	2019	21%	22%	28%	3%	-	-	3%	-	2%	4%	0%	*	2%	2%
	2018	19%	21%	26%	5%	-	-	5%	-	5%	2%	9%	*	5%	5%
All Grades Mathematics															
At Approaches Grade Level or Above	2019	82%	82%	91%	58%	-	-	58%	-	61%	74%	50%	*	60%	61%
	2018	81%	81%	91%	74%	-	-	74%	-	72%	77%	65%	*	73%	74%
At Meets Grade Level or Above	2019	52%	53%	68%	30%	-	-	30%	-	18%	30%	8%	*	23%	26%
	2018	50%	51%	66%	33%	-	-	33%	-	33%	39%	26%	*	33%	32%
At Masters Grade Level	2019	26%	28%	39%	9%	-	-	9%	-	4%	9%	0%	*	6%	7%
	2018	24%	26%	35%	14%	-	-	14%	-	6%	10%	0%	*	9%	9%
All Grades Writing															
At Approaches Grade Level or Above	2019	68%	68%	80%	50%	-	-	50%	-	24%	20%	29%	-	34%	34%
	2018	66%	66%	77%	50%	-	-	50%	-	38%	40%	*	-	44%	44%
At Meets Grade Level or Above	2019	38%	38%	50%	25%	-	-	25%	-	6%	0%	14%	-	14%	14%
	2018	41%	41%	52%	20%	-	-	20%	-	13%	0%	*	-	17%	17%
At Masters Grade Level	2019	14%	14%	19%	8%	-	-	8%	-	0%	0%	0%	-	3%	3%
	2018	13%	13%	16%	0%	-	-	0%	-	0%	0%	*	-	0%	0%
All Grades Science															
At Approaches Grade Level or Above	2019	81%	83%	90%	33%	-	-	33%	-	55%	80%	33%	*	45%	48%
	2018	80%	81%	87%	65%	-	-	65%	-	45%	60%	14%	-	54%	54%
At Meets Grade Level or Above	2019	54%	57%	65%	11%	-	-	11%	-	27%	60%	0%	*	20%	24%
	2018	51%	53%	61%	6%	-	-	6%	-	0%	0%	0%	-	3%	3%
At Masters Grade Level	2019	25%	28%	28%	11%	-	-	11%	-	9%	20%	0%	*	10%	10%
	2018	23%	25%	28%	0%	-	-	0%	-	0%	0%	0%	-	0%	0%
All Grades Social Studies															
At Approaches Grade Level or Above	2019	81%	82%	90%	-	-	-	-	-	*	-	*	-	*	*
	2018	78%	80%	86%	-	-	-	-	-	56%	*	33%	-	56%	56%
At Meets Grade Level or Above	2019	55%	58%	70%	-	-	-	-	-	*	-	*	-	*	*
	2018	53%	56%	63%	-	-	-	-	-	11%	*	17%	-	11%	11%
At Masters Grade Level	2019	33%	37%	44%	-	-	-	-	-	*	-	*	-	*	*
	2018	31%	34%	38%	-	-	-	-	-	0%	*	0%	-	0%	0%
School Progress Domain - Academic Growth Score															
All Grades Both Subjects	2019	69%	69%	74%	56%	-	-	56%	-	53%	60%	48%	*	54%	55%
	2018	69%	69%	71%	69%	-	-	69%	-	66%	70%	64%	*	67%	68%
All Grades ELA/Reading	2019	68%	68%	70%	71%	-	-	71%	-	54%	61%	50%	*	58%	59%
	2018	69%	68%	68%	74%	-	-	74%	-	66%	68%	64%	-	69%	69%
All Grades Mathematics	2019	70%	70%	77%	48%	-	-	48%	-	51%	59%	46%	*	50%	52%
	2018	70%	70%	74%	65%	-	-	65%	-	67%	72%	63%	*	66%	67%
Progress of Prior Year STAAR Non-Proficient Students (Percent of Non-Proficient Passing STAAR)															
Reading	2019	41%	38%	49%	43%	-	-	43%	-	25%	67%	7%	*	30%	32%

District Name: MONTGOMERY ISD
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TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 District STAAR Performance
 Bilingual Education/English as a Second Language

(Current EL 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 EL
Mathematics	2018	38%	37%	47%	63%	-	-	63%	-	*	*	*	-	33%	33%
	2019	45%	43%	60%	33%	-	-	33%	-	45%	43%	*	-	41%	41%
	2018	47%	44%	56%	*	-	-	*	-	45%	*	*	*	47%	50%

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

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 District STAAR Participation

	State	Region 06	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2019 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	99%	98%	98%	98%	98%	97%	100%	90%	99%	97%	97%	99%
Included in Accountability	94%	94%	94%	90%	90%	95%	88%	97%	90%	94%	89%	90%	76%
Not Included in Accountability													
Mobile	4%	4%	3%	7%	6%	3%	9%	0%	0%	5%	6%	7%	15%
Other Exclusions	1%	1%	0%	1%	1%	0%	0%	3%	0%	0%	2%	0%	8%
Not Tested	1%	1%	2%	2%	2%	2%	3%	0%	10%	1%	3%	3%	1%
Absent	1%	1%	2%	2%	2%	2%	3%	0%	10%	1%	3%	3%	1%
Other	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
2018 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	99%	98%	98%	98%	97%	99%	99%	100%	97%	95%	98%	99%
Included in Accountability	94%	94%	94%	92%	94%	94%	95%	98%	100%	94%	90%	91%	93%
Not Included in Accountability													
Mobile	4%	4%	4%	5%	3%	3%	2%	1%	0%	3%	4%	6%	3%
Other Exclusions	1%	1%	0%	0%	1%	0%	1%	0%	0%	0%	2%	0%	3%
Not Tested	1%	1%	2%	2%	2%	3%	1%	1%	0%	3%	5%	2%	1%
Absent	1%	1%	2%	2%	2%	3%	1%	1%	0%	3%	5%	2%	1%
Other	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2018-19 District Attendance, Graduation, and Dropout Rates

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	EL (Current)
Attendance Rate													
2017-18	95.4%	95.8%	95.2%	95.5%	95.6%	95.2%	94.5%	97.1%	92.8%	95.0%	94.0%	93.9%	95.9%
2016-17	95.7%	96.0%	95.3%	95.8%	95.9%	95.2%	95.2%	96.8%	96.5%	95.7%	94.3%	94.4%	96.6%
Annual Dropout Rate (Gr 7-8)													
2017-18	0.4%	0.2%	0.3%	1.8%	0.0%	0.3%	0.0%	0.0%	*	0.0%	0.9%	1.0%	0.0%
2016-17	0.3%	0.1%	0.4%	0.0%	1.4%	0.3%	0.0%	0.0%	*	0.0%	0.9%	1.0%	4.8%
Annual Dropout Rate (Gr 9-12)													
2017-18	1.9%	1.6%	0.7%	0.0%	1.6%	0.6%	0.0%	0.0%	*	0.0%	1.1%	1.9%	0.0%
2016-17	1.9%	1.3%	0.6%	1.2%	0.6%	0.6%	0.0%	0.0%	*	0.0%	0.0%	1.1%	0.0%
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	90.0%	91.5%	97.5%	100.0%	97.5%	97.2%	100.0%	100.0%	*	100.0%	100.0%	92.7%	*
Received TxCHSE	0.4%	0.9%	0.5%	0.0%	0.0%	0.6%	0.0%	0.0%	*	0.0%	0.0%	0.0%	*
Continued HS	3.8%	2.8%	0.5%	0.0%	1.3%	0.4%	0.0%	0.0%	*	0.0%	0.0%	2.7%	*
Dropped Out	5.7%	4.7%	1.6%	0.0%	1.3%	1.8%	0.0%	0.0%	*	0.0%	0.0%	4.5%	*
Graduates and TxCHSE	90.4%	92.4%	98.0%	100.0%	97.5%	97.8%	100.0%	100.0%	*	100.0%	100.0%	92.7%	*
Graduates, TxCHSE, and Continuers	94.3%	95.3%	98.4%	100.0%	98.8%	98.2%	100.0%	100.0%	*	100.0%	100.0%	95.5%	*
Class of 2017													
Graduated	89.7%	91.4%	93.8%	95.5%	90.5%	94.4%	100.0%	100.0%	-	66.7%	93.5%	87.4%	*
Received TxCHSE	0.4%	1.1%	1.7%	0.0%	1.4%	1.9%	0.0%	0.0%	-	0.0%	3.2%	2.9%	*
Continued HS	4.0%	3.1%	1.2%	0.0%	1.4%	1.3%	0.0%	0.0%	-	0.0%	3.2%	2.9%	*
Dropped Out	5.9%	4.4%	3.3%	4.5%	6.8%	2.4%	0.0%	0.0%	-	33.3%	0.0%	6.8%	*
Graduates and TxCHSE	90.1%	92.5%	95.5%	95.5%	91.9%	96.3%	100.0%	100.0%	-	66.7%	96.8%	90.3%	*
Graduates, TxCHSE, and Continuers	94.1%	95.6%	96.7%	95.5%	93.2%	97.6%	100.0%	100.0%	-	66.7%	100.0%	93.2%	*
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.0%	93.3%	94.8%	95.5%	93.2%	95.3%	100.0%	100.0%	-	66.7%	93.8%	89.4%	*
Received TxCHSE	0.6%	1.3%	1.9%	0.0%	1.4%	2.1%	0.0%	0.0%	-	0.0%	3.1%	3.8%	*
Continued HS	1.1%	0.6%	0.3%	0.0%	0.0%	0.4%	0.0%	0.0%	-	0.0%	3.1%	1.0%	*
Dropped Out	6.3%	4.8%	2.9%	4.5%	5.5%	2.1%	0.0%	0.0%	-	33.3%	0.0%	5.8%	*
Graduates and TxCHSE	92.6%	94.6%	96.7%	95.5%	94.5%	97.4%	100.0%	100.0%	-	66.7%	96.9%	93.3%	*
Graduates, TxCHSE, and Continuers	93.7%	95.2%	97.1%	95.5%	94.5%	97.9%	100.0%	100.0%	-	66.7%	100.0%	94.2%	*
Class of 2016													
Graduated	91.6%	92.1%	96.0%	90.0%	96.8%	95.9%	*	100.0%	*	100.0%	92.5%	91.3%	*
Received TxCHSE	0.7%	1.5%	2.0%	0.0%	0.0%	2.5%	*	0.0%	*	0.0%	0.0%	2.2%	*
Continued HS	1.2%	0.8%	0.2%	5.0%	0.0%	0.0%	*	0.0%	*	0.0%	0.0%	1.1%	*
Dropped Out	6.6%	5.5%	1.8%	5.0%	3.2%	1.6%	*	0.0%	*	0.0%	7.5%	5.4%	*
Graduates and TxCHSE	92.2%	93.6%	98.0%	90.0%	96.8%	98.4%	*	100.0%	*	100.0%	92.5%	93.5%	*
Graduates, TxCHSE, and Continuers	93.4%	94.5%	98.2%	95.0%	96.8%	98.4%	*	100.0%	*	100.0%	92.5%	94.6%	*
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2016													
Graduated	92.1%	92.6%	96.2%	95.0%	96.8%	95.9%	*	100.0%	*	100.0%	92.5%	92.4%	*

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 District Attendance, Graduation, and Dropout Rates

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	EL (Current)
Received TxCHSE	0.8%	1.7%	2.0%	0.0%	0.0%	2.5%	*	0.0%	*	0.0%	0.0%	2.2%	*
Continued HS	0.5%	0.3%	0.0%	0.0%	0.0%	0.0%	*	0.0%	*	0.0%	0.0%	0.0%	*
Dropped Out	6.6%	5.5%	1.8%	5.0%	3.2%	1.6%	*	0.0%	*	0.0%	7.5%	5.4%	*
Graduates and TxCHSE	92.9%	94.3%	98.2%	95.0%	96.8%	98.4%	*	100.0%	*	100.0%	92.5%	94.6%	*
Graduates, TxCHSE, and Continuers	93.4%	94.5%	98.2%	95.0%	96.8%	98.4%	*	100.0%	*	100.0%	92.5%	94.6%	*
Class of 2015													
Graduated	91.8%	92.9%	93.1%	85.7%	95.6%	92.9%	*	*	*	100.0%	87.1%	83.7%	-
Received TxCHSE	1.0%	1.7%	3.0%	4.8%	2.2%	3.2%	*	*	*	0.0%	6.5%	8.1%	-
Continued HS	0.6%	0.3%	0.0%	0.0%	0.0%	0.0%	*	*	*	0.0%	0.0%	0.0%	-
Dropped Out	6.7%	5.0%	3.9%	9.5%	2.2%	3.9%	*	*	*	0.0%	6.5%	8.1%	-
Graduates and TxCHSE	92.8%	94.7%	96.1%	90.5%	97.8%	96.1%	*	*	*	100.0%	93.5%	91.9%	-
Graduates, TxCHSE, and Continuers	93.3%	95.0%	96.1%	90.5%	97.8%	96.1%	*	*	*	100.0%	93.5%	91.9%	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2018	90.0%	91.5%	96.9%	100.0%	97.5%	96.5%	100.0%	100.0%	*	100.0%	97.5%	92.0%	*
Class of 2017	89.7%	91.4%	92.5%	95.5%	88.2%	93.2%	100.0%	100.0%	-	66.7%	85.3%	84.1%	*
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2018	68.5%	49.4%	*	-	*	-	-	-	-	-	-	*	-
Class of 2017	88.5%	87.1%	83.8%	65.0%	74.6%	85.9%	80.0%	100.0%	-	*	34.5%	69.0%	*
FHSP-E Graduates (Longitudinal Rate)													
Class of 2018	5.0%	3.8%	10.7%	19.0%	13.0%	10.5%	0.0%	0.0%	*	0.0%	10.8%	19.0%	*
Class of 2017	6.0%	5.7%	33.3%	*	-	38.5%	*	-	-	-	-	*	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2018	82.0%	86.7%	83.8%	61.9%	84.4%	84.4%	100.0%	90.0%	*	88.9%	32.4%	69.0%	*
Class of 2017	60.8%	80.8%	66.7%	*	-	61.5%	*	-	-	-	-	*	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2018	86.8%	90.3%	94.3%	81.0%	96.2%	94.9%	100.0%	90.0%	*	88.9%	43.2%	87.1%	*
Class of 2017	85.9%	87.0%	84.3%	66.7%	74.6%	86.3%	83.3%	100.0%	-	*	34.5%	70.0%	*
RHSP/DAP Graduates (Annual Rate)													
2017-18	37.7%	18.9%	50.0%	*	-	40.0%	-	-	-	-	*	*	-
2016-17	87.2%	86.1%	82.6%	65.0%	72.7%	85.1%	80.0%	83.3%	-	80.0%	33.3%	66.7%	40.0%
FHSP-E Graduates (Annual Rate)													
2017-18	4.9%	3.9%	11.0%	19.0%	13.6%	10.8%	0.0%	0.0%	*	0.0%	10.5%	21.8%	*
2016-17	7.2%	5.8%	20.8%	*	-	22.7%	*	-	-	-	-	*	-
FHSP-DLA Graduates (Annual Rate)													
2017-18	81.5%	86.3%	83.4%	61.9%	84.0%	83.9%	100.0%	90.0%	*	88.9%	31.6%	65.5%	*
2016-17	56.5%	76.4%	79.2%	*	-	77.3%	*	-	-	-	-	*	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2017-18	85.1%	88.8%	93.9%	81.8%	97.5%	94.2%	100.0%	90.0%	*	88.9%	41.0%	85.7%	*
2016-17	84.0%	85.3%	83.4%	66.7%	72.7%	85.8%	83.3%	83.3%	-	80.0%	33.3%	67.5%	40.0%

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

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 District Graduation Profile

	District Count	District Percent	State Count	State Percent
Graduates (2017-18 Annual Graduates)				
Total Graduates	627	100.0%	347,893	100.0%
By Ethnicity:				
African American	22	3.5%	43,502	12.5%
Hispanic	81	12.9%	173,272	49.8%
White	499	79.6%	107,052	30.8%
American Indian	5	0.8%	1,226	0.4%
Asian	10	1.6%	15,589	4.5%
Pacific Islander	1	0.2%	528	0.2%
Two or More Races	9	1.4%	6,724	1.9%
By Graduation Type:				
Minimum H.S. Program	3	0.5%	5,855	1.7%
Recommended H.S. Program/Distinguished Achievement Program	3	0.5%	3,538	1.0%
Foundation H.S. Program (No Endorsement)	37	5.9%	49,432	14.2%
Foundation H.S. Program (Endorsement)	68	10.8%	16,542	4.8%
Foundation H.S. Program (DLA)	516	82.3%	272,526	78.3%
Special Education Graduates	41	6.5%	25,962	7.5%
Economically Disadvantaged Graduates	92	14.7%	166,956	48.0%
LEP Graduates	4	0.6%	21,359	6.1%
At-Risk Graduates	171	27.3%	144,805	41.6%

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 District College, Career, and Military Readiness (CCMR)

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	EL (Current)
College, Career, and Military Ready Graduates (Student Achievement) ***													
College, Career, or Military Ready (Annual Graduates)													
2017-18	65.5%	66.4%	79.7%	68.2%	76.5%	80.5%	90.0%	90.0%	*	77.8%	89.0%	68.5%	*
College Ready Graduates ***													
College Ready (Annual Graduates)													
2017-18	50.0%	50.3%	59.3%	40.9%	53.1%	61.1%	60.0%	90.0%	*	33.3%	4.9%	31.5%	*
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2017-18	58.2%	61.9%	71.6%	59.1%	70.4%	72.5%	60.0%	90.0%	*	55.6%	24.4%	43.5%	*
Mathematics													
2017-18	46.0%	47.9%	58.7%	40.9%	54.3%	60.1%	60.0%	90.0%	*	33.3%	4.9%	33.7%	*
Both Subjects													
2017-18	42.1%	45.5%	57.7%	40.9%	51.9%	59.3%	60.0%	90.0%	*	33.3%	4.9%	31.5%	*
Dual Course Credits (Annual Graduates)													
Any Subject													
2017-18	20.7%	21.2%	26.8%	9.1%	25.9%	27.9%	20.0%	20.0%	*	33.3%	0.0%	12.0%	*
2016-17	19.9%	20.3%	21.8%	4.8%	15.2%	23.3%	0.0%	33.3%	-	60.0%	0.0%	12.0%	0.0%
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2017-18	20.4%	19.4%	16.1%	13.6%	14.8%	16.0%	0.0%	50.0%	*	11.1%	0.0%	5.4%	*
2016-17	20.1%	19.8%	13.9%	23.8%	7.6%	14.0%	16.7%	16.7%	-	40.0%	0.0%	3.6%	0.0%
Associate's Degree													
Associate's Degree (Annual Graduates)													
2017-18	1.4%	0.8%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	*
2016-17	0.8%	0.4%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	-	0.0%	0.0%	0.0%	0.0%
OnRamps Course Credits (Annual Graduates)													
2017-18	1.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	*
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2017-18	28.7%	27.1%	48.3%	47.7%	48.8%	48.0%	50.0%	45.0%	*	61.1%	89.0%	51.6%	*
2016-17	13.2%	11.2%	11.3%	9.5%	12.1%	11.0%	41.7%	0.0%	-	10.0%	15.0%	13.9%	0.0%
Approved Industry-Based Certification (Annual Graduates)													
2017-18	4.8%	6.2%	3.0%	0.0%	6.2%	2.8%	0.0%	0.0%	*	0.0%	2.4%	2.2%	*
2016-17	2.7%	1.6%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	-	0.0%	0.0%	0.0%	0.0%
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2017-18	1.7%	2.3%	3.0%	13.6%	1.2%	2.6%	0.0%	0.0%	*	11.1%	46.3%	9.8%	*
2016-17	1.0%	0.8%	0.4%	4.8%	0.0%	0.2%	0.0%	0.0%	-	0.0%	6.7%	2.4%	0.0%
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2017-18	38.7%	36.0%	84.2%	81.8%	81.5%	84.8%	80.0%	80.0%	*	88.9%	75.6%	80.4%	*
2016-17	17.3%	14.9%	19.0%	9.5%	18.2%	19.5%	50.0%	0.0%	-	20.0%	10.0%	15.7%	0.0%

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 District College, Career, and Military Readiness (CCMR)

	State	Region 06	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
U.S. Armed Forces Enlistment (Annual Graduates)													
2017-18	4.3%	2.6%	2.1%	0.0%	1.2%	2.0%	0.0%	10.0%	*	11.1%	0.0%	4.3%	*
2016-17	2.2%	2.0%	1.5%	0.0%	3.0%	1.1%	16.7%	0.0%	-	0.0%	3.3%	3.6%	0.0%
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2017-18	2.6%	2.4%	2.6%	0.0%	3.7%	2.4%	20.0%	0.0%	*	0.0%	39.0%	4.3%	*
Graduates with Level I or Level II Certificate (Annual Graduates)													
2017-18	0.6%	0.1%	0.2%	0.0%	0.0%	0.2%	0.0%	0.0%	*	0.0%	2.4%	0.0%	*
2016-17	0.5%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	-	0.0%	0.0%	0.0%	0.0%

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 District CCMR-Related Indicators

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	EL (Current)
TSIA Results (Graduates >= Criterion) (Annual Graduates)													
Reading													
2017-18	32.1%	34.9%	50.4%	27.3%	54.3%	51.3%	0.0%	60.0%	*	44.4%	19.5%	35.9%	*
2016-17	23.4%	23.3%	32.3%	4.8%	31.8%	33.9%	0.0%	50.0%	-	40.0%	16.7%	19.3%	0.0%
Mathematics													
2017-18	23.7%	23.8%	38.1%	22.7%	34.6%	39.7%	0.0%	60.0%	*	22.2%	4.9%	25.0%	*
2016-17	19.8%	19.3%	27.2%	14.3%	24.2%	28.4%	0.0%	50.0%	-	20.0%	3.3%	15.7%	0.0%
Both Subjects													
2017-18	18.1%	19.7%	36.4%	22.7%	33.3%	37.7%	0.0%	60.0%	*	22.2%	4.9%	22.8%	*
2016-17	12.9%	13.5%	22.0%	4.8%	21.2%	22.9%	0.0%	50.0%	-	20.0%	3.3%	12.0%	0.0%
CTE Coherent Sequence (Annual Graduates)													
2017-18	58.4%	50.9%	86.8%	81.8%	86.4%	87.2%	80.0%	80.0%	*	88.9%	82.9%	85.9%	*
2016-17	50.5%	41.2%	83.9%	71.4%	84.8%	84.4%	83.3%	83.3%	-	80.0%	90.0%	80.7%	60.0%
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2017-18	2.0%	6.6%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	*
2016-17	0.8%	2.5%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	-	0.0%	0.0%	0.0%	0.0%
Mathematics													
2017-18	3.9%	5.7%	9.9%	0.0%	7.4%	11.2%	0.0%	0.0%	*	0.0%	0.0%	4.3%	*
2016-17	1.4%	3.9%	7.0%	0.0%	4.5%	7.6%	0.0%	0.0%	-	40.0%	0.0%	4.8%	0.0%
Both Subjects													
2017-18	0.9%	2.8%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	*
2016-17	0.2%	0.4%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	-	0.0%	0.0%	0.0%	0.0%
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2018	25.8%	23.1%	22.8%	9.5%	25.5%	22.5%	10.0%	57.9%	*	18.5%	n/a	12.0%	n/a
2017	26.2%	23.3%	22.7%	28.6%	21.7%	22.1%	45.5%	50.0%	*	14.3%	n/a	11.0%	n/a
English Language Arts													
2018	15.3%	11.1%	9.1%	2.4%	7.5%	9.3%	0.0%	31.6%	*	7.4%	n/a	4.7%	n/a
2017	15.9%	10.8%	7.2%	4.8%	3.8%	7.4%	9.1%	31.3%	*	7.1%	n/a	2.2%	n/a
Mathematics													
2018	7.3%	7.7%	4.6%	2.4%	5.0%	4.2%	0.0%	31.6%	*	3.7%	n/a	2.1%	n/a
2017	7.2%	7.7%	4.8%	11.9%	3.2%	4.8%	0.0%	6.3%	*	7.1%	n/a	1.3%	n/a
Science													
2018	10.8%	10.2%	10.4%	7.1%	11.2%	10.2%	0.0%	26.3%	*	11.1%	n/a	6.4%	n/a
2017	10.9%	10.1%	8.4%	7.1%	8.3%	8.0%	9.1%	31.3%	*	14.3%	n/a	3.5%	n/a
Social Studies													
2018	14.5%	12.5%	16.3%	2.4%	18.0%	16.3%	0.0%	47.4%	*	11.1%	n/a	7.3%	n/a
2017	15.0%	13.4%	17.4%	19.0%	16.6%	17.1%	36.4%	37.5%	*	7.1%	n/a	6.6%	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2018	50.7%	57.8%	59.5%	*	51.2%	60.8%	*	54.5%	-	60.0%	n/a	42.9%	n/a
2017	49.1%	57.0%	47.1%	58.3%	32.4%	48.8%	20.0%	50.0%	-	*	n/a	20.0%	n/a
English Language Arts													
2018	42.5%	53.2%	68.1%	*	66.7%	70.7%	-	50.0%	-	*	n/a	45.5%	n/a
2017	41.3%	49.9%	59.1%	*	50.0%	61.6%	*	80.0%	-	*	n/a	20.0%	n/a
Mathematics													
2018	52.8%	59.5%	77.2%	*	50.0%	80.5%	-	83.3%	-	*	n/a	40.0%	n/a

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 District CCMR-Related Indicators

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	EL (Current)
2017 Science	51.3%	60.4%	71.2%	80.0%	60.0%	70.2%	-	*	-	*	n/a	*	n/a
2018 Science	38.0%	50.3%	59.2%	*	50.0%	62.4%	-	40.0%	-	*	n/a	46.7%	n/a
2017 Social Studies	38.3%	49.6%	45.6%	*	30.8%	46.8%	*	60.0%	-	*	n/a	12.5%	n/a
2018 Social Studies	44.6%	55.5%	47.3%	*	27.6%	50.3%	-	55.6%	-	*	n/a	29.4%	n/a
2017 Social Studies	41.4%	50.4%	36.2%	50.0%	15.4%	38.7%	*	50.0%	-	*	n/a	13.3%	n/a
SAT/ACT Results (Annual Graduates) ***													
Tested													
2017-18	74.6%	61.2%	68.7%	59.1%	67.9%	69.9%	80.0%	60.0%	*	44.4%	n/a	46.3%	n/a
2016-17	73.5%	60.0%	65.4%	61.9%	60.6%	66.4%	66.7%	50.0%	-	80.0%	n/a	40.7%	n/a
At/Above Criterion													
2017-18	37.9%	51.0%	61.5%	38.5%	58.2%	61.9%	*	100.0%	-	*	n/a	50.0%	n/a
Average SAT Score (Annual Graduates) ***													
All Subjects													
2017-18	1036	1097	1131	1062	1075	1136	*	1340	-	*	n/a	1090	n/a
English Language Arts and Writing													
2017-18	521	553	569	537	549	572	*	664	-	*	n/a	556	n/a
Mathematics													
2017-18	515	545	561	525	526	564	*	676	-	*	n/a	534	n/a
Average ACT Score (Annual Graduates) ***													
All Subjects													
2017-18	20.6	22.4	24.0	20.2	22.4	24.3	*	*	-	*	n/a	22.7	n/a
English Language Arts													
2017-18	20.3	22.1	24.1	19.9	22.6	24.4	*	*	-	*	n/a	22.7	n/a
Mathematics													
2017-18	20.6	22.2	23.6	19.9	21.7	24.0	*	*	-	*	n/a	22.2	n/a
Science													
2017-18	20.9	22.6	23.6	20.2	22.2	23.9	*	*	-	*	n/a	22.1	n/a

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 District Other Postsecondary Indicators

	State	Region 06	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Advanced Dual-Credit Course Completion (Grades 9-12)													
Any Subject													
2017-18	43.4%	40.0%	39.0%	25.3%	35.3%	40.1%	25.0%	57.9%	*	38.0%	12.9%	21.4%	5.3%
2016-17	37.1%	31.5%	29.8%	20.0%	26.5%	30.6%	36.4%	69.2%	*	15.2%	3.8%	14.8%	11.1%
English Language Arts													
2017-18	17.3%	14.2%	17.1%	7.7%	16.7%	17.6%	5.0%	21.1%	*	16.3%	3.5%	7.3%	0.0%
2016-17	16.8%	13.0%	5.1%	2.7%	2.6%	5.5%	4.5%	19.2%	*	2.6%	0.0%	1.4%	0.0%
Mathematics													
2017-18	20.7%	19.7%	19.7%	13.2%	17.7%	20.0%	21.1%	34.3%	*	19.1%	0.7%	9.5%	0.0%
2016-17	19.5%	18.1%	16.0%	11.6%	11.4%	16.8%	11.1%	40.0%	*	7.5%	1.5%	7.6%	11.8%
Science													
2017-18	21.2%	20.8%	16.4%	13.3%	14.5%	17.0%	5.3%	25.7%	*	8.3%	6.3%	10.2%	5.9%
2016-17	5.7%	5.0%	2.0%	2.9%	1.4%	1.8%	5.0%	16.7%	*	2.5%	0.0%	0.5%	0.0%
Social Studies													
2017-18	22.8%	19.8%	23.8%	7.5%	19.8%	25.1%	0.0%	45.9%	*	18.0%	2.3%	9.6%	0.0%
2016-17	21.8%	19.3%	21.4%	14.5%	19.3%	21.7%	22.7%	50.0%	*	17.5%	1.3%	9.0%	0.0%
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2016-17	54.6%	51.6%	59.0%	61.9%	54.5%	59.7%	50.0%	50.0%	-	60.0%	43.3%	31.9%	20.0%
2015-16	54.7%	51.2%	60.5%	77.8%	52.2%	61.9%	*	60.0%	*	50.0%	23.1%	50.6%	*
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2016-17	59.2%	64.5%	73.6%	50.0%	58.3%	76.2%	*	*	-	*	16.7%	46.4%	*
2015-16	55.7%	63.4%	74.1%	23.1%	69.7%	77.2%	*	83.3%	-	66.7%	11.1%	47.6%	-

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

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 District Student Information

Student Information	District		State	
	Count	Percent	Count	Percent
Total Students	8,837	100.0%	5,416,400	100.0%
Students by Grade:				
Early Childhood Education	27	0.3%	15,122	0.3%
Pre-Kindergarten	170	1.9%	238,810	4.4%
Kindergarten	547	6.2%	373,435	6.9%
Grade 1	647	7.3%	386,567	7.1%
Grade 2	627	7.1%	387,490	7.2%
Grade 3	593	6.7%	395,637	7.3%
Grade 4	634	7.2%	411,805	7.6%
Grade 5	672	7.6%	417,388	7.7%
Grade 6	741	8.4%	417,587	7.7%
Grade 7	721	8.2%	406,716	7.5%
Grade 8	770	8.7%	404,933	7.5%
Grade 9	746	8.4%	436,449	8.1%
Grade 10	698	7.9%	400,571	7.4%
Grade 11	657	7.4%	372,899	6.9%
Grade 12	587	6.6%	350,991	6.5%
Ethnic Distribution:				
African American	242	2.7%	684,349	12.6%
Hispanic	1,365	15.4%	2,847,629	52.6%
White	6,834	77.3%	1,484,069	27.4%
American Indian	35	0.4%	20,362	0.4%
Asian	90	1.0%	242,247	4.5%
Pacific Islander	10	0.1%	8,254	0.2%
Two or More Races	261	3.0%	129,490	2.4%
Economically Disadvantaged	2,239	25.3%	3,283,812	60.6%
Non-Educationally Disadvantaged	6,598	74.7%	2,132,588	39.4%
Section 504 Students	907	10.3%	354,440	6.5%
English Learners (EL)	199	2.3%	1,054,596	19.5%
Students w/ Disciplinary Placements (2017-18)	92	1.0%	75,963	1.4%
Students w/ Dyslexia	389	4.4%	194,074	3.6%
At-Risk	2,690	30.4%	2,713,848	50.1%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	653		521,908	
By Type of Primary Disability				
Students with Intellectual Disabilities	245	37.5%	221,426	42.4%
Students with Physical Disabilities	160	24.5%	114,118	21.9%
Students with Autism	91	13.9%	71,373	13.7%
Students with Behavioral Disabilities	149	22.8%	107,604	20.6%
Students with Non-Categorical Early Childhood	8	1.2%	7,387	1.4%

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

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 District Student Information

<u>Student Information</u>	<u>- Non-Special Education Rates -</u>		<u>- Special Education Rates -</u>	
	<u>District</u>	<u>State</u>	<u>District</u>	<u>State</u>
Retention Rates by Grade:				
Kindergarten	1.7%	1.7%	14.6%	6.2%
Grade 1	3.3%	3.1%	1.9%	5.5%
Grade 2	1.9%	1.8%	2.5%	2.3%
Grade 3	0.7%	1.1%	0.0%	0.9%
Grade 4	0.2%	0.5%	0.0%	0.5%
Grade 5	0.2%	0.5%	0.0%	0.6%
Grade 6	0.0%	0.4%	0.0%	0.5%
Grade 7	0.1%	0.6%	0.0%	0.6%
Grade 8	0.3%	0.4%	0.0%	0.7%
Grade 9	3.1%	7.2%	6.7%	12.7%

	<u>----- District -----</u>		<u>----- State -----</u>	
	<u>Count</u>	<u>Percent</u>	<u>Count</u>	<u>Percent</u>
Data Quality:				
Underreported Students	9	0.2%	6,321	0.3%

Class Size Information District State

Class Size Averages by Grade and Subject
 (Derived from teacher responsibility records):

Elementary:		
Kindergarten	17.3	18.9
Grade 1	19.0	18.8
Grade 2	19.3	18.7
Grade 3	17.8	18.9
Grade 4	17.9	19.2
Grade 5	22.9	21.2
Grade 6	23.5	20.4
Secondary:		
English/Language Arts	18.6	16.6
Foreign Languages	18.9	18.9
Mathematics	21.9	17.8
Science	21.3	18.9
Social Studies	21.4	19.3

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

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 District Staff Information

Staff Information	District		State	
	Count	Percent	Count	Percent
Total Staff	1,055.2	100.0%	719,502.5	100.0%
Professional Staff:	704.4	66.8%	461,380.1	64.1%
Teachers	584.7	55.4%	358,450.1	49.8%
Professional Support	83.7	7.9%	72,848.5	10.1%
Campus Administration (School Leadership)	27.0	2.6%	21,812.7	3.0%
Central Administration	9.0	0.9%	8,268.8	1.1%
Educational Aides:	86.1	8.2%	74,292.4	10.3%
Auxiliary Staff:	264.7	25.1%	183,830.1	25.5%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	4.0	n/a	4,414.0	n/a
Part-time	2.0	n/a	572.0	n/a
Counselors				
Full-time	20.0	n/a	12,433.0	n/a
Part-time	0.0	n/a	1,097.0	n/a
Total Minority Staff:	125.2	11.9%	362,803.7	50.4%
Teachers by Ethnicity and Sex:				
African American	8.0	1.4%	37,875.6	10.6%
Hispanic	35.0	6.0%	99,261.7	27.7%
White	537.7	92.0%	209,288.6	58.4%
American Indian	1.0	0.2%	1,236.1	0.3%
Asian	1.0	0.2%	6,037.0	1.7%
Pacific Islander	0.0	0.0%	676.7	0.2%
Two or More Races	2.0	0.3%	4,074.5	1.1%
Males	101.1	17.3%	85,138.1	23.8%
Females	483.6	82.7%	273,312.0	76.2%
Teachers by Highest Degree Held:				
No Degree	7.8	1.3%	4,932.1	1.4%
Bachelors	433.5	74.1%	263,991.5	73.6%
Masters	139.5	23.9%	87,059.6	24.3%
Doctorate	4.0	0.7%	2,466.8	0.7%
Teachers by Years of Experience:				
Beginning Teachers	23.3	4.0%	24,953.3	7.0%
1-5 Years Experience	100.9	17.3%	103,762.4	28.9%
6-10 Years Experience	110.0	18.8%	68,136.0	19.0%
11-20 Years Experience	221.3	37.8%	105,158.7	29.3%
Over 20 Years Experience	129.1	22.1%	56,439.7	15.7%
Number of Students per Teacher	15.1	n/a	15.1	n/a

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

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 District Staff Information

Staff Information	District	State
Experience of Campus Leadership:		
Average Years Experience of Principals	6.3	6.3
Average Years Experience of Principals with District	4.1	5.4
Average Years Experience of Assistant Principals	7.1	5.3
Average Years Experience of Assistant Principals with District	5.3	4.7
Average Years Experience of Teachers:	13.6	11.1
Average Years Experience of Teachers with District:	6.6	7.2
Average Teacher Salary by Years of Experience (regular duties only):		
Beginning Teachers	\$45,948	\$47,218
1-5 Years Experience	\$51,962	\$50,408
6-10 Years Experience	\$54,468	\$52,786
11-20 Years Experience	\$57,483	\$56,041
Over 20 Years Experience	\$63,962	\$62,039
Average Actual Salaries (regular duties only):		
Teachers	\$56,934	\$54,122
Professional Support	\$64,178	\$64,069
Campus Administration (School Leadership)	\$83,903	\$78,947
Central Administration	\$134,599	\$103,400
Instructional Staff Percent:	67.8%	64.5%
Turnover Rate for Teachers:	11.2%	16.5%
Staff Exclusions:		
Shared Services Arrangement Staff:		
Professional Staff	0.0	1,074.9
Educational Aides	0.0	189.4
Auxiliary Staff	0.0	411.6
Contracted Instructional Staff:	6.0	6,043.6

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

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 District Staff Information

Program Information	District		State	
	Count	Percent	Count	Percent
Student Enrollment by Program:				
Bilingual/ESL Education	280	3.2%	1,066,099	19.7%
Career & Technical Education	2,551	28.9%	1,424,391	26.3%
Gifted & Talented Education	627	7.1%	436,361	8.1%
Special Education	653	7.4%	521,908	9.6%
Teachers by Program (population served):				
Bilingual/ESL Education	0.8	0.1%	23,092.5	6.4%
Career & Technical Education	33.1	5.7%	17,483.0	4.9%
Compensatory Education	24.7	4.2%	9,548.1	2.7%
Gifted & Talented Education	0.2	0.0%	7,164.0	2.0%
Regular Education	450.7	77.1%	255,885.2	71.4%
Special Education	75.3	12.9%	32,449.2	9.1%
Other	0.0	0.0%	12,828.0	3.6%

- '^' Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.
- '*' Indicates results are masked due to small numbers to protect student confidentiality.
- '**' When only one student disability group is masked, then the second smallest student disability group is masked regardless of size.
- '***' Due to changes in the evaluation of SAT/ACT results (for 2017-18 the best result was used, rather than the most recent), 2016-17 SAT/ACT results are not comparable and, where applicable, are not shown.
- '-' Indicates there are no students in the group.
- 'n/a' Indicates data reporting is not applicable for this group.
- '?' Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

[Link to: PEIMS Financial Standard Reports 2017-18 Financial Actual Report](#)



MONTGOMERY
Independent School District

MONTGOMERY I.S.D.

2018-2019

**TEXAS ACADEMIC PERFORMANCE
REPORT
(CAMPUS REPORTS)**



MONTGOMERY
Independent School District

2018 – 19 Campus TAPR Links

Montgomery High School

Lake Creek High School

Montgomery Junior High School

Oak Hills Junior High School

Montgomery Elementary School

Stewart Creek Elementary School

Lone Star Elementary School

Madeley Ranch Elementary School

Keenan Elementary School

Lincoln Elementary School

2018-19 Texas Academic Performance Report

District Name: **MONTGOMERY ISD**

Campus Name: **MONTGOMERY H S**

Campus Number: **170903002**

2019 Accountability Rating: **A**

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

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus STAAR Performance

Total Students: 1,773
 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 (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)	
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																		
End of Course English I																		
At Approaches Grade Level or Above	2019	68%	78%	75%	58%	79%	75%	*	*	*	75%	32%	70%	75%	75%	60%	70%	
	2018	65%	78%	78%	39%	71%	82%	40%	93%	*	67%	29%	*	81%	71%	61%	50%	
At Meets Grade Level or Above	2019	50%	65%	62%	26%	60%	66%	*	*	*	58%	15%	60%	63%	62%	41%	30%	
	2018	44%	60%	60%	16%	52%	65%	30%	86%	*	50%	15%	*	63%	55%	41%	19%	
At Masters Grade Level	2019	11%	15%	13%	6%	7%	15%	*	*	*	25%	3%	0%	14%	10%	6%	0%	
	2018	7%	9%	9%	0%	4%	10%	0%	14%	*	8%	7%	*	10%	6%	5%	0%	
End of Course English II																		
At Approaches Grade Level or Above	2019	68%	81%	78%	42%	74%	81%	*	100%	*	100%	26%	*	80%	71%	62%	33%	
	2018	67%	81%	81%	39%	77%	84%	33%	100%	*	92%	25%	*	83%	79%	64%	71%	
At Meets Grade Level or Above	2019	49%	66%	65%	38%	60%	68%	*	88%	*	57%	19%	*	66%	59%	48%	0%	
	2018	48%	69%	69%	39%	61%	71%	17%	100%	*	92%	7%	*	71%	64%	46%	33%	
At Masters Grade Level	2019	8%	11%	10%	4%	10%	10%	*	13%	*	0%	0%	*	10%	9%	3%	0%	
	2018	8%	12%	12%	6%	13%	12%	0%	40%	*	8%	4%	*	13%	10%	7%	5%	
End of Course Algebra I																		
At Approaches Grade Level or Above	2019	85%	89%	82%	65%	82%	85%	-	*	-	38%	29%	89%	83%	80%	70%	100%	
	2018	83%	93%	91%	83%	87%	92%	100%	100%	-	100%	56%	*	93%	86%	82%	89%	
At Meets Grade Level or Above	2019	61%	69%	55%	35%	58%	56%	-	*	-	38%	10%	56%	57%	49%	39%	50%	
	2018	55%	77%	68%	46%	67%	69%	60%	100%	-	78%	24%	*	72%	59%	55%	67%	
At Masters Grade Level	2019	37%	49%	26%	10%	21%	28%	-	*	-	25%	10%	22%	28%	23%	11%	17%	
	2018	32%	53%	39%	29%	38%	40%	20%	33%	-	44%	17%	*	40%	35%	26%	22%	
End of Course Biology																		
At Approaches Grade Level or Above	2019	88%	93%	94%	79%	92%	95%	*	*	*	100%	68%	100%	94%	93%	83%	86%	
	2018	87%	92%	92%	71%	84%	94%	83%	100%	*	100%	55%	*	94%	87%	81%	68%	
At Meets Grade Level or Above	2019	62%	73%	71%	38%	58%	75%	*	*	*	70%	12%	44%	73%	64%	48%	29%	
	2018	59%	73%	73%	36%	61%	77%	50%	93%	*	75%	19%	*	76%	65%	51%	36%	
At Masters Grade Level	2019	25%	26%	22%	0%	10%	26%	*	*	*	30%	4%	11%	24%	17%	10%	0%	
	2018	24%	31%	31%	4%	24%	34%	17%	57%	*	33%	10%	*	33%	28%	16%	9%	
End of Course U.S. History																		
At Approaches Grade Level or Above	2019	93%	98%	98%	82%	98%	98%	*	100%	*	100%	88%	-	98%	99%	95%	*	
	2018	92%	96%	96%	81%	95%	97%	*	100%	-	100%	67%	*	97%	92%	88%	89%	
At Meets Grade Level or Above	2019	73%	89%	88%	64%	87%	89%	*	100%	*	88%	41%	-	88%	87%	80%	*	
	2018	70%	84%	84%	33%	76%	87%	*	89%	-	93%	38%	*	86%	75%	70%	33%	
At Masters Grade Level	2019	45%	56%	54%	9%	48%	56%	*	50%	*	88%	24%	-	56%	46%	39%	*	
	2018	40%	51%	51%	19%	43%	53%	*	44%	-	87%	21%	*	53%	43%	38%	11%	
All Grades All Subjects																		
At Approaches Grade Level or Above	2019	78%	88%	85%	63%	84%	87%	100%	100%	*	82%	45%	80%	86%	83%	72%	76%	
	2018	77%	87%	87%	62%	82%	89%	65%	98%	*	92%	45%	79%	89%	81%	73%	70%	
At Meets Grade Level or Above	2019	50%	64%	69%	37%	65%	72%	50%	95%	*	62%	18%	50%	71%	63%	50%	30%	
	2018	48%	61%	70%	33%	62%	73%	45%	92%	*	78%	20%	64%	73%	62%	50%	36%	
At Masters Grade Level	2019	24%	32%	25%	5%	18%	27%	13%	30%	*	33%	6%	10%	26%	19%	12%	6%	

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

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus STAAR Performance

Total Students: 1,773
 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 (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
All Grades ELA/Reading	2018	22%	29%	26%	11%	22%	28%	6%	38%	*	38%	11%	29%	28%	22%	16%	8%
At Approaches Grade Level or Above	2019	75%	85%	77%	51%	77%	78%	100%	100%	*	84%	30%	58%	78%	73%	61%	56%
	2018	74%	85%	80%	39%	74%	83%	38%	95%	*	79%	27%	50%	82%	74%	62%	60%
At Meets Grade Level or Above	2019	48%	61%	64%	32%	60%	67%	20%	91%	*	58%	16%	50%	65%	60%	44%	19%
	2018	46%	60%	65%	24%	56%	68%	25%	89%	*	71%	12%	50%	67%	59%	43%	26%
At Masters Grade Level	2019	21%	28%	12%	5%	9%	13%	0%	9%	*	16%	2%	0%	12%	10%	5%	0%
	2018	19%	26%	10%	2%	8%	11%	0%	21%	*	8%	5%	17%	11%	8%	6%	2%
All Grades Mathematics																	
At Approaches Grade Level or Above	2019	82%	91%	82%	65%	82%	85%	-	*	-	38%	29%	89%	83%	80%	70%	100%
	2018	81%	91%	91%	83%	87%	92%	100%	100%	-	100%	56%	*	93%	86%	82%	89%
At Meets Grade Level or Above	2019	52%	68%	55%	35%	58%	56%	-	*	-	38%	10%	56%	57%	49%	39%	50%
	2018	50%	66%	68%	46%	67%	69%	60%	100%	-	78%	24%	*	72%	59%	55%	67%
At Masters Grade Level	2019	26%	39%	26%	10%	21%	28%	-	*	-	25%	10%	22%	28%	23%	11%	17%
	2018	24%	35%	39%	29%	38%	40%	20%	33%	-	44%	17%	*	40%	35%	26%	22%
All Grades Science																	
At Approaches Grade Level or Above	2019	81%	90%	94%	79%	92%	95%	*	*	*	100%	68%	100%	94%	93%	83%	86%
	2018	80%	87%	92%	71%	84%	94%	83%	100%	*	100%	55%	*	94%	87%	81%	68%
At Meets Grade Level or Above	2019	54%	65%	71%	38%	58%	75%	*	*	*	70%	12%	44%	73%	64%	48%	29%
	2018	51%	61%	73%	36%	61%	77%	50%	93%	*	75%	19%	*	76%	65%	51%	36%
At Masters Grade Level	2019	25%	28%	22%	0%	10%	26%	*	*	*	30%	4%	11%	24%	17%	10%	0%
	2018	23%	28%	31%	4%	24%	34%	17%	57%	*	33%	10%	*	33%	28%	16%	9%
All Grades Social Studies																	
At Approaches Grade Level or Above	2019	81%	90%	98%	82%	98%	98%	*	100%	*	100%	88%	-	98%	99%	95%	*
	2018	78%	86%	96%	81%	95%	97%	*	100%	-	100%	67%	*	97%	92%	88%	89%
At Meets Grade Level or Above	2019	55%	70%	88%	64%	87%	89%	*	100%	*	88%	41%	-	88%	87%	80%	*
	2018	53%	63%	84%	33%	76%	87%	*	89%	-	93%	38%	*	86%	75%	70%	33%
At Masters Grade Level	2019	33%	44%	54%	9%	48%	56%	*	50%	*	88%	24%	-	56%	46%	39%	*
	2018	31%	38%	51%	19%	43%	53%	*	44%	-	87%	21%	*	53%	43%	38%	11%

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

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus Progress

Total Students: 1,773
 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 (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
End of Course English II	2019	69	74	76	86	72	76	*	71	*	86	71	*	78	70	69	*
	2018	67	67	67	64	66	67	*	*	*	75	57	-	65	72	63	67
End of Course Algebra I	2019	75	73	59	39	60	61	-	-	-	43	16	75	60	54	49	67
	2018	72	82	76	59	78	76	70	100	-	88	42	*	79	69	68	79
All Grades Both Subjects	2019	69	74	69	63	68	70	*	71	*	64	46	78	71	63	61	65
	2018	69	71	71	60	72	71	56	88	*	81	48	*	71	71	66	73
All Grades ELA/Reading	2019	68	70	76	86	72	76	*	71	*	86	71	*	78	70	69	*
	2018	69	68	67	64	66	67	*	*	*	75	57	-	65	72	63	67
All Grades Mathematics	2019	70	77	59	39	60	61	-	-	-	43	16	75	60	54	49	67
	2018	70	74	76	59	78	76	70	100	-	88	42	*	79	69	68	79

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Prior Year and Student Success Initiative

Total Students: 1,773
 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	EL (Current)
Student Success Initiative													
Grade 8 Reading													
STAAR Met Standard (Non-Proficient in Previous Year)													
Promoted to Grade 9	13%	30%	39%	*	*	45%	-	-	-	*	*	13%	*
2019													
Grade 8 Mathematics													
STAAR Met Standard (Non-Proficient in Previous Year)													
Promoted to Grade 9	50%	53%	60%	*	-	68%	-	-	-	*	*	50%	-
2019													

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus STAAR Performance
 Bilingual Education/English as a Second Language

Total Students: 1,773
 Grade Span: 09 - 12
 (Current EL 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 EL
STAAR Performance Rate by Subject and Performance Level														
All Grades All Subjects														
At Approaches Grade Level or Above	2019	78%	88%	85%	-	-	-	-	50%	-	50%	-	50%	50%
	2018	77%	87%	87%	-	-	-	-	61%	61%	-	-	61%	61%
At Meets Grade Level or Above	2019	50%	64%	69%	-	-	-	-	8%	-	8%	-	8%	8%
	2018	48%	61%	70%	-	-	-	-	13%	13%	-	-	13%	13%
At Masters Grade Level	2019	24%	32%	25%	-	-	-	-	0%	-	0%	-	0%	0%
	2018	22%	29%	26%	-	-	-	-	3%	3%	-	-	3%	3%
All Grades ELA/Reading														
At Approaches Grade Level or Above	2019	75%	85%	77%	-	-	-	-	29%	-	29%	-	29%	29%
	2018	74%	85%	80%	-	-	-	-	37%	37%	-	-	37%	37%
At Meets Grade Level or Above	2019	48%	61%	64%	-	-	-	-	0%	-	0%	-	0%	0%
	2018	46%	60%	65%	-	-	-	-	5%	5%	-	-	5%	5%
At Masters Grade Level	2019	21%	28%	12%	-	-	-	-	0%	-	0%	-	0%	0%
	2018	19%	26%	10%	-	-	-	-	0%	0%	-	-	0%	0%
All Grades Mathematics														
At Approaches Grade Level or Above	2019	82%	91%	82%	-	-	-	-	*	-	*	-	*	*
	2018	81%	91%	91%	-	-	-	-	100%	100%	-	-	100%	100%
At Meets Grade Level or Above	2019	52%	68%	55%	-	-	-	-	*	-	*	-	*	*
	2018	50%	66%	68%	-	-	-	-	57%	57%	-	-	57%	57%
At Masters Grade Level	2019	26%	39%	26%	-	-	-	-	*	-	*	-	*	*
	2018	24%	35%	39%	-	-	-	-	14%	14%	-	-	14%	14%
All Grades Science														
At Approaches Grade Level or Above	2019	81%	90%	94%	-	-	-	-	*	-	*	-	*	*
	2018	80%	87%	92%	-	-	-	-	67%	67%	-	-	67%	67%
At Meets Grade Level or Above	2019	54%	65%	71%	-	-	-	-	*	-	*	-	*	*
	2018	51%	61%	73%	-	-	-	-	0%	0%	-	-	0%	0%
At Masters Grade Level	2019	25%	28%	22%	-	-	-	-	*	-	*	-	*	*
	2018	23%	28%	31%	-	-	-	-	0%	0%	-	-	0%	0%
All Grades Social Studies														
At Approaches Grade Level or Above	2019	81%	90%	98%	-	-	-	-	*	-	*	-	*	*
	2018	78%	86%	96%	-	-	-	-	*	*	-	-	*	*
At Meets Grade Level or Above	2019	55%	70%	88%	-	-	-	-	*	-	*	-	*	*
	2018	53%	63%	84%	-	-	-	-	*	*	-	-	*	*
At Masters Grade Level	2019	33%	44%	54%	-	-	-	-	*	-	*	-	*	*
	2018	31%	38%	51%	-	-	-	-	*	*	-	-	*	*
School Progress Domain - Academic Growth Score														
All Grades Both Subjects														
	2019	69%	74%	69%	-	-	-	-	*	-	*	-	*	*
	2018	69%	71%	71%	-	-	-	-	75%	75%	-	-	75%	75%
All Grades ELA/Reading														
	2019	68%	70%	76%	-	-	-	-	*	-	*	-	*	*
	2018	69%	68%	67%	-	-	-	-	*	*	-	-	*	*
All Grades Mathematics														
	2019	70%	77%	59%	-	-	-	-	*	-	*	-	*	*
	2018	70%	74%	76%	-	-	-	-	79%	79%	-	-	79%	79%

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

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus STAAR Participation

Total Students: 1,773
 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	EL (Current)
2019 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	98%	98%	99%	99%	98%	89%	100%	*	98%	94%	97%	100%
Included in Accountability	94%	94%	96%	93%	91%	97%	89%	100%	*	92%	91%	92%	50%
Not Included in Accountability													
Mobile	4%	3%	2%	6%	7%	1%	0%	0%	*	6%	4%	5%	17%
Other Exclusions	1%	0%	0%	0%	2%	0%	0%	0%	*	0%	0%	0%	33%
Not Tested	1%	2%	2%	1%	1%	2%	11%	0%	*	2%	6%	3%	0%
Absent	1%	2%	1%	1%	1%	2%	11%	0%	*	2%	6%	3%	0%
Other	0%	0%	0%	0%	0%	0%	0%	0%	*	0%	0%	0%	0%
2018 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	98%	99%	100%	100%	99%	100%	98%	*	100%	98%	99%	98%
Included in Accountability	94%	94%	96%	91%	96%	96%	97%	98%	*	95%	93%	94%	84%
Not Included in Accountability													
Mobile	4%	4%	3%	9%	3%	3%	0%	0%	*	5%	4%	5%	0%
Other Exclusions	1%	0%	0%	0%	1%	0%	3%	0%	*	0%	2%	0%	13%
Not Tested	1%	2%	1%	0%	0%	1%	0%	2%	*	0%	2%	1%	2%
Absent	1%	2%	1%	0%	0%	1%	0%	2%	*	0%	2%	1%	2%
Other	0%	0%	0%	0%	0%	0%	0%	0%	*	0%	0%	0%	0%

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Attendance, Graduation, and Dropout Rates

Total Students: 1,773
 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	EL (Current)
Attendance Rate													
2017-18	95.4%	95.2%	94.2%	93.7%	94.8%	94.1%	93.9%	96.5%	*	94.9%	92.5%	92.1%	94.4%
2016-17	95.7%	95.3%	94.2%	94.6%	95.0%	94.0%	94.8%	95.7%	*	95.0%	93.4%	92.9%	96.2%
Annual Dropout Rate (Gr 7-8)													
2017-18	0.4%	0.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.3%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2017-18	1.9%	0.7%	0.7%	0.0%	1.6%	0.6%	0.0%	0.0%	*	0.0%	1.1%	1.9%	0.0%
2016-17	1.9%	0.6%	0.6%	1.2%	0.6%	0.6%	0.0%	0.0%	*	0.0%	0.0%	1.1%	0.0%
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	90.0%	97.5%	97.5%	100.0%	97.5%	97.2%	100.0%	100.0%	*	100.0%	100.0%	92.7%	*
Received TxCHSE	0.4%	0.5%	0.5%	0.0%	0.0%	0.6%	0.0%	0.0%	*	0.0%	0.0%	0.0%	*
Continued HS	3.8%	0.5%	0.5%	0.0%	1.3%	0.4%	0.0%	0.0%	*	0.0%	0.0%	2.7%	*
Dropped Out	5.7%	1.6%	1.6%	0.0%	1.3%	1.8%	0.0%	0.0%	*	0.0%	0.0%	4.5%	*
Graduates and TxCHSE	90.4%	98.0%	98.0%	100.0%	97.5%	97.8%	100.0%	100.0%	*	100.0%	100.0%	92.7%	*
Graduates, TxCHSE, and Continuers	94.3%	98.4%	98.4%	100.0%	98.8%	98.2%	100.0%	100.0%	*	100.0%	100.0%	95.5%	*
Class of 2017													
Graduated	89.7%	93.8%	93.8%	95.5%	90.5%	94.4%	100.0%	100.0%	-	66.7%	93.5%	87.4%	*
Received TxCHSE	0.4%	1.7%	1.7%	0.0%	1.4%	1.9%	0.0%	0.0%	-	0.0%	3.2%	2.9%	*
Continued HS	4.0%	1.2%	1.2%	0.0%	1.4%	1.3%	0.0%	0.0%	-	0.0%	3.2%	2.9%	*
Dropped Out	5.9%	3.3%	3.3%	4.5%	6.8%	2.4%	0.0%	0.0%	-	33.3%	0.0%	6.8%	*
Graduates and TxCHSE	90.1%	95.5%	95.5%	95.5%	91.9%	96.3%	100.0%	100.0%	-	66.7%	96.8%	90.3%	*
Graduates, TxCHSE, and Continuers	94.1%	96.7%	96.7%	95.5%	93.2%	97.6%	100.0%	100.0%	-	66.7%	100.0%	93.2%	*
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.0%	94.8%	94.8%	95.5%	93.2%	95.3%	100.0%	100.0%	-	66.7%	93.8%	89.4%	*
Received TxCHSE	0.6%	1.9%	1.9%	0.0%	1.4%	2.1%	0.0%	0.0%	-	0.0%	3.1%	3.8%	*
Continued HS	1.1%	0.3%	0.3%	0.0%	0.0%	0.4%	0.0%	0.0%	-	0.0%	3.1%	1.0%	*
Dropped Out	6.3%	2.9%	2.9%	4.5%	5.5%	2.1%	0.0%	0.0%	-	33.3%	0.0%	5.8%	*
Graduates and TxCHSE	92.6%	96.7%	96.7%	95.5%	94.5%	97.4%	100.0%	100.0%	-	66.7%	96.9%	93.3%	*
Graduates, TxCHSE, and Continuers	93.7%	97.1%	97.1%	95.5%	94.5%	97.9%	100.0%	100.0%	-	66.7%	100.0%	94.2%	*
Class of 2016													
Graduated	91.6%	96.0%	96.0%	90.0%	96.8%	95.9%	*	100.0%	*	100.0%	92.5%	91.3%	*
Received TxCHSE	0.7%	2.0%	2.0%	0.0%	0.0%	2.5%	*	0.0%	*	0.0%	0.0%	2.2%	*
Continued HS	1.2%	0.2%	0.2%	5.0%	0.0%	0.0%	*	0.0%	*	0.0%	0.0%	1.1%	*
Dropped Out	6.6%	1.8%	1.8%	5.0%	3.2%	1.6%	*	0.0%	*	0.0%	7.5%	5.4%	*
Graduates and TxCHSE	92.2%	98.0%	98.0%	90.0%	96.8%	98.4%	*	100.0%	*	100.0%	92.5%	93.5%	*
Graduates, TxCHSE, and Continuers	93.4%	98.2%	98.2%	95.0%	96.8%	98.4%	*	100.0%	*	100.0%	92.5%	94.6%	*
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2016													
Graduated	92.1%	96.2%	96.2%	95.0%	96.8%	95.9%	*	100.0%	*	100.0%	92.5%	92.4%	*

District Name: MONTGOMERY ISD
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TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Attendance, Graduation, and Dropout Rates

Total Students: 1,773
 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	EL (Current)
Received TxCHSE	0.8%	2.0%	2.0%	0.0%	0.0%	2.5%	*	0.0%	*	0.0%	0.0%	2.2%	*
Continued HS	0.5%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	*	0.0%	0.0%	0.0%	*
Dropped Out	6.6%	1.8%	1.8%	5.0%	3.2%	1.6%	*	0.0%	*	0.0%	7.5%	5.4%	*
Graduates and TxCHSE	92.9%	98.2%	98.2%	95.0%	96.8%	98.4%	*	100.0%	*	100.0%	92.5%	94.6%	*
Graduates, TxCHSE, and Continuers	93.4%	98.2%	98.2%	95.0%	96.8%	98.4%	*	100.0%	*	100.0%	92.5%	94.6%	*
Class of 2015													
Graduated	91.8%	93.1%	93.1%	85.7%	95.6%	92.9%	*	*	*	100.0%	87.1%	83.7%	-
Received TxCHSE	1.0%	3.0%	3.0%	4.8%	2.2%	3.2%	*	*	*	0.0%	6.5%	8.1%	-
Continued HS	0.6%	0.0%	0.0%	0.0%	0.0%	0.0%	*	*	*	0.0%	0.0%	0.0%	-
Dropped Out	6.7%	3.9%	3.9%	9.5%	2.2%	3.9%	*	*	*	0.0%	6.5%	8.1%	-
Graduates and TxCHSE	92.8%	96.1%	96.1%	90.5%	97.8%	96.1%	*	*	*	100.0%	93.5%	91.9%	-
Graduates, TxCHSE, and Continuers	93.3%	96.1%	96.1%	90.5%	97.8%	96.1%	*	*	*	100.0%	93.5%	91.9%	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2018	90.0%	96.9%	97.0%	100.0%	97.5%	96.7%	100.0%	100.0%	*	100.0%	100.0%	92.0%	*
Class of 2017	89.7%	92.5%	92.5%	95.5%	88.2%	93.2%	100.0%	100.0%	-	66.7%	85.3%	84.1%	*
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2018	68.5%	*	*	-	*	-	-	-	-	-	-	*	-
Class of 2017	88.5%	83.8%	83.8%	65.0%	74.6%	85.9%	80.0%	100.0%	-	*	34.5%	69.0%	*
FHSP-E Graduates (Longitudinal Rate)													
Class of 2018	5.0%	10.7%	10.7%	19.0%	13.0%	10.5%	0.0%	0.0%	*	0.0%	10.8%	19.0%	*
Class of 2017	6.0%	33.3%	33.3%	*	-	38.5%	*	-	-	-	-	*	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2018	82.0%	83.8%	83.8%	61.9%	84.4%	84.4%	100.0%	90.0%	*	88.9%	32.4%	69.0%	*
Class of 2017	60.8%	66.7%	66.7%	*	-	61.5%	*	-	-	-	-	*	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2018	86.8%	94.3%	94.3%	81.0%	96.2%	94.9%	100.0%	90.0%	*	88.9%	43.2%	87.1%	*
Class of 2017	85.9%	84.3%	84.3%	66.7%	74.6%	86.3%	83.3%	100.0%	-	*	34.5%	70.0%	*
RHSP/DAP Graduates (Annual Rate)													
2017-18	37.7%	50.0%	50.0%	*	-	40.0%	-	-	-	-	*	*	-
2016-17	87.2%	82.6%	82.6%	65.0%	72.7%	85.1%	80.0%	83.3%	-	80.0%	33.3%	66.7%	40.0%
FHSP-E Graduates (Annual Rate)													
2017-18	4.9%	11.0%	11.0%	19.0%	13.6%	10.8%	0.0%	0.0%	*	0.0%	10.5%	21.8%	*
2016-17	7.2%	20.8%	20.8%	*	-	22.7%	*	-	-	-	-	*	-
FHSP-DLA Graduates (Annual Rate)													
2017-18	81.5%	83.4%	83.4%	61.9%	84.0%	83.9%	100.0%	90.0%	*	88.9%	31.6%	65.5%	*
2016-17	56.5%	79.2%	79.2%	*	-	77.3%	*	-	-	-	-	*	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2017-18	85.1%	93.9%	93.9%	81.8%	97.5%	94.2%	100.0%	90.0%	*	88.9%	41.0%	85.7%	*
2016-17	84.0%	83.4%	83.4%	66.7%	72.7%	85.8%	83.3%	83.3%	-	80.0%	33.3%	67.5%	40.0%

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Graduation Profile

Total Students: 1,773
 Grade Span: 09 - 12
 School Type: High School

	Campus Count	Campus Percent	District Count	State Count
Graduates (2017-18 Annual Graduates)				
Total Graduates	627	100.0%	627	347,893
By Ethnicity:				
African American	22	3.5%	22	43,502
Hispanic	81	12.9%	81	173,272
White	499	79.6%	499	107,052
American Indian	5	0.8%	5	1,226
Asian	10	1.6%	10	15,589
Pacific Islander	1	0.2%	1	528
Two or More Races	9	1.4%	9	6,724
By Graduation Type:				
Minimum H.S. Program	3	0.5%	3	5,855
Recommended H.S. Program/Distinguished Achievement Program	3	0.5%	3	3,538
Foundation H.S. Program (No Endorsement)	37	5.9%	37	49,432
Foundation H.S. Program (Endorsement)	68	10.8%	68	16,542
Foundation H.S. Program (DLA)	516	82.3%	516	272,526
Special Education Graduates	41	6.5%	41	25,962
Economically Disadvantaged Graduates	92	14.7%	92	166,956
LEP Graduates	4	0.6%	4	21,359
At-Risk Graduates	171	27.3%	171	144,805

District Name: MONTGOMERY ISD
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 Campus Number: 170903002

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus College, Career, and Military Readiness (CCMR)

Total Students: 1,773
 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	EL (Current)
College, Career, and Military Ready Graduates (Student Achievement) ***													
College, Career, or Military Ready (Annual Graduates)													
2017-18	65.5%	79.7%	79.7%	68.2%	76.5%	80.5%	90.0%	90.0%	*	77.8%	89.0%	68.5%	*
College Ready Graduates ***													
College Ready (Annual Graduates)													
2017-18	50.0%	59.3%	59.3%	40.9%	53.1%	61.1%	60.0%	90.0%	*	33.3%	4.9%	31.5%	*
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2017-18	58.2%	71.6%	71.6%	59.1%	70.4%	72.5%	60.0%	90.0%	*	55.6%	24.4%	43.5%	*
Mathematics													
2017-18	46.0%	58.7%	58.7%	40.9%	54.3%	60.1%	60.0%	90.0%	*	33.3%	4.9%	33.7%	*
Both Subjects													
2017-18	42.1%	57.7%	57.7%	40.9%	51.9%	59.3%	60.0%	90.0%	*	33.3%	4.9%	31.5%	*
Dual Course Credits (Annual Graduates)													
Any Subject													
2017-18	20.7%	26.8%	26.8%	9.1%	25.9%	27.9%	20.0%	20.0%	*	33.3%	0.0%	12.0%	*
2016-17	19.9%	21.8%	21.8%	4.8%	15.2%	23.3%	0.0%	33.3%	-	60.0%	0.0%	12.0%	0.0%
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2017-18	20.4%	16.1%	16.1%	13.6%	14.8%	16.0%	0.0%	50.0%	*	11.1%	0.0%	5.4%	*
2016-17	20.1%	13.9%	13.9%	23.8%	7.6%	14.0%	16.7%	16.7%	-	40.0%	0.0%	3.6%	0.0%
Associate's Degree													
Associate's Degree (Annual Graduates)													
2017-18	1.4%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	*
2016-17	0.8%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	-	0.0%	0.0%	0.0%	0.0%
OnRamps Course Credits (Annual Graduates)													
2017-18	1.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	*
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2017-18	28.7%	48.3%	48.3%	47.7%	48.8%	48.0%	50.0%	45.0%	*	61.1%	89.0%	51.6%	*
2016-17	13.2%	11.3%	11.3%	9.5%	12.1%	11.0%	41.7%	0.0%	-	10.0%	15.0%	13.9%	0.0%
Approved Industry-Based Certification (Annual Graduates)													
2017-18	4.8%	3.0%	3.0%	0.0%	6.2%	2.8%	0.0%	0.0%	*	0.0%	2.4%	2.2%	*
2016-17	2.7%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	-	0.0%	0.0%	0.0%	0.0%
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2017-18	1.7%	3.0%	3.0%	13.6%	1.2%	2.6%	0.0%	0.0%	*	11.1%	46.3%	9.8%	*
2016-17	1.0%	0.4%	0.4%	4.8%	0.0%	0.2%	0.0%	0.0%	-	0.0%	6.7%	2.4%	0.0%
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2017-18	38.7%	84.2%	84.2%	81.8%	81.5%	84.8%	80.0%	80.0%	*	88.9%	75.6%	80.4%	*
2016-17	17.3%	19.0%	19.0%	9.5%	18.2%	19.5%	50.0%	0.0%	-	20.0%	10.0%	15.7%	0.0%

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus College, Career, and Military Readiness (CCMR)

Total Students: 1,773
 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	EL (Current)
U.S. Armed Forces Enlistment (Annual Graduates)													
2017-18	4.3%	2.1%	2.1%	0.0%	1.2%	2.0%	0.0%	10.0%	*	11.1%	0.0%	4.3%	*
2016-17	2.2%	1.5%	1.5%	0.0%	3.0%	1.1%	16.7%	0.0%	-	0.0%	3.3%	3.6%	0.0%
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2017-18	2.6%	2.6%	2.6%	0.0%	3.7%	2.4%	20.0%	0.0%	*	0.0%	39.0%	4.3%	*
Graduates with Level I or Level II Certificate (Annual Graduates)													
2017-18	0.6%	0.2%	0.2%	0.0%	0.0%	0.2%	0.0%	0.0%	*	0.0%	2.4%	0.0%	*
2016-17	0.5%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	-	0.0%	0.0%	0.0%	0.0%

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus CCMR-Related Indicators

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

Total Students: 1,773
 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	EL (Current)
TSIA Results (Graduates >= Criterion) (Annual Graduates)													
Reading													
2017-18	32.1%	50.4%	50.4%	27.3%	54.3%	51.3%	0.0%	60.0%	*	44.4%	19.5%	35.9%	*
2016-17	23.4%	32.3%	32.3%	4.8%	31.8%	33.9%	0.0%	50.0%	-	40.0%	16.7%	19.3%	0.0%
Mathematics													
2017-18	23.7%	38.1%	38.1%	22.7%	34.6%	39.7%	0.0%	60.0%	*	22.2%	4.9%	25.0%	*
2016-17	19.8%	27.2%	27.2%	14.3%	24.2%	28.4%	0.0%	50.0%	-	20.0%	3.3%	15.7%	0.0%
Both Subjects													
2017-18	18.1%	36.4%	36.4%	22.7%	33.3%	37.7%	0.0%	60.0%	*	22.2%	4.9%	22.8%	*
2016-17	12.9%	22.0%	22.0%	4.8%	21.2%	22.9%	0.0%	50.0%	-	20.0%	3.3%	12.0%	0.0%
CTE Coherent Sequence (Annual Graduates)													
2017-18	58.4%	86.8%	86.8%	81.8%	86.4%	87.2%	80.0%	80.0%	*	88.9%	82.9%	85.9%	*
2016-17	50.5%	83.9%	83.9%	71.4%	84.8%	84.4%	83.3%	83.3%	-	80.0%	90.0%	80.7%	60.0%
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2017-18	2.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	*
2016-17	0.8%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	-	0.0%	0.0%	0.0%	0.0%
Mathematics													
2017-18	3.9%	9.9%	9.9%	0.0%	7.4%	11.2%	0.0%	0.0%	*	0.0%	0.0%	4.3%	*
2016-17	1.4%	7.0%	7.0%	0.0%	4.5%	7.6%	0.0%	0.0%	-	40.0%	0.0%	4.8%	0.0%
Both Subjects													
2017-18	0.9%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	*
2016-17	0.2%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	-	0.0%	0.0%	0.0%	0.0%
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2018	25.8%	22.8%	22.8%	9.5%	25.5%	22.5%	10.0%	57.9%	*	18.5%	n/a	12.0%	n/a
2017	26.2%	22.7%	22.7%	28.6%	21.7%	22.1%	45.5%	50.0%	*	14.3%	n/a	11.0%	n/a
English Language Arts													
2018	15.3%	9.1%	9.1%	2.4%	7.5%	9.3%	0.0%	31.6%	*	7.4%	n/a	4.7%	n/a
2017	15.9%	7.2%	7.2%	4.8%	3.8%	7.4%	9.1%	31.3%	*	7.1%	n/a	2.2%	n/a
Mathematics													
2018	7.3%	4.6%	4.6%	2.4%	5.0%	4.2%	0.0%	31.6%	*	3.7%	n/a	2.1%	n/a
2017	7.2%	4.8%	4.8%	11.9%	3.2%	4.8%	0.0%	6.3%	*	7.1%	n/a	1.3%	n/a
Science													
2018	10.8%	10.4%	10.4%	7.1%	11.2%	10.2%	0.0%	26.3%	*	11.1%	n/a	6.4%	n/a
2017	10.9%	8.4%	8.4%	7.1%	8.3%	8.0%	9.1%	31.3%	*	14.3%	n/a	3.5%	n/a
Social Studies													
2018	14.5%	16.3%	16.3%	2.4%	18.0%	16.3%	0.0%	47.4%	*	11.1%	n/a	7.3%	n/a
2017	15.0%	17.4%	17.4%	19.0%	16.6%	17.1%	36.4%	37.5%	*	7.1%	n/a	6.6%	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2018	50.7%	59.5%	59.5%	*	51.2%	60.8%	*	54.5%	-	60.0%	n/a	42.9%	n/a
2017	49.1%	47.1%	47.1%	58.3%	32.4%	48.8%	20.0%	50.0%	-	*	n/a	20.0%	n/a
English Language Arts													
2018	42.5%	68.1%	68.1%	*	66.7%	70.7%	-	50.0%	-	*	n/a	45.5%	n/a
2017	41.3%	59.1%	59.1%	*	50.0%	61.6%	*	80.0%	-	*	n/a	20.0%	n/a
Mathematics													
2018	52.8%	77.2%	77.2%	*	50.0%	80.5%	-	83.3%	-	*	n/a	40.0%	n/a

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

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus CCMR-Related Indicators

Total Students: 1,773
 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	EL (Current)
2017 Science	51.3%	71.2%	71.2%	80.0%	60.0%	70.2%	-	*	-	*	n/a	*	n/a
2018 Science	38.0%	59.2%	59.2%	*	50.0%	62.4%	-	40.0%	-	*	n/a	46.7%	n/a
2017 Social Studies	38.3%	45.6%	45.6%	*	30.8%	46.8%	*	60.0%	-	*	n/a	12.5%	n/a
2018 Social Studies	44.6%	47.3%	47.3%	*	27.6%	50.3%	-	55.6%	-	*	n/a	29.4%	n/a
2017 Social Studies	41.4%	36.2%	36.2%	50.0%	15.4%	38.7%	*	50.0%	-	*	n/a	13.3%	n/a
SAT/ACT Results (Annual Graduates) ***													
Tested													
2017-18	74.6%	68.7%	68.7%	59.1%	67.9%	69.9%	80.0%	60.0%	*	44.4%	n/a	46.3%	n/a
2016-17	73.5%	65.4%	65.4%	61.9%	60.6%	66.4%	66.7%	50.0%	-	80.0%	n/a	40.7%	n/a
At/Above Criterion													
2017-18	37.9%	61.5%	61.5%	38.5%	58.2%	61.9%	*	100.0%	-	*	n/a	50.0%	n/a
Average SAT Score (Annual Graduates) ***													
All Subjects													
2017-18	1036	1131	1131	1062	1075	1136	*	1340	-	*	n/a	1090	n/a
English Language Arts and Writing													
2017-18	521	569	569	537	549	572	*	664	-	*	n/a	556	n/a
Mathematics													
2017-18	515	561	561	525	526	564	*	676	-	*	n/a	534	n/a
Average ACT Score (Annual Graduates) ***													
All Subjects													
2017-18	20.6	24.0	24.0	20.2	22.4	24.3	*	*	-	*	n/a	22.7	n/a
English Language Arts													
2017-18	20.3	24.1	24.1	19.9	22.6	24.4	*	*	-	*	n/a	22.7	n/a
Mathematics													
2017-18	20.6	23.6	23.6	19.9	21.7	24.0	*	*	-	*	n/a	22.2	n/a
Science													
2017-18	20.9	23.6	23.6	20.2	22.2	23.9	*	*	-	*	n/a	22.1	n/a

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

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus Other Postsecondary Indicators

Total Students: 1,773
 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	EL (Current)
Advanced Dual-Credit Course Completion (Grades 9-12)													
Any Subject													
2017-18	43.4%	39.0%	39.0%	25.3%	35.3%	40.1%	25.0%	57.9%	*	38.0%	12.9%	21.4%	5.3%
2016-17	37.1%	29.8%	29.8%	20.0%	26.5%	30.6%	36.4%	69.2%	*	15.2%	3.8%	14.8%	11.1%
English Language Arts													
2017-18	17.3%	17.1%	17.1%	7.7%	16.7%	17.6%	5.0%	21.1%	*	16.3%	3.5%	7.3%	0.0%
2016-17	16.8%	5.1%	5.1%	2.7%	2.6%	5.5%	4.5%	19.2%	*	2.6%	0.0%	1.4%	0.0%
Mathematics													
2017-18	20.7%	19.7%	19.7%	13.2%	17.7%	20.0%	21.1%	34.3%	*	19.1%	0.7%	9.5%	0.0%
2016-17	19.5%	16.0%	16.0%	11.6%	11.4%	16.8%	11.1%	40.0%	*	7.5%	1.5%	7.6%	11.8%
Science													
2017-18	21.2%	16.4%	16.4%	13.3%	14.5%	17.0%	5.3%	25.7%	*	8.3%	6.3%	10.2%	5.9%
2016-17	5.7%	2.0%	2.0%	2.9%	1.4%	1.8%	5.0%	16.7%	*	2.5%	0.0%	0.5%	0.0%
Social Studies													
2017-18	22.8%	23.8%	23.8%	7.5%	19.8%	25.1%	0.0%	45.9%	*	18.0%	2.3%	9.6%	0.0%
2016-17	21.8%	21.4%	21.4%	14.5%	19.3%	21.7%	22.7%	50.0%	*	17.5%	1.3%	9.0%	0.0%
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2016-17	54.6%	59.0%	59.0%	61.9%	54.5%	59.7%	50.0%	50.0%	-	60.0%	43.3%	31.9%	20.0%
2015-16	54.7%	60.5%	60.5%	77.8%	52.2%	61.9%	*	60.0%	*	50.0%	23.1%	50.6%	*
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2016-17	59.2%	73.6%	73.6%	50.0%	58.3%	76.2%	*	*	-	*	16.7%	46.4%	*
2015-16	55.7%	74.1%	74.1%	23.1%	69.7%	77.2%	*	83.3%	-	66.7%	11.1%	47.6%	-

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

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus Student Information

Total Students: 1,773
 Grade Span: 09 - 12
 School Type: High School

Student Information	----- Campus -----		District	State
	Count	Percent		
Total Students	1,773	100.0%	8,837	5,416,400
Students by Grade:				
Early Childhood Education	0	0.0%	0.3%	0.3%
Pre-Kindergarten	0	0.0%	1.9%	4.4%
Kindergarten	0	0.0%	6.2%	6.9%
Grade 1	0	0.0%	7.3%	7.1%
Grade 2	0	0.0%	7.1%	7.2%
Grade 3	0	0.0%	6.7%	7.3%
Grade 4	0	0.0%	7.2%	7.6%
Grade 5	0	0.0%	7.6%	7.7%
Grade 6	0	0.0%	8.4%	7.7%
Grade 7	0	0.0%	8.2%	7.5%
Grade 8	0	0.0%	8.7%	7.5%
Grade 9	394	22.2%	8.4%	8.1%
Grade 10	378	21.3%	7.9%	7.4%
Grade 11	425	24.0%	7.4%	6.9%
Grade 12	576	32.5%	6.6%	6.5%
Ethnic Distribution:				
African American	67	3.8%	2.7%	12.6%
Hispanic	239	13.5%	15.4%	52.6%
White	1,388	78.3%	77.3%	27.4%
American Indian	9	0.5%	0.4%	0.4%
Asian	26	1.5%	1.0%	4.5%
Pacific Islander	3	0.2%	0.1%	0.2%
Two or More Races	41	2.3%	3.0%	2.4%
Economically Disadvantaged	380	21.4%	25.3%	60.6%
Non-Educationally Disadvantaged	1,393	78.6%	74.7%	39.4%
Section 504 Students	232	13.1%	10.3%	6.5%
English Learners (EL)	9	0.5%	2.3%	19.5%
Students w/ Disciplinary Placements (2017-18)	52	1.9%	1.0%	1.4%
Students w/ Dyslexia	71	4.0%	4.4%	3.6%
At-Risk	574	32.4%	30.4%	50.1%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	102			
By Type of Primary Disability				
Students with Intellectual Disabilities	54	52.9%	37.5%	42.4%
Students with Physical Disabilities	6	5.9%	24.5%	21.9%
Students with Autism	15	14.7%	13.9%	13.7%
Students with Behavioral Disabilities	27	26.5%	22.8%	20.6%
Students with Non-Categorical Early Childhood	0	0.0%	1.2%	1.4%
Mobility (2017-18):				
Total Mobile Students	255	9.2%	10.8%	15.4%

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

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus Student Information

Total Students: 1,773
 Grade Span: 09 - 12
 School Type: High School

Student Information	----- Campus -----		District	State
	Count	Percent		
By Ethnicity:				
African American	11	0.4%		
Hispanic	42	1.5%		
White	191	6.9%		
American Indian	2	0.1%		
Asian	0	0.0%		
Pacific Islander	0	0.0%		
Two or More Races	9	0.3%		

Student Information	-----Non-Special Education Rates-----			-----Special Education Rates-----		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	-	1.7%	1.7%	-	14.6%	6.2%
Grade 1	-	3.3%	3.1%	-	1.9%	5.5%
Grade 2	-	1.9%	1.8%	-	2.5%	2.3%
Grade 3	-	0.7%	1.1%	-	0.0%	0.9%
Grade 4	-	0.2%	0.5%	-	0.0%	0.5%
Grade 5	-	0.2%	0.5%	-	0.0%	0.6%
Grade 6	-	0.0%	0.4%	-	0.0%	0.5%
Grade 7	-	0.1%	0.6%	-	0.0%	0.6%
Grade 8	-	0.3%	0.4%	-	0.0%	0.7%
Grade 9	3.1%	3.1%	7.2%	6.7%	6.7%	12.7%

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	-	17.3	18.9
Grade 1	-	19.0	18.8
Grade 2	-	19.3	18.7
Grade 3	-	17.8	18.9
Grade 4	-	17.9	19.2
Grade 5	-	22.9	21.2
Grade 6	-	23.5	20.4
Secondary:			
English/Language Arts	18.8	18.6	16.6
Foreign Languages	19.2	18.9	18.9
Mathematics	23.3	21.9	17.8
Science	23.1	21.3	18.9
Social Studies	21.9	21.4	19.3

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Staff Information

Total Students: 1,773
 Grade Span: 09 - 12
 School Type: High School

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	130.4	100.0%	100.0%	100.0%
Professional Staff:	126.1	96.7%	66.8%	64.1%
Teachers	114.0	87.4%	55.4%	49.8%
Professional Support	7.1	5.4%	7.9%	10.1%
Campus Administration (School Leadership)	5.0	3.8%	2.6%	3.0%
Educational Aides:	4.3	3.3%	8.2%	10.3%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	0.0	n/a	4.0	4,414.0
Part-time	0.0	n/a	2.0	572.0
Counselors				
Full-time	4.0	n/a	20.0	12,433.0
Part-time	1.0	n/a	0.0	1,097.0
Total Minority Staff:	9.0	6.9%	11.9%	50.4%
Teachers by Ethnicity and Sex:				
African American	1.0	0.9%	1.4%	10.6%
Hispanic	6.0	5.3%	6.0%	27.7%
White	106.0	93.0%	92.0%	58.4%
American Indian	1.0	0.9%	0.2%	0.3%
Asian	0.0	0.0%	0.2%	1.7%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	0.0	0.0%	0.3%	1.1%
Males	41.6	36.5%	17.3%	23.8%
Females	72.4	63.5%	82.7%	76.2%
Teachers by Highest Degree Held:				
No Degree	5.0	4.4%	1.3%	1.4%
Bachelors	76.5	67.1%	74.1%	73.6%
Masters	31.5	27.6%	23.9%	24.3%
Doctorate	1.0	0.9%	0.7%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	6.6	5.8%	4.0%	7.0%
1-5 Years Experience	11.6	10.2%	17.3%	28.9%
6-10 Years Experience	14.0	12.3%	18.8%	19.0%
11-20 Years Experience	47.2	41.4%	37.8%	29.3%
Over 20 Years Experience	34.6	30.3%	22.1%	15.7%
Number of Students per Teacher	15.6	n/a	15.1	15.1

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Staff Information

Total Students: 1,773
 Grade Span: 09 - 12
 School Type: High School

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	1.0	6.3	6.3
Average Years Experience of Principals with District	1.0	4.1	5.4
Average Years Experience of Assistant Principals	11.5	7.1	5.3
Average Years Experience of Assistant Principals with District	6.0	5.3	4.7
Average Years Experience of Teachers:	15.6	13.6	11.1
Average Years Experience of Teachers with District:	7.0	6.6	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$41,161	\$45,948	\$47,218
1-5 Years Experience	\$54,926	\$51,962	\$50,408
6-10 Years Experience	\$55,431	\$54,468	\$52,786
11-20 Years Experience	\$58,272	\$57,483	\$56,041
Over 20 Years Experience	\$64,675	\$63,962	\$62,039
Average Actual Salaries (regular duties only):			
Teachers	\$58,538	\$56,934	\$54,122
Professional Support	\$70,846	\$64,178	\$64,069
Campus Administration (School Leadership)	\$89,177	\$83,903	\$78,947
Instructional Staff Percent:	n/a	67.8%	64.5%
Contracted Instructional Staff (not incl. above):	2.0	6.0	6,043.6

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Staff Information

Total Students: 1,773
 Grade Span: 09 - 12
 School Type: High School

Program Information	----- Campus -----		District	State
	Count	Percent		
Student Enrollment by Program:				
Bilingual/ESL Education	8	0.5%	3.2%	19.7%
Career & Technical Education	1,686	95.1%	28.9%	26.3%
Gifted & Talented Education	150	8.5%	7.1%	8.1%
Special Education	102	5.8%	7.4%	9.6%
Teachers by Program (population served):				
Bilingual/ESL Education	0.0	0.0%	0.1%	6.4%
Career & Technical Education	20.6	18.1%	5.7%	4.9%
Compensatory Education	1.6	1.4%	4.2%	2.7%
Gifted & Talented Education	0.1	0.1%	0.0%	2.0%
Regular Education	77.7	68.1%	77.1%	71.4%
Special Education	14.1	12.3%	12.9%	9.1%
Other	0.0	0.0%	0.0%	3.6%

- '^' Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.
- '*' Indicates results are masked due to small numbers to protect student confidentiality.
- '**' When only one student disability group is masked, then the second smallest student disability group is masked regardless of size.
- '***' Due to changes in the evaluation of SAT/ACT results (for 2017-18 the best result was used, rather than the most recent), 2016-17 SAT/ACT results are not comparable and, where applicable, are not shown.
- '-' Indicates there are no students in the group.
- 'n/a' Indicates data reporting is not applicable for this group.
- '?' Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

[Link to: PEIMS Financial Standard Reports 2017-18 Financial Actual Report](#)

2018-19 Texas Academic Performance Report

District Name: **MONTGOMERY ISD**

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

Campus Number: **170903003**

2019 Accountability Rating: **Not Rated**

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus STAAR Performance

Total Students: 2
Grade Span: 09 - 11
School Type: High School

There is no data for this campus.

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Progress

Total Students: 2
Grade Span: 09 - 11
School Type: High School

There is no data for this campus.

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Prior Year and Student Success Initiative

Total Students: 2
Grade Span: 09 - 11
School Type: High School

There is no data for this campus.

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus STAAR Performance
Bilingual Education/English as a Second Language

Total Students: 2
Grade Span: 09 - 11
(Current EL Students)

There is no data for this campus.

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus STAAR Participation

Total Students: 2
 Grade Span: 09 - 11
 School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2019 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	98%	-	-	-	-	-	-	-	-	-	-	-
Included in Accountability	94%	94%	-	-	-	-	-	-	-	-	-	-	-
Not Included in Accountability													
Mobile	4%	3%	-	-	-	-	-	-	-	-	-	-	-
Other Exclusions	1%	0%	-	-	-	-	-	-	-	-	-	-	-
Not Tested	1%	2%	-	-	-	-	-	-	-	-	-	-	-
Absent	1%	2%	-	-	-	-	-	-	-	-	-	-	-
Other	0%	0%	-	-	-	-	-	-	-	-	-	-	-
2018 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	98%	*	*	-	*	-	-	-	-	*	*	-
Included in Accountability	94%	94%	*	*	-	*	-	-	-	-	*	*	-
Not Included in Accountability													
Mobile	4%	4%	*	*	-	*	-	-	-	-	*	*	-
Other Exclusions	1%	0%	*	*	-	*	-	-	-	-	*	*	-
Not Tested	1%	2%	*	*	-	*	-	-	-	-	*	*	-
Absent	1%	2%	*	*	-	*	-	-	-	-	*	*	-
Other	0%	0%	*	*	-	*	-	-	-	-	*	*	-

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

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus Attendance, Graduation, and Dropout Rates

Total Students: 2
 Grade Span: 09 - 11
 School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Attendance Rate													
2017-18	95.4%	95.2%	*	*	*	*	-	-	-	-	-	*	-
2016-17	95.7%	95.3%	*	*	*	*	-	-	-	*	-	*	-
Annual Dropout Rate (Gr 7-8)													
2017-18	0.4%	0.3%	*	*	-	-	-	-	-	-	-	*	-
2016-17	0.3%	0.4%	0.0%	*	-	*	-	-	-	-	-	*	-
Annual Dropout Rate (Gr 9-12)													
2017-18	1.9%	0.7%	0.0%	-	*	0.0%	-	-	-	-	-	0.0%	-
2016-17	1.9%	0.6%	0.0%	-	0.0%	0.0%	-	-	-	*	-	0.0%	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	90.0%	97.5%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.8%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.7%	1.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	98.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.3%	98.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	89.7%	93.8%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	1.7%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	4.0%	1.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	3.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.1%	95.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	96.7%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.0%	94.8%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	1.9%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	2.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	96.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	97.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	91.6%	96.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	2.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.2%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	1.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.2%	98.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	98.2%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2016													
Graduated	92.1%	96.2%	-	-	-	-	-	-	-	-	-	-	-

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

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus Attendance, Graduation, and Dropout Rates

Total Students: 2
 Grade Span: 09 - 11
 School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Received TxCHSE	0.8%	2.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	1.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.9%	98.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	98.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2015													
Graduated	91.8%	93.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	1.0%	3.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.7%	3.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	96.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.3%	96.1%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2018	90.0%	96.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	89.7%	92.5%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2018	68.5%	*	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	88.5%	83.8%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2018	5.0%	10.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	6.0%	33.3%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2018	82.0%	83.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	60.8%	66.7%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2018	86.8%	94.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	85.9%	84.3%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2017-18	37.7%	50.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	87.2%	82.6%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2017-18	4.9%	11.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	7.2%	20.8%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2017-18	81.5%	83.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	56.5%	79.2%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2017-18	85.1%	93.9%	-	-	-	-	-	-	-	-	-	-	-
2016-17	84.0%	83.4%	-	-	-	-	-	-	-	-	-	-	-

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Graduation Profile

Total Students: 2
 Grade Span: 09 - 11
 School Type: High School

	Campus Count	Campus Percent	District Count	State Count
Graduates (2017-18 Annual Graduates)				
Total Graduates	-	-	627	347,893
By Ethnicity:				
African American	-	-	22	43,502
Hispanic	-	-	81	173,272
White	-	-	499	107,052
American Indian	-	-	5	1,226
Asian	-	-	10	15,589
Pacific Islander	-	-	1	528
Two or More Races	-	-	9	6,724
By Graduation Type:				
Minimum H.S. Program	-	-	3	5,855
Recommended H.S. Program/Distinguished Achievement Program	-	-	3	3,538
Foundation H.S. Program (No Endorsement)	-	-	37	49,432
Foundation H.S. Program (Endorsement)	-	-	68	16,542
Foundation H.S. Program (DLA)	-	-	516	272,526
Special Education Graduates	-	-	41	25,962
Economically Disadvantaged Graduates	-	-	92	166,956
LEP Graduates	-	-	4	21,359
At-Risk Graduates	-	-	171	144,805

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

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus College, Career, and Military Readiness (CCMR)

Total Students: 2
 Grade Span: 09 - 11
 School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
College, Career, and Military Ready Graduates (Student Achievement) ***													
College, Career, or Military Ready (Annual Graduates)													
2017-18	65.5%	79.7%	-	-	-	-	-	-	-	-	-	-	-
College Ready Graduates ***													
College Ready (Annual Graduates)													
2017-18	50.0%	59.3%	-	-	-	-	-	-	-	-	-	-	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2017-18	58.2%	71.6%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	46.0%	58.7%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	42.1%	57.7%	-	-	-	-	-	-	-	-	-	-	-
Dual Course Credits (Annual Graduates)													
Any Subject													
2017-18	20.7%	26.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.9%	21.8%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2017-18	20.4%	16.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	20.1%	13.9%	-	-	-	-	-	-	-	-	-	-	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2017-18	1.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
OnRamps Course Credits (Annual Graduates)													
2017-18	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2017-18	28.7%	48.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	13.2%	11.3%	-	-	-	-	-	-	-	-	-	-	-
Approved Industry-Based Certification (Annual Graduates)													
2017-18	4.8%	3.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	2.7%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2017-18	1.7%	3.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.0%	0.4%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2017-18	38.7%	84.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	17.3%	19.0%	-	-	-	-	-	-	-	-	-	-	-

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus College, Career, and Military Readiness (CCMR)

Total Students: 2
 Grade Span: 09 - 11
 School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
U.S. Armed Forces Enlistment (Annual Graduates)													
2017-18	4.3%	2.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	2.2%	1.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2017-18	2.6%	2.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates with Level I or Level II Certificate (Annual Graduates)													
2017-18	0.6%	0.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus CCMR-Related Indicators

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

Total Students: 2
 Grade Span: 09 - 11
 School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
TSIA Results (Graduates >= Criterion) (Annual Graduates)													
Reading													
2017-18	32.1%	50.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	23.4%	32.3%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	23.7%	38.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.8%	27.2%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	18.1%	36.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	12.9%	22.0%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence (Annual Graduates)													
2017-18	58.4%	86.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	50.5%	83.9%	-	-	-	-	-	-	-	-	-	-	-
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2017-18	2.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	3.9%	9.9%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.4%	7.0%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	0.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2018	25.8%	22.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	26.2%	22.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018	15.3%	9.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	15.9%	7.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018	7.3%	4.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	7.2%	4.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018	10.8%	10.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	10.9%	8.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2018	14.5%	16.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	15.0%	17.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2018	50.7%	59.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	49.1%	47.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018	42.5%	68.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	41.3%	59.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018	52.8%	77.2%	-	-	-	-	-	-	-	-	n/a	-	n/a

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

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus CCMR-Related Indicators

Total Students: 2
 Grade Span: 09 - 11
 School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2017 Science	51.3%	71.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018 Science	38.0%	59.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017 Social Studies	38.3%	45.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018 Social Studies	44.6%	47.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017 Social Studies	41.4%	36.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
SAT/ACT Results (Annual Graduates) ***													
Tested													
2017-18	74.6%	68.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016-17	73.5%	65.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
At/Above Criterion													
2017-18	37.9%	61.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
Average SAT Score (Annual Graduates) ***													
All Subjects													
2017-18	1036	1131	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts and Writing													
2017-18	521	569	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2017-18	515	561	-	-	-	-	-	-	-	-	n/a	-	n/a
Average ACT Score (Annual Graduates) ***													
All Subjects													
2017-18	20.6	24.0	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2017-18	20.3	24.1	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2017-18	20.6	23.6	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2017-18	20.9	23.6	-	-	-	-	-	-	-	-	n/a	-	n/a

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

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus Other Postsecondary Indicators

Total Students: 2
 Grade Span: 09 - 11
 School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Advanced Dual-Credit Course Completion (Grades 9-12)													
Any Subject													
2017-18	43.4%	39.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	37.1%	29.8%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts													
2017-18	17.3%	17.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	16.8%	5.1%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	20.7%	19.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.5%	16.0%	-	-	-	-	-	-	-	-	-	-	-
Science													
2017-18	21.2%	16.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	5.7%	2.0%	-	-	-	-	-	-	-	-	-	-	-
Social Studies													
2017-18	22.8%	23.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	21.8%	21.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2016-17	54.6%	59.0%	-	-	-	-	-	-	-	-	-	-	-
2015-16	54.7%	60.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2016-17	59.2%	73.6%	-	-	-	-	-	-	-	-	-	-	-
2015-16	55.7%	74.1%	-	-	-	-	-	-	-	-	-	-	-

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

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus Student Information

Total Students: 2
 Grade Span: 09 - 11
 School Type: High School

Student Information	----- Campus -----		District	State
	Count	Percent		
Total Students	2	100.0%	8,837	5,416,400
Students by Grade:				
Early Childhood Education	0	0.0%	0.3%	0.3%
Pre-Kindergarten	0	0.0%	1.9%	4.4%
Kindergarten	0	0.0%	6.2%	6.9%
Grade 1	0	0.0%	7.3%	7.1%
Grade 2	0	0.0%	7.1%	7.2%
Grade 3	0	0.0%	6.7%	7.3%
Grade 4	0	0.0%	7.2%	7.6%
Grade 5	0	0.0%	7.6%	7.7%
Grade 6	0	0.0%	8.4%	7.7%
Grade 7	0	0.0%	8.2%	7.5%
Grade 8	0	0.0%	8.7%	7.5%
Grade 9	1	50.0%	8.4%	8.1%
Grade 10	0	0.0%	7.9%	7.4%
Grade 11	1	50.0%	7.4%	6.9%
Grade 12	0	0.0%	6.6%	6.5%
Ethnic Distribution:				
African American	1	50.0%	2.7%	12.6%
Hispanic	0	0.0%	15.4%	52.6%
White	1	50.0%	77.3%	27.4%
American Indian	0	0.0%	0.4%	0.4%
Asian	0	0.0%	1.0%	4.5%
Pacific Islander	0	0.0%	0.1%	0.2%
Two or More Races	0	0.0%	3.0%	2.4%
Economically Disadvantaged	1	50.0%	25.3%	60.6%
Non-Educationally Disadvantaged	1	50.0%	74.7%	39.4%
Section 504 Students	0	0.0%	10.3%	6.5%
English Learners (EL)	0	0.0%	2.3%	19.5%
Students w/ Disciplinary Placements (2017-18)	11	64.7%	1.0%	1.4%
Students w/ Dyslexia	0	0.0%	4.4%	3.6%
At-Risk	2	100.0%	30.4%	50.1%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	0			
By Type of Primary Disability				
Students with Intellectual Disabilities	0	0.0%	37.5%	42.4%
Students with Physical Disabilities	0	0.0%	24.5%	21.9%
Students with Autism	0	0.0%	13.9%	13.7%
Students with Behavioral Disabilities	0	0.0%	22.8%	20.6%
Students with Non-Categorical Early Childhood	0	0.0%	1.2%	1.4%
Mobility (2017-18):				
Total Mobile Students	17	100.0%	10.8%	15.4%

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

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus Student Information

Total Students: 2
 Grade Span: 09 - 11
 School Type: High School

Student Information	----- Campus -----		District	State
	Count	Percent		
By Ethnicity:				
African American	2	11.8%		
Hispanic	3	17.6%		
White	12	70.6%		
American Indian	0	0.0%		
Asian	0	0.0%		
Pacific Islander	0	0.0%		
Two or More Races	0	0.0%		

Student Information	-----Non-Special Education Rates-----			-----Special Education Rates-----		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	-	1.7%	1.7%	-	14.6%	6.2%
Grade 1	-	3.3%	3.1%	-	1.9%	5.5%
Grade 2	-	1.9%	1.8%	-	2.5%	2.3%
Grade 3	-	0.7%	1.1%	-	0.0%	0.9%
Grade 4	-	0.2%	0.5%	-	0.0%	0.5%
Grade 5	-	0.2%	0.5%	-	0.0%	0.6%
Grade 6	-	0.0%	0.4%	-	0.0%	0.5%
Grade 7	0.0%	0.1%	0.6%	-	0.0%	0.6%
Grade 8	-	0.3%	0.4%	-	0.0%	0.7%
Grade 9	0.0%	3.1%	7.2%	-	6.7%	12.7%

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	-	17.3	18.9
Grade 1	-	19.0	18.8
Grade 2	-	19.3	18.7
Grade 3	-	17.8	18.9
Grade 4	-	17.9	19.2
Grade 5	-	22.9	21.2
Grade 6	-	23.5	20.4
Secondary:			
English/Language Arts	-	18.6	16.6
Foreign Languages	-	18.9	18.9
Mathematics	-	21.9	17.8
Science	-	21.3	18.9
Social Studies	-	21.4	19.3

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Staff Information

Total Students: 2
 Grade Span: 09 - 11
 School Type: High School

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	-	100.0%	100.0%	100.0%
Professional Staff:	-	-	66.8%	64.1%
Teachers	-	-	55.4%	49.8%
Professional Support	-	-	7.9%	10.1%
Campus Administration (School Leadership)	-	-	2.6%	3.0%
Educational Aides:	-	-	8.2%	10.3%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	-	n/a	4.0	4,414.0
Part-time	-	n/a	2.0	572.0
Counselors				
Full-time	-	n/a	20.0	12,433.0
Part-time	-	n/a	0.0	1,097.0
Total Minority Staff:	-	-	11.9%	50.4%
Teachers by Ethnicity and Sex:				
African American	-	-	1.4%	10.6%
Hispanic	-	-	6.0%	27.7%
White	-	-	92.0%	58.4%
American Indian	-	-	0.2%	0.3%
Asian	-	-	0.2%	1.7%
Pacific Islander	-	-	0.0%	0.2%
Two or More Races	-	-	0.3%	1.1%
Males	-	-	17.3%	23.8%
Females	-	-	82.7%	76.2%
Teachers by Highest Degree Held:				
No Degree	-	-	1.3%	1.4%
Bachelors	-	-	74.1%	73.6%
Masters	-	-	23.9%	24.3%
Doctorate	-	-	0.7%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	-	-	4.0%	7.0%
1-5 Years Experience	-	-	17.3%	28.9%
6-10 Years Experience	-	-	18.8%	19.0%
11-20 Years Experience	-	-	37.8%	29.3%
Over 20 Years Experience	-	-	22.1%	15.7%
Number of Students per Teacher	-	n/a	15.1	15.1

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Staff Information

Total Students: 2
 Grade Span: 09 - 11
 School Type: High School

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	-	6.3	6.3
Average Years Experience of Principals with District	-	4.1	5.4
Average Years Experience of Assistant Principals	-	7.1	5.3
Average Years Experience of Assistant Principals with District	-	5.3	4.7
Average Years Experience of Teachers:	-	13.6	11.1
Average Years Experience of Teachers with District:	-	6.6	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	-	\$45,948	\$47,218
1-5 Years Experience	-	\$51,962	\$50,408
6-10 Years Experience	-	\$54,468	\$52,786
11-20 Years Experience	-	\$57,483	\$56,041
Over 20 Years Experience	-	\$63,962	\$62,039
Average Actual Salaries (regular duties only):			
Teachers	-	\$56,934	\$54,122
Professional Support	-	\$64,178	\$64,069
Campus Administration (School Leadership)	-	\$83,903	\$78,947
Instructional Staff Percent:	n/a	67.8%	64.5%
Contracted Instructional Staff (not incl. above):	-	6.0	6,043.6

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Staff Information

Program Information	----- Campus -----		District	State
	Count	Percent		
Student Enrollment by Program:				
Bilingual/ESL Education	0	0.0%	3.2%	19.7%
Career & Technical Education	1	50.0%	28.9%	26.3%
Gifted & Talented Education	0	0.0%	7.1%	8.1%
Special Education	0	0.0%	7.4%	9.6%
Teachers by Program (population served):				
Bilingual/ESL Education	-	-	0.1%	6.4%
Career & Technical Education	-	-	5.7%	4.9%
Compensatory Education	-	-	4.2%	2.7%
Gifted & Talented Education	-	-	0.0%	2.0%
Regular Education	-	-	77.1%	71.4%
Special Education	-	-	12.9%	9.1%
Other	-	-	0.0%	3.6%

- '^' Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.
- '*' Indicates results are masked due to small numbers to protect student confidentiality.
- '**' When only one student disability group is masked, then the second smallest student disability group is masked regardless of size.
- '***' Due to changes in the evaluation of SAT/ACT results (for 2017-18 the best result was used, rather than the most recent), 2016-17 SAT/ACT results are not comparable and, where applicable, are not shown.
- '-' Indicates there are no students in the group.
- 'n/a' Indicates data reporting is not applicable for this group.
- '?' Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

[Link to: PEIMS Financial Standard Reports 2017-18 Financial Actual Report](#)

2018-19 Texas Academic Performance Report

District Name: **MONTGOMERY ISD**

Campus Name: **LAKE CREEK H S**

Campus Number: **170903004**

2019 Accountability Rating: **A**

Distinction Designations:

Academic Achievement in ELA/Reading

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District Name: MONTGOMERY ISD
 Campus Name: LAKE CREEK H S
 Campus Number: 170903004

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus STAAR Performance

Total Students: 913
 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 (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)	
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
End of Course English I																	
At Approaches Grade Level or Above	2019	68%	78%	82%	45%	64%	87%	40%	100%	*	82%	41%	*	83%	77%	59%	58%
At Meets Grade Level or Above	2019	50%	65%	68%	45%	49%	73%	0%	100%	*	73%	24%	*	68%	67%	37%	25%
At Masters Grade Level	2019	11%	15%	18%	27%	2%	21%	0%	17%	*	36%	11%	*	17%	20%	6%	0%
End of Course English II																	
At Approaches Grade Level or Above	2019	68%	81%	85%	29%	77%	89%	50%	100%	-	60%	38%	*	85%	84%	73%	63%
At Meets Grade Level or Above	2019	49%	66%	68%	14%	57%	72%	33%	100%	-	60%	31%	*	68%	70%	56%	38%
At Masters Grade Level	2019	8%	11%	13%	0%	4%	16%	0%	17%	-	0%	23%	*	11%	18%	5%	0%
End of Course Algebra I																	
At Approaches Grade Level or Above	2019	85%	89%	86%	80%	72%	89%	*	*	*	83%	50%	*	85%	87%	76%	67%
At Meets Grade Level or Above	2019	61%	69%	55%	40%	40%	58%	*	*	*	83%	39%	*	54%	56%	41%	22%
At Masters Grade Level	2019	37%	49%	32%	0%	21%	36%	*	*	*	33%	26%	*	31%	35%	21%	0%
End of Course Biology																	
At Approaches Grade Level or Above	2019	88%	93%	93%	100%	84%	96%	*	100%	*	90%	66%	*	93%	94%	83%	73%
At Meets Grade Level or Above	2019	62%	73%	77%	71%	50%	83%	*	86%	*	80%	34%	*	76%	77%	48%	18%
At Masters Grade Level	2019	25%	26%	31%	14%	18%	35%	*	14%	*	40%	13%	*	30%	32%	13%	0%
End of Course U.S. History																	
At Approaches Grade Level or Above	2019	93%	98%	98%	*	100%	98%	*	*	-	*	88%	-	98%	98%	98%	*
At Meets Grade Level or Above	2019	73%	89%	91%	*	80%	94%	*	*	-	*	75%	-	91%	90%	77%	*
At Masters Grade Level	2019	45%	56%	60%	*	46%	62%	*	*	-	*	63%	-	61%	57%	40%	*
All Grades All Subjects																	
At Approaches Grade Level or Above	2019	78%	88%	88%	59%	78%	92%	61%	100%	*	82%	51%	100%	88%	87%	75%	67%
At Meets Grade Level or Above	2019	50%	64%	71%	44%	54%	76%	33%	91%	*	76%	34%	100%	71%	71%	50%	26%
At Masters Grade Level	2019	24%	32%	28%	16%	15%	32%	6%	22%	*	35%	20%	33%	27%	31%	14%	2%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2019	75%	85%	83%	39%	71%	88%	45%	100%	*	75%	40%	*	84%	80%	66%	60%
At Meets Grade Level or Above	2019	48%	61%	68%	33%	53%	73%	18%	100%	*	69%	26%	*	68%	68%	47%	30%
At Masters Grade Level	2019	21%	28%	16%	17%	3%	18%	0%	17%	*	25%	15%	*	14%	19%	6%	0%
All Grades Mathematics																	
At Approaches Grade Level or Above	2019	82%	91%	86%	80%	72%	89%	*	*	*	83%	50%	*	85%	87%	76%	67%
At Meets Grade Level or Above	2019	52%	68%	55%	40%	40%	58%	*	*	*	83%	39%	*	54%	56%	41%	22%
At Masters Grade Level	2019	26%	39%	32%	0%	21%	36%	*	*	*	33%	26%	*	31%	35%	21%	0%
All Grades Science																	
At Approaches Grade Level or Above	2019	81%	90%	93%	100%	84%	96%	*	100%	*	90%	66%	*	93%	94%	83%	73%
At Meets Grade Level or Above	2019	54%	65%	77%	71%	50%	83%	*	86%	*	80%	34%	*	76%	77%	48%	18%
At Masters Grade Level	2019	25%	28%	31%	14%	18%	35%	*	14%	*	40%	13%	*	30%	32%	13%	0%

District Name: MONTGOMERY ISD
 Campus Name: LAKE CREEK H S
 Campus Number: 170903004

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus STAAR Performance

Total Students: 913
 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 (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
All Grades Social Studies																	
At Approaches Grade Level or Above	2019	81%	90%	98%	*	100%	98%	*	*	-	*	88%	-	98%	98%	98%	*
At Meets Grade Level or Above	2019	55%	70%	91%	*	80%	94%	*	*	-	*	75%	-	91%	90%	77%	*
At Masters Grade Level	2019	33%	44%	60%	*	46%	62%	*	*	-	*	63%	-	61%	57%	40%	*

District Name: MONTGOMERY ISD
 Campus Name: LAKE CREEK H S
 Campus Number: 170903004

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus Progress

Total Students: 913
 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 (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
End of Course English II	2019	69	74	71	42	78	71	*	83	-	*	80	*	70	75	71	93
	2018	67	67	-	-	-	-	-	-	-	-	-	-	-	-	-	-
End of Course Algebra I	2019	75	73	64	*	54	66	*	*	*	83	53	*	63	68	61	38
	2018	72	82	-	-	-	-	-	-	-	-	-	-	-	-	-	-
All Grades Both Subjects	2019	69	74	68	55	67	69	67	78	*	65	65	*	67	71	67	63
	2018	69	71	-	-	-	-	-	-	-	-	-	-	-	-	-	-
All Grades ELA/Reading	2019	68	70	71	42	78	71	*	83	-	*	80	*	70	75	71	93
	2018	69	68	-	-	-	-	-	-	-	-	-	-	-	-	-	-
All Grades Mathematics	2019	70	77	64	*	54	66	*	*	*	83	53	*	63	68	61	38
	2018	70	74	-	-	-	-	-	-	-	-	-	-	-	-	-	-

District Name: MONTGOMERY ISD
 Campus Name: LAKE CREEK H S
 Campus Number: 170903004

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Prior Year and Student Success Initiative

Total Students: 913
 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	EL (Current)
Student Success Initiative													
Grade 8 Reading													
STAAR Met Standard (Non-Proficient in Previous Year)													
Promoted to Grade 9	13%	30%	13%	-	0%	14%	-	-	*	-	13%	14%	*
2019													
Grade 8 Mathematics													
STAAR Met Standard (Non-Proficient in Previous Year)													
Promoted to Grade 9	50%	53%	38%	*	40%	29%	-	-	-	-	20%	40%	*
2019													

District Name: MONTGOMERY ISD
 Campus Name: LAKE CREEK H S
 Campus Number: 170903004

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus STAAR Performance
 Bilingual Education/English as a Second Language

Total Students: 913
 Grade Span: 09 - 12
 (Current EL 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 EL
STAAR Performance Rate by Subject and Performance Level															
All Grades All Subjects															
At Approaches Grade Level or Above	2019	78%	88%	88%	-	-	-	-	-	17%	-	17%	*	17%	33%
	2018	77%	87%	-	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2019	50%	64%	71%	-	-	-	-	-	0%	-	0%	*	0%	20%
	2018	48%	61%	-	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2019	24%	32%	28%	-	-	-	-	-	0%	-	0%	*	0%	0%
	2018	22%	29%	-	-	-	-	-	-	-	-	-	-	-	-
All Grades ELA/Reading															
At Approaches Grade Level or Above	2019	75%	85%	83%	-	-	-	-	-	0%	-	0%	*	0%	14%
	2018	74%	85%	-	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2019	48%	61%	68%	-	-	-	-	-	0%	-	0%	*	0%	14%
	2018	46%	60%	-	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2019	21%	28%	16%	-	-	-	-	-	0%	-	0%	*	0%	0%
	2018	19%	26%	-	-	-	-	-	-	-	-	-	-	-	-
All Grades Mathematics															
At Approaches Grade Level or Above	2019	82%	91%	86%	-	-	-	-	-	*	-	*	*	*	*
	2018	81%	91%	-	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2019	52%	68%	55%	-	-	-	-	-	*	-	*	*	*	*
	2018	50%	66%	-	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2019	26%	39%	32%	-	-	-	-	-	*	-	*	*	*	*
	2018	24%	35%	-	-	-	-	-	-	-	-	-	-	-	-
All Grades Science															
At Approaches Grade Level or Above	2019	81%	90%	93%	-	-	-	-	-	*	-	*	*	*	*
	2018	80%	87%	-	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2019	54%	65%	77%	-	-	-	-	-	*	-	*	*	*	*
	2018	51%	61%	-	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2019	25%	28%	31%	-	-	-	-	-	*	-	*	*	*	*
	2018	23%	28%	-	-	-	-	-	-	-	-	-	-	-	-
All Grades Social Studies															
At Approaches Grade Level or Above	2019	81%	90%	98%	-	-	-	-	-	*	-	*	-	*	*
	2018	78%	86%	-	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2019	55%	70%	91%	-	-	-	-	-	*	-	*	-	*	*
	2018	53%	63%	-	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2019	33%	44%	60%	-	-	-	-	-	*	-	*	-	*	*
	2018	31%	38%	-	-	-	-	-	-	-	-	-	-	-	-
School Progress Domain - Academic Growth Score															
All Grades Both Subjects	2019	69%	74%	68%	-	-	-	-	-	*	-	*	*	*	60%
	2018	69%	71%	-	-	-	-	-	-	-	-	-	-	-	-
All Grades ELA/Reading	2019	68%	70%	71%	-	-	-	-	-	*	-	*	-	*	*
	2018	69%	68%	-	-	-	-	-	-	-	-	-	-	-	-
All Grades Mathematics	2019	70%	77%	64%	-	-	-	-	-	*	-	*	*	*	*
	2018	70%	74%	-	-	-	-	-	-	-	-	-	-	-	-

District Name: MONTGOMERY ISD
 Campus Name: LAKE CREEK H S
 Campus Number: 170903004

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus STAAR Participation

Total Students: 913
 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	EL (Current)
2019 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	98%	100%	100%	100%	100%	100%	100%	*	100%	99%	99%	100%
Included in Accountability	94%	94%	93%	91%	94%	93%	100%	82%	*	100%	90%	90%	45%
Not Included in Accountability													
Mobile	4%	3%	5%	9%	5%	6%	0%	4%	*	0%	7%	9%	27%
Other Exclusions	1%	0%	1%	0%	1%	0%	0%	14%	*	0%	2%	0%	27%
Not Tested	1%	2%	0%	0%	0%	0%	0%	0%	*	0%	1%	1%	0%
Absent	1%	2%	0%	0%	0%	0%	0%	0%	*	0%	1%	1%	0%
Other	0%	0%	0%	0%	0%	0%	0%	0%	*	0%	0%	0%	0%
2018 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	98%	-	-	-	-	-	-	-	-	-	-	-
Included in Accountability	94%	94%	-	-	-	-	-	-	-	-	-	-	-
Not Included in Accountability													
Mobile	4%	4%	-	-	-	-	-	-	-	-	-	-	-
Other Exclusions	1%	0%	-	-	-	-	-	-	-	-	-	-	-
Not Tested	1%	2%	-	-	-	-	-	-	-	-	-	-	-
Absent	1%	2%	-	-	-	-	-	-	-	-	-	-	-
Other	0%	0%	-	-	-	-	-	-	-	-	-	-	-

District Name: MONTGOMERY ISD
 Campus Name: LAKE CREEK H S
 Campus Number: 170903004

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Attendance, Graduation, and Dropout Rates

Total Students: 913
 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	EL (Current)
Attendance Rate													
2017-18	95.4%	95.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	95.7%	95.3%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 7-8)													
2017-18	0.4%	0.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.3%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2017-18	1.9%	0.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.9%	0.6%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	90.0%	97.5%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.8%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.7%	1.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	98.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.3%	98.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	89.7%	93.8%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	1.7%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	4.0%	1.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	3.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.1%	95.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	96.7%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.0%	94.8%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	1.9%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	2.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	96.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	97.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	91.6%	96.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	2.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.2%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	1.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.2%	98.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	98.2%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2016													
Graduated	92.1%	96.2%	-	-	-	-	-	-	-	-	-	-	-

District Name: MONTGOMERY ISD
 Campus Name: LAKE CREEK H S
 Campus Number: 170903004

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Attendance, Graduation, and Dropout Rates

Total Students: 913
 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	EL (Current)
Received TxCHSE	0.8%	2.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	1.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.9%	98.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	98.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2015													
Graduated	91.8%	93.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	1.0%	3.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.7%	3.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	96.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.3%	96.1%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2018	90.0%	96.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	89.7%	92.5%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2018	68.5%	*	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	88.5%	83.8%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2018	5.0%	10.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	6.0%	33.3%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2018	82.0%	83.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	60.8%	66.7%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2018	86.8%	94.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	85.9%	84.3%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2017-18	37.7%	50.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	87.2%	82.6%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2017-18	4.9%	11.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	7.2%	20.8%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2017-18	81.5%	83.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	56.5%	79.2%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2017-18	85.1%	93.9%	-	-	-	-	-	-	-	-	-	-	-
2016-17	84.0%	83.4%	-	-	-	-	-	-	-	-	-	-	-

District Name: MONTGOMERY ISD
 Campus Name: LAKE CREEK H S
 Campus Number: 170903004

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus Graduation Profile

Total Students: 913
 Grade Span: 09 - 12
 School Type: High School

	Campus Count	Campus Percent	District Count	State Count
Graduates (2017-18 Annual Graduates)				
Total Graduates	-	-	627	347,893
By Ethnicity:				
African American	-	-	22	43,502
Hispanic	-	-	81	173,272
White	-	-	499	107,052
American Indian	-	-	5	1,226
Asian	-	-	10	15,589
Pacific Islander	-	-	1	528
Two or More Races	-	-	9	6,724
By Graduation Type:				
Minimum H.S. Program	-	-	3	5,855
Recommended H.S. Program/Distinguished Achievement Program	-	-	3	3,538
Foundation H.S. Program (No Endorsement)	-	-	37	49,432
Foundation H.S. Program (Endorsement)	-	-	68	16,542
Foundation H.S. Program (DLA)	-	-	516	272,526
Special Education Graduates	-	-	41	25,962
Economically Disadvantaged Graduates	-	-	92	166,956
LEP Graduates	-	-	4	21,359
At-Risk Graduates	-	-	171	144,805

District Name: MONTGOMERY ISD
 Campus Name: LAKE CREEK H S
 Campus Number: 170903004

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus College, Career, and Military Readiness (CCMR)

Total Students: 913
 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	EL (Current)
College, Career, and Military Ready Graduates (Student Achievement) ***													
College, Career, or Military Ready (Annual Graduates)													
2017-18	65.5%	79.7%	-	-	-	-	-	-	-	-	-	-	-
College Ready Graduates ***													
College Ready (Annual Graduates)													
2017-18	50.0%	59.3%	-	-	-	-	-	-	-	-	-	-	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2017-18	58.2%	71.6%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	46.0%	58.7%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	42.1%	57.7%	-	-	-	-	-	-	-	-	-	-	-
Dual Course Credits (Annual Graduates)													
Any Subject													
2017-18	20.7%	26.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.9%	21.8%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2017-18	20.4%	16.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	20.1%	13.9%	-	-	-	-	-	-	-	-	-	-	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2017-18	1.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
OnRamps Course Credits (Annual Graduates)													
2017-18	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2017-18	28.7%	48.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	13.2%	11.3%	-	-	-	-	-	-	-	-	-	-	-
Approved Industry-Based Certification (Annual Graduates)													
2017-18	4.8%	3.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	2.7%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2017-18	1.7%	3.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.0%	0.4%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2017-18	38.7%	84.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	17.3%	19.0%	-	-	-	-	-	-	-	-	-	-	-

District Name: MONTGOMERY ISD
 Campus Name: LAKE CREEK H S
 Campus Number: 170903004

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus College, Career, and Military Readiness (CCMR)

Total Students: 913
 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	EL (Current)
U.S. Armed Forces Enlistment (Annual Graduates)													
2017-18	4.3%	2.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	2.2%	1.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2017-18	2.6%	2.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates with Level I or Level II Certificate (Annual Graduates)													
2017-18	0.6%	0.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus CCMR-Related Indicators

District Name: MONTGOMERY ISD
 Campus Name: LAKE CREEK H S
 Campus Number: 170903004

Total Students: 913
 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	EL (Current)
TSIA Results (Graduates >= Criterion) (Annual Graduates)													
Reading													
2017-18	32.1%	50.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	23.4%	32.3%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	23.7%	38.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.8%	27.2%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	18.1%	36.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	12.9%	22.0%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence (Annual Graduates)													
2017-18	58.4%	86.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	50.5%	83.9%	-	-	-	-	-	-	-	-	-	-	-
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2017-18	2.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	3.9%	9.9%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.4%	7.0%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	0.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2018	25.8%	22.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	26.2%	22.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018	15.3%	9.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	15.9%	7.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018	7.3%	4.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	7.2%	4.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018	10.8%	10.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	10.9%	8.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2018	14.5%	16.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	15.0%	17.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2018	50.7%	59.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	49.1%	47.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018	42.5%	68.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	41.3%	59.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018	52.8%	77.2%	-	-	-	-	-	-	-	-	n/a	-	n/a

District Name: MONTGOMERY ISD
 Campus Name: LAKE CREEK H S
 Campus Number: 170903004

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus CCMR-Related Indicators

Total Students: 913
 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	EL (Current)
2017 Science	51.3%	71.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018 Science	38.0%	59.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017 Social Studies	38.3%	45.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018 Social Studies	44.6%	47.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017 Social Studies	41.4%	36.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
SAT/ACT Results (Annual Graduates) ***													
Tested													
2017-18	74.6%	68.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016-17	73.5%	65.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
At/Above Criterion													
2017-18	37.9%	61.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
Average SAT Score (Annual Graduates) ***													
All Subjects													
2017-18	1036	1131	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts and Writing													
2017-18	521	569	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2017-18	515	561	-	-	-	-	-	-	-	-	n/a	-	n/a
Average ACT Score (Annual Graduates) ***													
All Subjects													
2017-18	20.6	24.0	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2017-18	20.3	24.1	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2017-18	20.6	23.6	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2017-18	20.9	23.6	-	-	-	-	-	-	-	-	n/a	-	n/a

District Name: MONTGOMERY ISD
 Campus Name: LAKE CREEK H S
 Campus Number: 170903004

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus Other Postsecondary Indicators

Total Students: 913
 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	EL (Current)
Advanced Dual-Credit Course Completion (Grades 9-12)													
Any Subject													
2017-18	43.4%	39.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	37.1%	29.8%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts													
2017-18	17.3%	17.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	16.8%	5.1%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	20.7%	19.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.5%	16.0%	-	-	-	-	-	-	-	-	-	-	-
Science													
2017-18	21.2%	16.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	5.7%	2.0%	-	-	-	-	-	-	-	-	-	-	-
Social Studies													
2017-18	22.8%	23.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	21.8%	21.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2016-17	54.6%	59.0%	-	-	-	-	-	-	-	-	-	-	-
2015-16	54.7%	60.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2016-17	59.2%	73.6%	-	-	-	-	-	-	-	-	-	-	-
2015-16	55.7%	74.1%	-	-	-	-	-	-	-	-	-	-	-

District Name: MONTGOMERY ISD
 Campus Name: LAKE CREEK H S
 Campus Number: 170903004

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus Student Information

Total Students: 913
 Grade Span: 09 - 12
 School Type: High School

Student Information	----- Campus -----		District	State
	Count	Percent		
Total Students	913	100.0%	8,837	5,416,400
Students by Grade:				
Early Childhood Education	0	0.0%	0.3%	0.3%
Pre-Kindergarten	0	0.0%	1.9%	4.4%
Kindergarten	0	0.0%	6.2%	6.9%
Grade 1	0	0.0%	7.3%	7.1%
Grade 2	0	0.0%	7.1%	7.2%
Grade 3	0	0.0%	6.7%	7.3%
Grade 4	0	0.0%	7.2%	7.6%
Grade 5	0	0.0%	7.6%	7.7%
Grade 6	0	0.0%	8.4%	7.7%
Grade 7	0	0.0%	8.2%	7.5%
Grade 8	0	0.0%	8.7%	7.5%
Grade 9	351	38.4%	8.4%	8.1%
Grade 10	320	35.0%	7.9%	7.4%
Grade 11	231	25.3%	7.4%	6.9%
Grade 12	11	1.2%	6.6%	6.5%
Ethnic Distribution:				
African American	15	1.6%	2.7%	12.6%
Hispanic	141	15.4%	15.4%	52.6%
White	712	78.0%	77.3%	27.4%
American Indian	9	1.0%	0.4%	0.4%
Asian	16	1.8%	1.0%	4.5%
Pacific Islander	2	0.2%	0.1%	0.2%
Two or More Races	18	2.0%	3.0%	2.4%
Economically Disadvantaged	203	22.2%	25.3%	60.6%
Non-Educationally Disadvantaged	710	77.8%	74.7%	39.4%
Section 504 Students	102	11.2%	10.3%	6.5%
English Learners (EL)	13	1.4%	2.3%	19.5%
Students w/ Disciplinary Placements (2017-18)	0	0.0%	1.0%	1.4%
Students w/ Dyslexia	33	3.6%	4.4%	3.6%
At-Risk	349	38.2%	30.4%	50.1%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	89			
By Type of Primary Disability				
Students with Intellectual Disabilities	45	50.6%	37.5%	42.4%
Students with Physical Disabilities	*	*	24.5%	21.9%
Students with Autism	**	**	13.9%	13.7%
Students with Behavioral Disabilities	29	32.6%	22.8%	20.6%
Students with Non-Categorical Early Childhood	0	0.0%	1.2%	1.4%
Mobility (2017-18):				
Total Mobile Students	0	0.0%	10.8%	15.4%

District Name: MONTGOMERY ISD
 Campus Name: LAKE CREEK H S
 Campus Number: 170903004

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Student Information

Total Students: 913
 Grade Span: 09 - 12
 School Type: High School

<u>Student Information</u>	----- Campus -----		<u>District</u>	<u>State</u>
	<u>Count</u>	<u>Percent</u>		
By Ethnicity:				
African American	0	0.0%		
Hispanic	0	0.0%		
White	0	0.0%		
American Indian	0	0.0%		
Asian	0	0.0%		
Pacific Islander	0	0.0%		
Two or More Races	0	0.0%		

<u>Class Size Information</u>	<u>Campus</u>	<u>District</u>	<u>State</u>
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	-	17.3	18.9
Grade 1	-	19.0	18.8
Grade 2	-	19.3	18.7
Grade 3	-	17.8	18.9
Grade 4	-	17.9	19.2
Grade 5	-	22.9	21.2
Grade 6	-	23.5	20.4
Secondary:			
English/Language Arts	15.4	18.6	16.6
Foreign Languages	17.1	18.9	18.9
Mathematics	19.0	21.9	17.8
Science	19.8	21.3	18.9
Social Studies	21.7	21.4	19.3

District Name: MONTGOMERY ISD
 Campus Name: LAKE CREEK H S
 Campus Number: 170903004

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Staff Information

Total Students: 913
 Grade Span: 09 - 12
 School Type: High School

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	91.3	100.0%	100.0%	100.0%
Professional Staff:	85.3	93.4%	66.8%	64.1%
Teachers	73.5	80.5%	55.4%	49.8%
Professional Support	7.8	8.6%	7.9%	10.1%
Campus Administration (School Leadership)	4.0	4.4%	2.6%	3.0%
Educational Aides:	6.0	6.6%	8.2%	10.3%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	0.0	n/a	4.0	4,414.0
Part-time	0.0	n/a	2.0	572.0
Counselors				
Full-time	3.0	n/a	20.0	12,433.0
Part-time	1.0	n/a	0.0	1,097.0
Total Minority Staff:	11.8	12.9%	11.9%	50.4%
Teachers by Ethnicity and Sex:				
African American	1.0	1.4%	1.4%	10.6%
Hispanic	9.8	13.3%	6.0%	27.7%
White	62.7	85.4%	92.0%	58.4%
American Indian	0.0	0.0%	0.2%	0.3%
Asian	0.0	0.0%	0.2%	1.7%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	0.0	0.0%	0.3%	1.1%
Males	29.2	39.8%	17.3%	23.8%
Females	44.3	60.2%	82.7%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	1.3%	1.4%
Bachelors	54.6	74.2%	74.1%	73.6%
Masters	18.9	25.8%	23.9%	24.3%
Doctorate	0.0	0.0%	0.7%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	2.1	2.9%	4.0%	7.0%
1-5 Years Experience	18.1	24.7%	17.3%	28.9%
6-10 Years Experience	11.0	15.0%	18.8%	19.0%
11-20 Years Experience	23.3	31.7%	37.8%	29.3%
Over 20 Years Experience	19.0	25.9%	22.1%	15.7%
Number of Students per Teacher	12.4	n/a	15.1	15.1

District Name: MONTGOMERY ISD
 Campus Name: LAKE CREEK H S
 Campus Number: 170903004

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Staff Information

Total Students: 913
 Grade Span: 09 - 12
 School Type: High School

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	13.0	6.3	6.3
Average Years Experience of Principals with District	10.0	4.1	5.4
Average Years Experience of Assistant Principals	9.7	7.1	5.3
Average Years Experience of Assistant Principals with District	8.0	5.3	4.7
Average Years Experience of Teachers:	13.5	13.6	11.1
Average Years Experience of Teachers with District:	5.1	6.6	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$52,662	\$45,948	\$47,218
1-5 Years Experience	\$51,937	\$51,962	\$50,408
6-10 Years Experience	\$54,270	\$54,468	\$52,786
11-20 Years Experience	\$57,426	\$57,483	\$56,041
Over 20 Years Experience	\$63,271	\$63,962	\$62,039
Average Actual Salaries (regular duties only):			
Teachers	\$56,975	\$56,934	\$54,122
Professional Support	\$66,662	\$64,178	\$64,069
Campus Administration (School Leadership)	\$91,544	\$83,903	\$78,947
Instructional Staff Percent:	n/a	67.8%	64.5%
Contracted Instructional Staff (not incl. above):	1.8	6.0	6,043.6

District Name: MONTGOMERY ISD
 Campus Name: LAKE CREEK H S
 Campus Number: 170903004

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Staff Information

Total Students: 913
 Grade Span: 09 - 12
 School Type: High School

Program Information	----- Campus -----		District	State
	Count	Percent		
Student Enrollment by Program:				
Bilingual/ESL Education	12	1.3%	3.2%	19.7%
Career & Technical Education	864	94.6%	28.9%	26.3%
Gifted & Talented Education	62	6.8%	7.1%	8.1%
Special Education	89	9.7%	7.4%	9.6%
Teachers by Program (population served):				
Bilingual/ESL Education	0.0	0.0%	0.1%	6.4%
Career & Technical Education	12.4	16.9%	5.7%	4.9%
Compensatory Education	0.1	0.2%	4.2%	2.7%
Gifted & Talented Education	0.1	0.1%	0.0%	2.0%
Regular Education	43.0	58.4%	77.1%	71.4%
Special Education	17.9	24.3%	12.9%	9.1%
Other	0.0	0.0%	0.0%	3.6%

- '^' Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.
- '*' Indicates results are masked due to small numbers to protect student confidentiality.
- '**' When only one student disability group is masked, then the second smallest student disability group is masked regardless of size.
- '***' Due to changes in the evaluation of SAT/ACT results (for 2017-18 the best result was used, rather than the most recent), 2016-17 SAT/ACT results are not comparable and, where applicable, are not shown.
- '-' Indicates there are no students in the group.
- 'n/a' Indicates data reporting is not applicable for this group.
- '?' Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

[Link to: PEIMS Financial Standard Reports 2017-18 Financial Actual Report](#)

2018-19 Texas Academic Performance Report

District Name: **MONTGOMERY ISD**

Campus Name: **MONTGOMERY J H**

Campus Number: **170903042**

2019 Accountability Rating: **B**

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus STAAR Performance

Total Students: 1,151
Grade Span: 06 - 08
School Type: Middle

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

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus STAAR Performance

Total Students: 1,151
 Grade Span: 06 - 08
 School Type: Middle

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)	
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 6 Reading																	
At Approaches Grade Level or Above	2019	68%	80%	75%	52%	79%	76%	*	*	*	67%	35%	33%	80%	64%	63%	65%
	2018	69%	82%	76%	36%	74%	80%	*	*	*	50%	17%	60%	76%	76%	56%	67%
At Meets Grade Level or Above	2019	37%	48%	43%	24%	43%	46%	*	*	*	0%	15%	17%	49%	31%	29%	24%
	2018	39%	49%	48%	14%	44%	50%	*	*	*	50%	0%	40%	47%	49%	25%	33%
At Masters Grade Level	2019	18%	23%	19%	5%	28%	19%	*	*	*	0%	4%	0%	22%	13%	13%	18%
	2018	19%	25%	22%	0%	30%	22%	*	*	*	17%	0%	20%	21%	25%	9%	11%
Grade 6 Mathematics																	
At Approaches Grade Level or Above	2019	81%	92%	90%	77%	91%	91%	*	*	*	83%	52%	80%	91%	86%	84%	94%
	2018	77%	89%	86%	36%	88%	89%	*	*	*	100%	39%	80%	86%	86%	70%	88%
At Meets Grade Level or Above	2019	47%	66%	64%	41%	66%	65%	*	*	*	50%	24%	40%	68%	55%	48%	63%
	2018	44%	63%	56%	7%	48%	60%	*	*	*	67%	6%	40%	56%	57%	31%	47%
At Masters Grade Level	2019	21%	36%	35%	5%	34%	38%	*	*	*	33%	12%	0%	40%	26%	19%	31%
	2018	18%	31%	23%	0%	25%	25%	*	*	*	0%	0%	20%	22%	26%	9%	0%
Grade 7 Reading																	
At Approaches Grade Level or Above	2019	76%	86%	83%	60%	80%	85%	*	*	*	75%	40%	*	85%	79%	71%	64%
	2018	74%	86%	84%	75%	74%	86%	*	*	-	63%	31%	*	81%	89%	74%	73%
At Meets Grade Level or Above	2019	49%	61%	56%	30%	50%	59%	*	*	*	63%	20%	*	59%	49%	37%	21%
	2018	48%	60%	59%	42%	43%	62%	*	*	-	50%	6%	*	58%	61%	33%	40%
At Masters Grade Level	2019	29%	37%	36%	20%	39%	36%	*	*	*	38%	10%	*	37%	32%	18%	21%
	2018	29%	35%	33%	17%	30%	34%	*	*	-	25%	6%	*	32%	33%	18%	27%
Grade 7 Mathematics																	
At Approaches Grade Level or Above	2019	75%	87%	86%	40%	94%	88%	*	*	*	86%	39%	*	87%	84%	73%	80%
	2018	72%	88%	86%	67%	79%	88%	*	*	-	67%	59%	*	87%	84%	75%	71%
At Meets Grade Level or Above	2019	43%	58%	56%	0%	64%	59%	*	*	*	43%	28%	*	55%	57%	36%	60%
	2018	40%	58%	50%	44%	32%	54%	*	*	-	17%	18%	*	51%	49%	33%	43%
At Masters Grade Level	2019	17%	18%	18%	0%	15%	20%	*	*	*	14%	11%	*	16%	23%	4%	10%
	2018	18%	23%	21%	0%	18%	22%	*	*	-	0%	0%	*	20%	22%	13%	21%
Grade 7 Writing																	
At Approaches Grade Level or Above	2019	70%	82%	79%	40%	76%	83%	*	*	*	75%	26%	*	81%	76%	54%	71%
	2018	69%	82%	79%	67%	67%	82%	*	*	-	63%	6%	*	78%	82%	63%	63%
At Meets Grade Level or Above	2019	42%	55%	53%	10%	63%	54%	*	*	*	50%	21%	*	55%	48%	33%	64%
	2018	43%	56%	55%	33%	41%	58%	*	*	-	50%	6%	*	53%	62%	38%	50%
At Masters Grade Level	2019	18%	24%	21%	0%	26%	20%	*	*	*	25%	5%	*	22%	17%	13%	14%
	2018	15%	20%	22%	25%	15%	24%	*	*	-	0%	6%	*	21%	26%	8%	6%
Grade 8 Reading^																	
At Approaches Grade Level or Above	2019	86%	92%	92%	86%	89%	93%	*	*	*	88%	47%	83%	92%	92%	86%	92%
	2018	86%	91%	91%	80%	93%	91%	*	*	-	88%	35%	100%	90%	93%	79%	100%
At Meets Grade Level or Above	2019	55%	66%	67%	57%	60%	69%	*	*	*	75%	13%	50%	69%	62%	53%	46%
	2018	49%	57%	54%	10%	48%	58%	*	*	-	63%	13%	40%	55%	51%	36%	25%

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

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus STAAR Performance

Total Students: 1,151
 Grade Span: 06 - 08
 School Type: Middle

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)	
At Masters Grade Level	2019	28%	37%	35%	36%	29%	37%	*	*	*	25%	0%	0%	36%	33%	25%	15%	
	2018	27%	33%	30%	5%	19%	32%	*	*	-	63%	4%	20%	31%	25%	18%	0%	
Grade 8 Mathematics ^A																		
At Approaches Grade Level or Above	2019	88%	97%	97%	92%	96%	98%	*	*	*	88%	71%	100%	97%	97%	92%	100%	
	2018	86%	93%	93%	82%	91%	95%	-	-	-	75%	36%	100%	91%	97%	84%	100%	
At Meets Grade Level or Above	2019	57%	85%	87%	67%	82%	89%	*	*	*	75%	53%	100%	89%	79%	75%	87%	
	2018	51%	74%	74%	50%	54%	80%	-	-	-	50%	18%	40%	75%	73%	52%	33%	
At Masters Grade Level	2019	17%	44%	50%	25%	49%	51%	*	*	*	25%	18%	0%	51%	46%	34%	33%	
	2018	15%	35%	35%	18%	20%	39%	-	-	-	25%	5%	0%	36%	34%	16%	17%	
Grade 8 Science																		
At Approaches Grade Level or Above	2019	81%	91%	88%	79%	82%	90%	*	*	*	75%	47%	100%	90%	86%	78%	85%	
	2018	76%	84%	84%	63%	78%	86%	*	*	-	75%	29%	100%	85%	81%	70%	67%	
At Meets Grade Level or Above	2019	51%	64%	66%	64%	51%	69%	*	*	*	63%	7%	33%	68%	62%	51%	31%	
	2018	52%	61%	61%	32%	34%	67%	*	*	-	63%	10%	60%	62%	59%	42%	0%	
At Masters Grade Level	2019	25%	31%	35%	14%	27%	38%	*	*	*	25%	7%	0%	35%	34%	18%	15%	
	2018	28%	34%	35%	11%	17%	39%	*	*	-	38%	10%	20%	38%	29%	18%	0%	
Grade 8 Social Studies																		
At Approaches Grade Level or Above	2019	69%	83%	86%	79%	82%	87%	*	*	*	75%	53%	83%	86%	84%	75%	77%	
	2018	65%	78%	79%	65%	71%	82%	*	*	-	75%	27%	80%	80%	77%	66%	67%	
At Meets Grade Level or Above	2019	37%	53%	53%	36%	45%	55%	*	*	*	38%	13%	50%	55%	47%	32%	23%	
	2018	36%	44%	47%	30%	34%	50%	*	*	-	63%	14%	20%	51%	37%	32%	22%	
At Masters Grade Level	2019	21%	32%	32%	36%	18%	34%	*	*	*	25%	0%	17%	32%	30%	17%	8%	
	2018	21%	26%	28%	10%	12%	31%	*	*	-	50%	9%	0%	29%	25%	12%	0%	
End of Course Algebra I																		
At Approaches Grade Level or Above	2019	85%	89%	100%	*	100%	100%	-	-	-	*	-	-	100%	100%	100%	*	
	2018	83%	93%	100%	*	100%	100%	*	*	-	*	*	-	100%	100%	100%	-	
At Meets Grade Level or Above	2019	61%	69%	100%	*	100%	100%	-	-	-	*	-	-	100%	100%	100%	*	
	2018	55%	77%	97%	*	100%	97%	*	*	-	*	*	-	97%	100%	100%	-	
At Masters Grade Level	2019	37%	49%	90%	*	100%	89%	-	-	-	*	-	-	93%	81%	64%	*	
	2018	32%	53%	82%	*	78%	82%	*	*	-	*	*	-	80%	88%	86%	-	
All Grades All Subjects																		
At Approaches Grade Level or Above	2019	78%	88%	87%	69%	86%	88%	67%	81%	56%	79%	45%	84%	88%	83%	75%	81%	
	2018	77%	87%	85%	65%	80%	87%	69%	88%	*	74%	31%	86%	85%	86%	71%	76%	
At Meets Grade Level or Above	2019	50%	64%	62%	39%	59%	64%	42%	62%	0%	53%	22%	50%	65%	55%	45%	47%	
	2018	48%	61%	58%	29%	44%	61%	69%	81%	*	55%	11%	36%	58%	57%	37%	36%	
At Masters Grade Level	2019	24%	32%	34%	16%	32%	35%	25%	35%	0%	25%	8%	2%	36%	29%	19%	20%	
	2018	22%	29%	30%	10%	22%	32%	38%	56%	*	29%	5%	11%	30%	29%	15%	10%	
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2019	75%	85%	83%	64%	83%	85%	*	88%	*	77%	39%	67%	86%	77%	73%	73%	
	2018	74%	85%	84%	65%	80%	86%	60%	83%	*	68%	28%	75%	83%	86%	69%	76%	
At Meets Grade Level or Above	2019	48%	61%	56%	36%	51%	58%	*	50%	*	50%	16%	33%	60%	46%	39%	30%	
	2018	46%	60%	54%	20%	45%	57%	60%	67%	*	55%	7%	42%	54%	54%	31%	34%	
At Masters Grade Level	2019	21%	28%	30%	18%	32%	31%	*	25%	*	23%	5%	0%	32%	25%	18%	18%	
	2018	19%	26%	28%	7%	27%	29%	20%	67%	*	36%	4%	17%	28%	28%	15%	15%	

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

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus STAAR Performance

Total Students: 1,151
 Grade Span: 06 - 08
 School Type: Middle

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)	
All Grades Mathematics																	
At Approaches Grade Level or Above	2019	82%	91%	92%	74%	94%	93%	*	75%	*	86%	53%	93%	93%	90%	84%	93%
	2018	81%	91%	90%	65%	88%	92%	60%	80%	*	83%	45%	92%	90%	90%	78%	86%
At Meets Grade Level or Above	2019	52%	68%	73%	41%	74%	76%	*	75%	*	59%	33%	79%	76%	66%	55%	72%
	2018	50%	66%	65%	37%	50%	69%	60%	80%	*	52%	16%	33%	66%	63%	43%	42%
At Masters Grade Level	2019	26%	39%	42%	13%	40%	44%	*	50%	*	27%	13%	0%	44%	36%	21%	30%
	2018	24%	35%	33%	9%	25%	35%	40%	40%	*	22%	3%	8%	33%	32%	17%	12%
All Grades Writing																	
At Approaches Grade Level or Above	2019	68%	80%	79%	40%	76%	83%	*	*	*	75%	26%	*	81%	76%	54%	71%
	2018	66%	77%	79%	67%	67%	82%	*	*	-	63%	6%	*	78%	82%	63%	63%
At Meets Grade Level or Above	2019	38%	50%	53%	10%	63%	54%	*	*	*	50%	21%	*	55%	48%	33%	64%
	2018	41%	52%	55%	33%	41%	58%	*	*	-	50%	6%	*	53%	62%	38%	50%
At Masters Grade Level	2019	14%	19%	21%	0%	26%	20%	*	*	*	25%	5%	*	22%	17%	13%	14%
	2018	13%	16%	22%	25%	15%	24%	*	*	-	0%	6%	*	21%	26%	8%	6%
All Grades Science																	
At Approaches Grade Level or Above	2019	81%	90%	88%	79%	82%	90%	*	*	*	75%	47%	100%	90%	86%	78%	85%
	2018	80%	87%	84%	63%	78%	86%	*	*	-	75%	29%	100%	85%	81%	70%	67%
At Meets Grade Level or Above	2019	54%	65%	66%	64%	51%	69%	*	*	*	63%	7%	33%	68%	62%	51%	31%
	2018	51%	61%	61%	32%	34%	67%	*	*	-	63%	10%	60%	62%	59%	42%	0%
At Masters Grade Level	2019	25%	28%	35%	14%	27%	38%	*	*	*	25%	7%	0%	35%	34%	18%	15%
	2018	23%	28%	35%	11%	17%	39%	*	*	-	38%	10%	20%	38%	29%	18%	0%
All Grades Social Studies																	
At Approaches Grade Level or Above	2019	81%	90%	86%	79%	82%	87%	*	*	*	75%	53%	83%	86%	84%	75%	77%
	2018	78%	86%	79%	65%	71%	82%	*	*	-	75%	27%	80%	80%	77%	66%	67%
At Meets Grade Level or Above	2019	55%	70%	53%	36%	45%	55%	*	*	*	38%	13%	50%	55%	47%	32%	23%
	2018	53%	63%	47%	30%	34%	50%	*	*	-	63%	14%	20%	51%	37%	32%	22%
At Masters Grade Level	2019	33%	44%	32%	36%	18%	34%	*	*	*	25%	0%	17%	32%	30%	17%	8%
	2018	31%	38%	28%	10%	12%	31%	*	*	-	50%	9%	0%	29%	25%	12%	0%

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

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus Progress

Total Students: 1,151
 Grade Span: 06 - 08
 School Type: Middle

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
Grade 6 ELA/Reading	2019	42	45	38	22	51	38	*	*	*	17	42	0	41	32	34	41
	2018	47	49	46	14	58	45	*	*	-	40	50	60	46	46	40	69
Grade 6 Mathematics	2019	54	73	70	58	71	71	*	*	*	67	52	*	73	64	60	88
	2018	56	68	62	46	63	64	*	*	-	30	36	70	59	69	50	56
Grade 7 ELA/Reading	2019	77	78	76	70	72	78	*	*	-	64	60	*	78	71	66	54
	2018	76	75	73	59	64	75	*	*	-	50	59	*	73	72	67	73
Grade 7 Mathematics	2019	63	74	77	35	79	80	*	*	-	58	39	*	77	77	64	70
	2018	67	71	65	56	66	65	*	*	-	67	56	*	66	64	59	79
Grade 8 ELA/Reading	2019	77	78	79	93	81	79	*	*	-	86	77	50	79	80	76	77
	2018	79	80	78	73	78	79	*	*	-	75	67	80	80	75	79	69
Grade 8 Mathematics	2019	84	90	94	92	98	94	*	*	-	100	91	83	94	94	89	97
	2018	81	83	87	81	90	87	-	-	-	83	53	90	86	90	84	96
End of Course Algebra I	2019	75	73	95	*	100	95	-	-	-	*	-	-	96	91	82	*
	2018	72	82	90	*	100	89	*	*	-	*	*	-	90	88	93	-
All Grades Both Subjects	2019	69	74	74	60	76	74	88	65	*	67	57	54	75	69	65	72
	2018	69	71	70	58	71	71	60	86	-	63	54	72	70	70	64	73
All Grades ELA/Reading	2019	68	70	65	57	68	65	*	50	*	58	56	39	67	60	58	56
	2018	69	68	66	51	66	67	60	*	-	58	59	73	67	63	62	71
All Grades Mathematics	2019	70	77	82	62	84	83	*	83	*	76	58	69	84	79	72	87
	2018	70	74	74	65	75	75	60	*	-	68	49	71	73	77	66	74

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Prior Year and Student Success Initiative

Total Students: 1,151
 Grade Span: 06 - 08
 School Type: Middle

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2019	41%	49%	42%	36%	48%	42%	*	*	-	50%	23%	33%	20%
	2018	38%	47%	40%	45%	41%	41%	*	*	-	*	18%	40%	*
Mathematics	2019	45%	60%	61%	33%	83%	61%	*	*	*	*	23%	49%	*
	2018	47%	56%	57%	50%	65%	56%	-	-	-	*	*	53%	*
Student Success Initiative														
Grade 5 Reading														
STAAR Met Standard (Non-Proficient in Previous Year)														
Promoted to Grade 6														
	2019	9%	19%	20%	*	*	20%	-	-	-	*	*	0%	*
Grade 5 Mathematics														
STAAR Met Standard (Non-Proficient in Previous Year)														
Promoted to Grade 6														
	2019	24%	63%	*	-	-	*	-	-	*	-	*	-	-
Grade 8 Reading														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	78%	88%	87%	71%	84%	88%	*	*	*	88%	47%	79%	-
Students Requiring Accelerated Instruction														
	2019	22%	12%	13%	29%	16%	12%	*	*	*	13%	53%	21%	-
STAAR Cumulative Met Standard														
	2019	85%	92%	92%	86%	89%	93%	*	*	*	88%	47%	86%	-
STAAR Non-Proficient Students Promoted by Grade Placement Committee														
	2018	99%	100%	100%	*	*	100%	-	-	-	*	*	100%	*
Grade 8 Mathematics														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	82%	96%	96%	92%	96%	96%	*	*	*	88%	71%	92%	-
Students Requiring Accelerated Instruction														
	2019	18%	4%	4%	8%	4%	4%	*	*	*	13%	29%	8%	-
STAAR Cumulative Met Standard														
	2019	88%	97%	97%	92%	96%	98%	*	*	*	88%	71%	92%	-
STAAR Non-Proficient Students Promoted by Grade Placement Committee														
	2018	98%	100%	100%	*	-	100%	-	-	-	*	*	100%	-

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus STAAR Performance
 Bilingual Education/English as a Second Language

Total Students: 1,151
 Grade Span: 06 - 08
 (Current EL 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 EL
STAAR Performance Rate by Subject and Performance Level															
All Grades All Subjects															
At Approaches Grade Level or Above	2019	78%	88%	87%	-	-	-	-	-	37%	-	37%	*	37%	43%
	2018	77%	87%	85%	-	-	-	-	-	69%	-	69%	*	69%	70%
At Meets Grade Level or Above	2019	50%	64%	62%	-	-	-	-	-	5%	-	5%	*	5%	10%
	2018	48%	61%	58%	-	-	-	-	-	28%	-	28%	*	28%	27%
At Masters Grade Level	2019	24%	32%	34%	-	-	-	-	-	0%	-	0%	*	0%	0%
	2018	22%	29%	30%	-	-	-	-	-	3%	-	3%	*	3%	3%
All Grades ELA/Reading															
At Approaches Grade Level or Above	2019	75%	85%	83%	-	-	-	-	-	13%	-	13%	*	13%	22%
	2018	74%	85%	84%	-	-	-	-	-	62%	-	62%	-	62%	62%
At Meets Grade Level or Above	2019	48%	61%	56%	-	-	-	-	-	0%	-	0%	*	0%	0%
	2018	46%	60%	54%	-	-	-	-	-	31%	-	31%	-	31%	31%
At Masters Grade Level	2019	21%	28%	30%	-	-	-	-	-	0%	-	0%	*	0%	0%
	2018	19%	26%	28%	-	-	-	-	-	8%	-	8%	-	8%	8%
All Grades Mathematics															
At Approaches Grade Level or Above	2019	82%	91%	92%	-	-	-	-	-	57%	-	57%	*	57%	63%
	2018	81%	91%	90%	-	-	-	-	-	85%	-	85%	*	85%	86%
At Meets Grade Level or Above	2019	52%	68%	73%	-	-	-	-	-	0%	-	0%	*	0%	13%
	2018	50%	66%	65%	-	-	-	-	-	31%	-	31%	*	31%	29%
At Masters Grade Level	2019	26%	39%	42%	-	-	-	-	-	0%	-	0%	*	0%	0%
	2018	24%	35%	33%	-	-	-	-	-	0%	-	0%	*	0%	0%
All Grades Writing															
At Approaches Grade Level or Above	2019	68%	80%	79%	-	-	-	-	-	*	-	*	-	*	*
	2018	66%	77%	79%	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2019	38%	50%	53%	-	-	-	-	-	*	-	*	-	*	*
	2018	41%	52%	55%	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2019	14%	19%	21%	-	-	-	-	-	*	-	*	-	*	*
	2018	13%	16%	22%	-	-	-	-	-	-	-	-	-	-	-
All Grades Science															
At Approaches Grade Level or Above	2019	81%	90%	88%	-	-	-	-	-	-	-	-	-	-	-
	2018	80%	87%	84%	-	-	-	-	-	*	-	*	-	*	*
At Meets Grade Level or Above	2019	54%	65%	66%	-	-	-	-	-	-	-	-	-	-	-
	2018	51%	61%	61%	-	-	-	-	-	*	-	*	-	*	*
At Masters Grade Level	2019	25%	28%	35%	-	-	-	-	-	-	-	-	-	-	-
	2018	23%	28%	35%	-	-	-	-	-	*	-	*	-	*	*
All Grades Social Studies															
At Approaches Grade Level or Above	2019	81%	90%	86%	-	-	-	-	-	-	-	-	-	-	-
	2018	78%	86%	79%	-	-	-	-	-	*	-	*	-	*	*
At Meets Grade Level or Above	2019	55%	70%	53%	-	-	-	-	-	-	-	-	-	-	-
	2018	53%	63%	47%	-	-	-	-	-	*	-	*	-	*	*
At Masters Grade Level	2019	33%	44%	32%	-	-	-	-	-	-	-	-	-	-	-
	2018	31%	38%	28%	-	-	-	-	-	*	-	*	-	*	*
School Progress Domain - Academic Growth Score															
All Grades Both Subjects	2019	69%	74%	74%	-	-	-	-	-	36%	-	36%	*	36%	44%
	2018	69%	71%	70%	-	-	-	-	-	67%	-	67%	*	67%	68%
All Grades ELA/Reading	2019	68%	70%	65%	-	-	-	-	-	29%	-	29%	*	29%	38%
	2018	69%	68%	66%	-	-	-	-	-	68%	-	68%	-	68%	68%
All Grades Mathematics	2019	70%	77%	82%	-	-	-	-	-	43%	-	43%	*	43%	50%
	2018	70%	74%	74%	-	-	-	-	-	65%	-	65%	*	65%	68%
Progress of Prior Year STAAR Non-Proficient Students (Percent of Non-Proficient Passing STAAR)															
Reading	2019	41%	49%	42%	-	-	-	-	-	*	-	*	*	*	20%

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus STAAR Performance
 Bilingual Education/English as a Second Language

Total Students: 1,151
 Grade Span: 06 - 08
 (Current EL 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 EL
Mathematics	2018	38%	47%	40%	-	-	-	-	-	*	-	*	-	*	*
	2019	45%	60%	61%	-	-	-	-	-	*	-	*	-	*	*
	2018	47%	56%	57%	-	-	-	-	-	*	-	*	*	*	*

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus STAAR Participation

Total Students: 1,151
 Grade Span: 06 - 08
 School Type: Middle

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2019 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	98%	97%	99%	98%	97%	100%	100%	100%	97%	96%	96%	97%
Included in Accountability	94%	94%	94%	93%	91%	95%	86%	100%	100%	88%	88%	89%	70%
Not Included in Accountability													
Mobile	4%	3%	2%	6%	5%	2%	14%	0%	0%	9%	5%	6%	27%
Other Exclusions	1%	0%	0%	0%	2%	0%	0%	0%	0%	0%	4%	1%	0%
Not Tested	1%	2%	3%	1%	2%	3%	0%	0%	0%	3%	4%	4%	3%
Absent	1%	2%	3%	1%	2%	3%	0%	0%	0%	1%	3%	4%	3%
Other	0%	0%	0%	0%	0%	0%	0%	0%	0%	1%	1%	0%	0%
2018 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	98%	97%	97%	98%	97%	100%	94%	*	91%	92%	96%	97%
Included in Accountability	94%	94%	92%	90%	96%	92%	100%	94%	*	91%	88%	89%	92%
Not Included in Accountability													
Mobile	4%	4%	4%	7%	1%	5%	0%	0%	*	0%	4%	7%	6%
Other Exclusions	1%	0%	0%	0%	0%	0%	0%	0%	*	0%	0%	0%	0%
Not Tested	1%	2%	3%	3%	2%	3%	0%	6%	*	9%	8%	4%	3%
Absent	1%	2%	3%	3%	2%	3%	0%	6%	*	8%	8%	4%	3%
Other	0%	0%	0%	0%	0%	0%	0%	0%	*	1%	0%	0%	0%

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Attendance, Graduation, and Dropout Rates

Total Students: 1,151
 Grade Span: 06 - 08
 School Type: Middle

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Attendance Rate													
2017-18	95.4%	95.2%	95.3%	96.2%	95.2%	95.4%	95.8%	97.1%	*	93.4%	94.1%	94.0%	95.8%
2016-17	95.7%	95.3%	95.8%	96.7%	96.3%	95.6%	95.8%	97.9%	*	95.8%	94.7%	94.7%	96.6%
Annual Dropout Rate (Gr 7-8)													
2017-18	0.4%	0.3%	0.4%	2.5%	0.0%	0.3%	*	*	-	0.0%	0.0%	0.9%	*
2016-17	0.3%	0.4%	0.4%	0.0%	1.4%	0.3%	0.0%	0.0%	*	0.0%	0.8%	1.0%	4.8%
Annual Dropout Rate (Gr 9-12)													
2017-18	1.9%	0.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.9%	0.6%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	90.0%	97.5%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.8%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.7%	1.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	98.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.3%	98.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	89.7%	93.8%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	1.7%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	4.0%	1.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	3.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.1%	95.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	96.7%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.0%	94.8%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	1.9%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	2.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	96.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	97.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	91.6%	96.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	2.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.2%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	1.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.2%	98.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	98.2%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2016													
Graduated	92.1%	96.2%	-	-	-	-	-	-	-	-	-	-	-

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Attendance, Graduation, and Dropout Rates

Total Students: 1,151
 Grade Span: 06 - 08
 School Type: Middle

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Received TxCHSE	0.8%	2.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	1.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.9%	98.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	98.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2015													
Graduated	91.8%	93.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	1.0%	3.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.7%	3.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	96.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.3%	96.1%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2018	90.0%	96.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	89.7%	92.5%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2018	68.5%	*	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	88.5%	83.8%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2018	5.0%	10.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	6.0%	33.3%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2018	82.0%	83.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	60.8%	66.7%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2018	86.8%	94.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	85.9%	84.3%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2017-18	37.7%	50.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	87.2%	82.6%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2017-18	4.9%	11.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	7.2%	20.8%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2017-18	81.5%	83.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	56.5%	79.2%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2017-18	85.1%	93.9%	-	-	-	-	-	-	-	-	-	-	-
2016-17	84.0%	83.4%	-	-	-	-	-	-	-	-	-	-	-

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Graduation Profile

Total Students: 1,151
 Grade Span: 06 - 08
 School Type: Middle

	Campus Count	Campus Percent	District Count	State Count
Graduates (2017-18 Annual Graduates)				
Total Graduates	-	-	627	347,893
By Ethnicity:				
African American	-	-	22	43,502
Hispanic	-	-	81	173,272
White	-	-	499	107,052
American Indian	-	-	5	1,226
Asian	-	-	10	15,589
Pacific Islander	-	-	1	528
Two or More Races	-	-	9	6,724
By Graduation Type:				
Minimum H.S. Program	-	-	3	5,855
Recommended H.S. Program/Distinguished Achievement Program	-	-	3	3,538
Foundation H.S. Program (No Endorsement)	-	-	37	49,432
Foundation H.S. Program (Endorsement)	-	-	68	16,542
Foundation H.S. Program (DLA)	-	-	516	272,526
Special Education Graduates	-	-	41	25,962
Economically Disadvantaged Graduates	-	-	92	166,956
LEP Graduates	-	-	4	21,359
At-Risk Graduates	-	-	171	144,805

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2018-19 Campus College, Career, and Military Readiness (CCMR)

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

Total Students: 1,151
 Grade Span: 06 - 08
 School Type: Middle

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
College, Career, and Military Ready Graduates (Student Achievement) ***													
College, Career, or Military Ready (Annual Graduates)													
2017-18	65.5%	79.7%	-	-	-	-	-	-	-	-	-	-	-
College Ready Graduates ***													
College Ready (Annual Graduates)													
2017-18	50.0%	59.3%	-	-	-	-	-	-	-	-	-	-	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2017-18	58.2%	71.6%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	46.0%	58.7%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	42.1%	57.7%	-	-	-	-	-	-	-	-	-	-	-
Dual Course Credits (Annual Graduates)													
Any Subject													
2017-18	20.7%	26.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.9%	21.8%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2017-18	20.4%	16.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	20.1%	13.9%	-	-	-	-	-	-	-	-	-	-	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2017-18	1.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
OnRamps Course Credits (Annual Graduates)													
2017-18	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2017-18	28.7%	48.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	13.2%	11.3%	-	-	-	-	-	-	-	-	-	-	-
Approved Industry-Based Certification (Annual Graduates)													
2017-18	4.8%	3.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	2.7%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2017-18	1.7%	3.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.0%	0.4%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2017-18	38.7%	84.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	17.3%	19.0%	-	-	-	-	-	-	-	-	-	-	-

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus College, Career, and Military Readiness (CCMR)

Total Students: 1,151
 Grade Span: 06 - 08
 School Type: Middle

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
U.S. Armed Forces Enlistment (Annual Graduates)													
2017-18	4.3%	2.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	2.2%	1.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2017-18	2.6%	2.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates with Level I or Level II Certificate (Annual Graduates)													
2017-18	0.6%	0.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus CCMR-Related Indicators

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

Total Students: 1,151
 Grade Span: 06 - 08
 School Type: Middle

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
TSIA Results (Graduates >= Criterion) (Annual Graduates)													
Reading													
2017-18	32.1%	50.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	23.4%	32.3%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	23.7%	38.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.8%	27.2%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	18.1%	36.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	12.9%	22.0%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence (Annual Graduates)													
2017-18	58.4%	86.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	50.5%	83.9%	-	-	-	-	-	-	-	-	-	-	-
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2017-18	2.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	3.9%	9.9%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.4%	7.0%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	0.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2018	25.8%	22.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	26.2%	22.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018	15.3%	9.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	15.9%	7.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018	7.3%	4.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	7.2%	4.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018	10.8%	10.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	10.9%	8.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2018	14.5%	16.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	15.0%	17.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2018	50.7%	59.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	49.1%	47.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018	42.5%	68.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	41.3%	59.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018	52.8%	77.2%	-	-	-	-	-	-	-	-	n/a	-	n/a

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

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus CCMR-Related Indicators

Total Students: 1,151
 Grade Span: 06 - 08
 School Type: Middle

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2017 Science	51.3%	71.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018 Science	38.0%	59.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017 Social Studies	38.3%	45.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018 Social Studies	44.6%	47.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017 Social Studies	41.4%	36.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
SAT/ACT Results (Annual Graduates) ***													
Tested													
2017-18	74.6%	68.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016-17	73.5%	65.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
At/Above Criterion													
2017-18	37.9%	61.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
Average SAT Score (Annual Graduates) ***													
All Subjects													
2017-18	1036	1131	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts and Writing													
2017-18	521	569	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2017-18	515	561	-	-	-	-	-	-	-	-	n/a	-	n/a
Average ACT Score (Annual Graduates) ***													
All Subjects													
2017-18	20.6	24.0	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2017-18	20.3	24.1	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2017-18	20.6	23.6	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2017-18	20.9	23.6	-	-	-	-	-	-	-	-	n/a	-	n/a

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

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus Other Postsecondary Indicators

Total Students: 1,151
 Grade Span: 06 - 08
 School Type: Middle

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Advanced Dual-Credit Course Completion (Grades 9-12)													
Any Subject													
2017-18	43.4%	39.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	37.1%	29.8%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts													
2017-18	17.3%	17.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	16.8%	5.1%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	20.7%	19.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.5%	16.0%	-	-	-	-	-	-	-	-	-	-	-
Science													
2017-18	21.2%	16.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	5.7%	2.0%	-	-	-	-	-	-	-	-	-	-	-
Social Studies													
2017-18	22.8%	23.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	21.8%	21.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2016-17	54.6%	59.0%	-	-	-	-	-	-	-	-	-	-	-
2015-16	54.7%	60.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2016-17	59.2%	73.6%	-	-	-	-	-	-	-	-	-	-	-
2015-16	55.7%	74.1%	-	-	-	-	-	-	-	-	-	-	-

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

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus Student Information

Total Students: 1,151
 Grade Span: 06 - 08
 School Type: Middle

Student Information	----- Campus -----		District	State
	Count	Percent		
Total Students	1,151	100.0%	8,837	5,416,400
Students by Grade:				
Early Childhood Education	0	0.0%	0.3%	0.3%
Pre-Kindergarten	0	0.0%	1.9%	4.4%
Kindergarten	0	0.0%	6.2%	6.9%
Grade 1	0	0.0%	7.3%	7.1%
Grade 2	0	0.0%	7.1%	7.2%
Grade 3	0	0.0%	6.7%	7.3%
Grade 4	0	0.0%	7.2%	7.6%
Grade 5	0	0.0%	7.6%	7.7%
Grade 6	396	34.4%	8.4%	7.7%
Grade 7	364	31.6%	8.2%	7.5%
Grade 8	391	34.0%	8.7%	7.5%
Grade 9	0	0.0%	8.4%	8.1%
Grade 10	0	0.0%	7.9%	7.4%
Grade 11	0	0.0%	7.4%	6.9%
Grade 12	0	0.0%	6.6%	6.5%
Ethnic Distribution:				
African American	48	4.2%	2.7%	12.6%
Hispanic	145	12.6%	15.4%	52.6%
White	918	79.8%	77.3%	27.4%
American Indian	4	0.3%	0.4%	0.4%
Asian	8	0.7%	1.0%	4.5%
Pacific Islander	3	0.3%	0.1%	0.2%
Two or More Races	25	2.2%	3.0%	2.4%
Economically Disadvantaged	277	24.1%	25.3%	60.6%
Non-Educationally Disadvantaged	874	75.9%	74.7%	39.4%
Section 504 Students	161	14.0%	10.3%	6.5%
English Learners (EL)	9	0.8%	2.3%	19.5%
Students w/ Disciplinary Placements (2017-18)	15	1.2%	1.0%	1.4%
Students w/ Dyslexia	51	4.4%	4.4%	3.6%
At-Risk	418	36.3%	30.4%	50.1%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	69			
By Type of Primary Disability				
Students with Intellectual Disabilities	32	46.4%	37.5%	42.4%
Students with Physical Disabilities	*	*	24.5%	21.9%
Students with Autism	**	**	13.9%	13.7%
Students with Behavioral Disabilities	20	29.0%	22.8%	20.6%
Students with Non-Categorical Early Childhood	0	0.0%	1.2%	1.4%
Mobility (2017-18):				
Total Mobile Students	123	10.1%	10.8%	15.4%

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

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus Student Information

Total Students: 1,151
 Grade Span: 06 - 08
 School Type: Middle

Student Information	----- Campus -----		District	State
	Count	Percent		
By Ethnicity:				
African American	9	0.7%		
Hispanic	19	1.6%		
White	89	7.3%		
American Indian	2	0.2%		
Asian	0	0.0%		
Pacific Islander	0	0.0%		
Two or More Races	4	0.3%		

Student Information	-----Non-Special Education Rates-----			-----Special Education Rates-----		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	-	1.7%	1.7%	-	14.6%	6.2%
Grade 1	-	3.3%	3.1%	-	1.9%	5.5%
Grade 2	-	1.9%	1.8%	-	2.5%	2.3%
Grade 3	-	0.7%	1.1%	-	0.0%	0.9%
Grade 4	-	0.2%	0.5%	-	0.0%	0.5%
Grade 5	-	0.2%	0.5%	-	0.0%	0.6%
Grade 6	0.0%	0.0%	0.4%	0.0%	0.0%	0.5%
Grade 7	0.3%	0.1%	0.6%	0.0%	0.0%	0.6%
Grade 8	0.6%	0.3%	0.4%	0.0%	0.0%	0.7%
Grade 9	-	3.1%	7.2%	-	6.7%	12.7%

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	-	17.3	18.9
Grade 1	-	19.0	18.8
Grade 2	-	19.3	18.7
Grade 3	-	17.8	18.9
Grade 4	-	17.9	19.2
Grade 5	-	22.9	21.2
Grade 6	23.9	23.5	20.4
Secondary:			
English/Language Arts	20.8	18.6	16.6
Foreign Languages	21.6	18.9	18.9
Mathematics	21.6	21.9	17.8
Science	19.7	21.3	18.9
Social Studies	19.7	21.4	19.3

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Staff Information

Total Students: 1,151
 Grade Span: 06 - 08
 School Type: Middle

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	87.2	100.0%	100.0%	100.0%
Professional Staff:	79.2	90.8%	66.8%	64.1%
Teachers	71.6	82.1%	55.4%	49.8%
Professional Support	4.6	5.3%	7.9%	10.1%
Campus Administration (School Leadership)	3.0	3.4%	2.6%	3.0%
Educational Aides:	8.0	9.2%	8.2%	10.3%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	0.0	n/a	4.0	4,414.0
Part-time	1.0	n/a	2.0	572.0
Counselors				
Full-time	2.0	n/a	20.0	12,433.0
Part-time	0.0	n/a	0.0	1,097.0
Total Minority Staff:	6.0	6.9%	11.9%	50.4%
Teachers by Ethnicity and Sex:				
African American	1.0	1.4%	1.4%	10.6%
Hispanic	3.0	4.2%	6.0%	27.7%
White	66.6	93.0%	92.0%	58.4%
American Indian	0.0	0.0%	0.2%	0.3%
Asian	1.0	1.4%	0.2%	1.7%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	0.0	0.0%	0.3%	1.1%
Males	16.7	23.4%	17.3%	23.8%
Females	54.9	76.6%	82.7%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.9	1.3%	1.3%	1.4%
Bachelors	51.2	71.5%	74.1%	73.6%
Masters	18.5	25.8%	23.9%	24.3%
Doctorate	1.0	1.4%	0.7%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	2.4	3.3%	4.0%	7.0%
1-5 Years Experience	15.0	21.0%	17.3%	28.9%
6-10 Years Experience	12.0	16.8%	18.8%	19.0%
11-20 Years Experience	29.7	41.4%	37.8%	29.3%
Over 20 Years Experience	12.6	17.6%	22.1%	15.7%
Number of Students per Teacher	16.1	n/a	15.1	15.1

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Staff Information

Total Students: 1,151
 Grade Span: 06 - 08
 School Type: Middle

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	5.0	6.3	6.3
Average Years Experience of Principals with District	5.0	4.1	5.4
Average Years Experience of Assistant Principals	5.5	7.1	5.3
Average Years Experience of Assistant Principals with District	4.5	5.3	4.7
Average Years Experience of Teachers:	13.2	13.6	11.1
Average Years Experience of Teachers with District:	6.3	6.6	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$40,458	\$45,948	\$47,218
1-5 Years Experience	\$51,928	\$51,962	\$50,408
6-10 Years Experience	\$54,610	\$54,468	\$52,786
11-20 Years Experience	\$56,884	\$57,483	\$56,041
Over 20 Years Experience	\$64,833	\$63,962	\$62,039
Average Actual Salaries (regular duties only):			
Teachers	\$56,323	\$56,934	\$54,122
Professional Support	\$65,693	\$64,178	\$64,069
Campus Administration (School Leadership)	\$81,663	\$83,903	\$78,947
Instructional Staff Percent:	n/a	67.8%	64.5%
Contracted Instructional Staff (not incl. above):	0.3	6.0	6,043.6

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Staff Information

Program Information	----- Campus -----		District	State
	Count	Percent		
Student Enrollment by Program:				
Bilingual/ESL Education	8	0.7%	3.2%	19.7%
Career & Technical Education	0	0.0%	28.9%	26.3%
Gifted & Talented Education	111	9.6%	7.1%	8.1%
Special Education	69	6.0%	7.4%	9.6%
Teachers by Program (population served):				
Bilingual/ESL Education	0.0	0.0%	0.1%	6.4%
Career & Technical Education	0.0	0.0%	5.7%	4.9%
Compensatory Education	0.6	0.8%	4.2%	2.7%
Gifted & Talented Education	0.0	0.0%	0.0%	2.0%
Regular Education	58.6	81.9%	77.1%	71.4%
Special Education	12.4	17.3%	12.9%	9.1%
Other	0.0	0.0%	0.0%	3.6%

- '^' Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.
- '*' Indicates results are masked due to small numbers to protect student confidentiality.
- '**' When only one student disability group is masked, then the second smallest student disability group is masked regardless of size.
- '***' Due to changes in the evaluation of SAT/ACT results (for 2017-18 the best result was used, rather than the most recent), 2016-17 SAT/ACT results are not comparable and, where applicable, are not shown.
- '-' Indicates there are no students in the group.
- 'n/a' Indicates data reporting is not applicable for this group.
- '?' Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

[Link to: PEIMS Financial Standard Reports 2017-18 Financial Actual Report](#)

2018-19 Texas Academic Performance Report

District Name: **MONTGOMERY ISD**

Campus Name: **OAK HILLS J H**

Campus Number: **170903043**

2019 Accountability Rating: **A**

Distinction Designations:

Top 25 Percent: Comparative Academic Growth

Top 25 Percent: Comparative Closing the Gaps

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District Name: MONTGOMERY ISD
Campus Name: OAK HILLS J H
Campus Number: 170903043

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus STAAR Performance

Total Students: 1,081
Grade Span: 06 - 08
School Type: Middle

District Name: MONTGOMERY ISD
 Campus Name: OAK HILLS J H
 Campus Number: 170903043

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus STAAR Performance

Total Students: 1,081
 Grade Span: 06 - 08
 School Type: Middle

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)	
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																		
Grade 6 Reading																		
At Approaches Grade Level or Above	2019	68%	80%	85%	*	85%	87%	*	*	-	75%	56%	100%	87%	81%	78%	64%	
	2018	69%	82%	89%	*	81%	91%	*	*	-	71%	65%	78%	88%	89%	77%	86%	
At Meets Grade Level or Above	2019	37%	48%	53%	*	51%	54%	*	*	-	63%	28%	67%	53%	55%	42%	23%	
	2018	39%	49%	52%	*	38%	55%	*	*	-	36%	38%	22%	54%	46%	34%	14%	
At Masters Grade Level	2019	18%	23%	28%	*	27%	28%	*	*	-	25%	12%	67%	28%	27%	17%	9%	
	2018	19%	25%	28%	*	17%	30%	*	*	-	14%	19%	11%	29%	26%	11%	14%	
Grade 6 Mathematics																		
At Approaches Grade Level or Above	2019	81%	92%	94%	*	88%	95%	*	*	-	88%	80%	100%	95%	90%	84%	82%	
	2018	77%	89%	93%	*	88%	95%	*	*	-	71%	69%	100%	93%	93%	86%	83%	
At Meets Grade Level or Above	2019	47%	66%	69%	*	61%	71%	*	*	-	75%	44%	86%	72%	62%	53%	45%	
	2018	44%	63%	71%	*	55%	75%	*	*	-	57%	38%	89%	71%	70%	56%	67%	
At Masters Grade Level	2019	21%	36%	38%	*	30%	40%	*	*	-	63%	8%	43%	41%	32%	20%	14%	
	2018	18%	31%	39%	*	23%	42%	*	*	-	36%	15%	56%	41%	36%	21%	17%	
Grade 7 Reading																		
At Approaches Grade Level or Above	2019	76%	86%	89%	63%	88%	90%	*	*	-	83%	71%	100%	90%	86%	74%	75%	
	2018	74%	86%	89%	100%	83%	89%	*	100%	-	100%	55%	86%	90%	86%	79%	80%	
At Meets Grade Level or Above	2019	49%	61%	66%	25%	57%	70%	*	*	-	42%	42%	50%	70%	56%	48%	42%	
	2018	48%	60%	62%	38%	49%	66%	*	83%	-	80%	30%	86%	64%	59%	50%	40%	
At Masters Grade Level	2019	29%	37%	39%	13%	31%	43%	*	*	-	25%	8%	17%	42%	33%	28%	25%	
	2018	29%	35%	38%	25%	21%	42%	*	50%	-	20%	15%	57%	37%	41%	21%	7%	
Grade 7 Mathematics																		
At Approaches Grade Level or Above	2019	75%	87%	88%	83%	82%	91%	*	-	-	75%	58%	*	88%	87%	81%	60%	
	2018	72%	88%	92%	80%	94%	91%	*	*	-	*	83%	100%	92%	91%	92%	92%	
At Meets Grade Level or Above	2019	43%	58%	61%	0%	53%	67%	*	-	-	50%	29%	*	61%	62%	49%	50%	
	2018	40%	58%	67%	60%	66%	67%	*	*	-	*	44%	80%	70%	63%	62%	75%	
At Masters Grade Level	2019	17%	18%	18%	0%	11%	22%	*	-	-	0%	13%	*	20%	15%	17%	10%	
	2018	18%	23%	26%	0%	20%	27%	*	*	-	*	22%	60%	26%	25%	17%	25%	
Grade 7 Writing																		
At Approaches Grade Level or Above	2019	70%	82%	85%	63%	88%	86%	*	*	-	58%	48%	83%	86%	83%	73%	67%	
	2018	69%	82%	85%	88%	82%	86%	*	100%	-	*	41%	86%	86%	85%	74%	79%	
At Meets Grade Level or Above	2019	42%	55%	57%	25%	52%	60%	*	*	-	33%	28%	33%	61%	48%	39%	50%	
	2018	43%	56%	56%	38%	44%	59%	*	67%	-	*	41%	29%	56%	56%	35%	14%	
At Masters Grade Level	2019	18%	24%	28%	25%	18%	31%	*	*	-	17%	8%	0%	31%	21%	10%	17%	
	2018	15%	20%	17%	25%	13%	17%	*	17%	-	*	12%	0%	18%	13%	4%	0%	
Grade 8 Reading^																		
At Approaches Grade Level or Above	2019	86%	92%	92%	89%	88%	93%	*	100%	-	80%	50%	100%	94%	89%	85%	85%	
	2018	86%	91%	92%	100%	75%	95%	*	100%	*	90%	61%	*	94%	89%	75%	60%	
At Meets Grade Level or Above	2019	55%	66%	65%	44%	46%	69%	*	100%	-	80%	33%	100%	66%	64%	42%	31%	
	2018	49%	57%	61%	71%	40%	66%	*	60%	*	60%	21%	*	62%	60%	29%	20%	

District Name: MONTGOMERY ISD
 Campus Name: OAK HILLS J H
 Campus Number: 170903043

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus STAAR Performance

Total Students: 1,081
 Grade Span: 06 - 08
 School Type: Middle

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)	
At Masters Grade Level	2019	28%	37%	39%	22%	24%	42%	*	67%	-	40%	10%	80%	39%	40%	23%	15%	
	2018	27%	33%	36%	43%	23%	38%	*	20%	*	60%	9%	*	37%	35%	16%	10%	
Grade 8 Mathematics ^A																		
At Approaches Grade Level or Above	2019	88%	97%	97%	89%	94%	97%	*	*	-	100%	69%	100%	97%	96%	92%	92%	
	2018	86%	93%	92%	100%	80%	95%	*	*	*	71%	47%	*	93%	90%	85%	67%	
At Meets Grade Level or Above	2019	57%	85%	83%	67%	76%	85%	*	*	-	86%	45%	100%	88%	74%	67%	77%	
	2018	51%	74%	75%	60%	55%	79%	*	*	*	43%	29%	*	77%	69%	50%	33%	
At Masters Grade Level	2019	17%	44%	39%	22%	18%	41%	*	*	-	71%	21%	38%	40%	34%	22%	23%	
	2018	15%	35%	36%	40%	18%	39%	*	*	*	29%	9%	*	39%	29%	14%	8%	
Grade 8 Science																		
At Approaches Grade Level or Above	2019	81%	91%	93%	89%	85%	94%	*	100%	-	80%	63%	100%	94%	91%	86%	75%	
	2018	76%	84%	84%	71%	66%	87%	*	100%	*	78%	44%	*	85%	83%	67%	40%	
At Meets Grade Level or Above	2019	51%	64%	62%	33%	44%	65%	*	100%	-	60%	37%	80%	64%	57%	39%	42%	
	2018	52%	61%	62%	57%	37%	65%	*	100%	*	78%	29%	*	65%	56%	37%	20%	
At Masters Grade Level	2019	25%	31%	26%	11%	19%	28%	*	50%	-	20%	23%	40%	27%	25%	18%	8%	
	2018	28%	34%	34%	43%	23%	36%	*	20%	*	22%	9%	*	32%	36%	6%	10%	
Grade 8 Social Studies																		
At Approaches Grade Level or Above	2019	69%	83%	80%	67%	71%	82%	*	100%	-	80%	53%	80%	83%	74%	66%	62%	
	2018	65%	78%	76%	71%	58%	78%	*	100%	*	80%	42%	*	77%	73%	55%	50%	
At Meets Grade Level or Above	2019	37%	53%	53%	44%	45%	54%	*	83%	-	60%	40%	80%	55%	50%	40%	23%	
	2018	36%	44%	40%	57%	25%	41%	*	60%	*	40%	30%	*	39%	42%	17%	10%	
At Masters Grade Level	2019	21%	32%	34%	44%	29%	34%	*	33%	-	60%	13%	40%	34%	32%	22%	8%	
	2018	21%	26%	23%	43%	11%	24%	*	60%	*	10%	6%	*	24%	21%	3%	10%	
End of Course Algebra I																		
At Approaches Grade Level or Above	2019	85%	89%	100%	*	100%	100%	-	*	-	*	*	*	100%	100%	100%	*	
	2018	83%	93%	100%	*	100%	100%	-	*	-	*	*	*	100%	100%	*	*	
At Meets Grade Level or Above	2019	61%	69%	100%	*	100%	100%	-	*	-	*	*	*	100%	100%	100%	*	
	2018	55%	77%	100%	*	100%	100%	-	*	-	*	*	*	100%	100%	*	*	
At Masters Grade Level	2019	37%	49%	96%	*	100%	95%	-	*	-	*	*	*	95%	100%	91%	*	
	2018	32%	53%	96%	*	100%	96%	-	*	-	*	*	*	97%	93%	*	*	
All Grades All Subjects																		
At Approaches Grade Level or Above	2019	78%	88%	90%	79%	86%	91%	73%	91%	-	79%	61%	96%	91%	87%	80%	74%	
	2018	77%	87%	88%	88%	79%	90%	73%	100%	*	81%	55%	91%	89%	87%	77%	71%	
At Meets Grade Level or Above	2019	50%	64%	65%	41%	55%	68%	27%	86%	-	58%	37%	76%	68%	60%	47%	42%	
	2018	48%	61%	62%	56%	47%	65%	23%	79%	*	59%	33%	68%	63%	59%	41%	33%	
At Masters Grade Level	2019	24%	32%	35%	24%	25%	38%	0%	54%	-	35%	14%	39%	37%	31%	21%	15%	
	2018	22%	29%	33%	37%	20%	35%	14%	43%	*	30%	12%	40%	34%	31%	13%	11%	
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2019	75%	85%	89%	75%	87%	90%	80%	82%	-	80%	58%	100%	91%	85%	79%	72%	
	2018	74%	85%	90%	94%	80%	91%	86%	100%	*	83%	61%	83%	90%	88%	77%	75%	
At Meets Grade Level or Above	2019	48%	61%	62%	40%	51%	65%	20%	82%	-	56%	34%	71%	63%	59%	43%	30%	
	2018	46%	60%	59%	56%	43%	62%	0%	69%	*	52%	29%	56%	60%	55%	38%	28%	
At Masters Grade Level	2019	21%	28%	36%	20%	27%	38%	0%	55%	-	28%	10%	53%	37%	33%	22%	15%	
	2018	19%	26%	34%	33%	20%	37%	0%	38%	*	31%	14%	33%	34%	34%	16%	9%	

District Name: MONTGOMERY ISD
 Campus Name: OAK HILLS J H
 Campus Number: 170903043

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus STAAR Performance

Total Students: 1,081
 Grade Span: 06 - 08
 School Type: Middle

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)	
All Grades Mathematics																	
At Approaches Grade Level or Above	2019	82%	91%	94%	90%	89%	96%	80%	91%	-	88%	70%	100%	95%	92%	87%	81%
	2018	81%	91%	93%	94%	87%	95%	71%	100%	*	79%	63%	100%	94%	92%	88%	81%
At Meets Grade Level or Above	2019	52%	68%	77%	50%	66%	80%	40%	82%	-	72%	41%	94%	80%	69%	59%	57%
	2018	50%	66%	74%	65%	61%	78%	29%	92%	*	66%	37%	89%	76%	71%	56%	58%
At Masters Grade Level	2019	26%	39%	42%	25%	27%	45%	0%	73%	-	48%	16%	39%	45%	34%	23%	19%
	2018	24%	35%	41%	41%	25%	44%	14%	62%	*	38%	15%	56%	44%	36%	18%	19%
All Grades Writing																	
At Approaches Grade Level or Above	2019	68%	80%	85%	63%	88%	86%	*	*	-	58%	48%	83%	86%	83%	73%	67%
	2018	66%	77%	85%	88%	82%	86%	*	100%	-	*	41%	86%	86%	85%	74%	79%
At Meets Grade Level or Above	2019	38%	50%	57%	25%	52%	60%	*	*	-	33%	28%	33%	61%	48%	39%	50%
	2018	41%	52%	56%	38%	44%	59%	*	67%	-	*	41%	29%	56%	56%	35%	14%
At Masters Grade Level	2019	14%	19%	28%	25%	18%	31%	*	*	-	17%	8%	0%	31%	21%	10%	17%
	2018	13%	16%	17%	25%	13%	17%	*	17%	-	*	12%	0%	18%	13%	4%	0%
All Grades Science																	
At Approaches Grade Level or Above	2019	81%	90%	93%	89%	85%	94%	*	100%	-	80%	63%	100%	94%	91%	86%	75%
	2018	80%	87%	84%	71%	66%	87%	*	100%	*	78%	44%	*	85%	83%	67%	40%
At Meets Grade Level or Above	2019	54%	65%	62%	33%	44%	65%	*	100%	-	60%	37%	80%	64%	57%	39%	42%
	2018	51%	61%	62%	57%	37%	65%	*	100%	*	78%	29%	*	65%	56%	37%	20%
At Masters Grade Level	2019	25%	28%	26%	11%	19%	28%	*	50%	-	20%	23%	40%	27%	25%	18%	8%
	2018	23%	28%	34%	43%	23%	36%	*	20%	*	22%	9%	*	32%	36%	6%	10%
All Grades Social Studies																	
At Approaches Grade Level or Above	2019	81%	90%	80%	67%	71%	82%	*	100%	-	80%	53%	80%	83%	74%	66%	62%
	2018	78%	86%	76%	71%	58%	78%	*	100%	*	80%	42%	*	77%	73%	55%	50%
At Meets Grade Level or Above	2019	55%	70%	53%	44%	45%	54%	*	83%	-	60%	40%	80%	55%	50%	40%	23%
	2018	53%	63%	40%	57%	25%	41%	*	60%	*	40%	30%	*	39%	42%	17%	10%
At Masters Grade Level	2019	33%	44%	34%	44%	29%	34%	*	33%	-	60%	13%	40%	34%	32%	22%	8%
	2018	31%	38%	23%	43%	11%	24%	*	60%	*	10%	6%	*	24%	21%	3%	10%

District Name: MONTGOMERY ISD
 Campus Name: OAK HILLS J H
 Campus Number: 170903043

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus Progress

Total Students: 1,081
 Grade Span: 06 - 08
 School Type: Middle

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
Grade 6 ELA/Reading	2019	42	45	52	*	59	50	*	*	-	44	50	67	53	51	49	50
	2018	47	49	53	*	55	53	*	*	-	38	60	44	54	51	51	36
Grade 6 Mathematics	2019	54	73	75	*	76	75	*	*	-	88	48	93	78	71	69	77
	2018	56	68	74	*	78	74	*	*	-	69	64	94	73	75	72	83
Grade 7 ELA/Reading	2019	77	78	79	56	82	79	*	*	-	91	68	83	79	80	79	82
	2018	76	75	78	94	72	79	*	83	-	*	82	100	77	80	73	97
Grade 7 Mathematics	2019	63	74	72	67	79	70	*	-	-	71	50	*	73	69	71	69
	2018	67	71	80	60	85	80	*	*	-	*	78	100	80	80	77	100
Grade 8 ELA/Reading	2019	77	78	76	89	71	76	*	83	-	100	53	80	76	74	67	58
	2018	79	80	82	93	85	82	*	100	*	67	78	*	83	81	79	75
Grade 8 Mathematics	2019	84	90	85	85	78	86	*	100	-	100	94	56	86	83	87	83
	2018	81	83	79	100	74	79	*	*	*	80	58	*	81	74	74	67
End of Course Algebra I	2019	75	73	98	*	100	98	-	*	-	*	*	*	98	100	100	*
	2018	72	82	99	*	100	100	-	*	-	*	*	*	100	96	*	*
All Grades Both Subjects	2019	69	74	75	74	74	74	85	77	-	82	62	76	76	72	71	70
	2018	69	71	75	89	75	75	57	87	*	66	69	82	75	75	71	80
All Grades ELA/Reading	2019	68	70	70	73	70	69	80	73	-	77	57	76	70	68	65	61
	2018	69	68	71	91	70	71	64	88	*	56	73	72	71	71	68	77
All Grades Mathematics	2019	70	77	80	76	78	80	90	82	-	88	67	75	81	76	77	78
	2018	70	74	80	88	80	80	50	85	*	76	65	92	80	78	75	84

District Name: MONTGOMERY ISD
 Campus Name: OAK HILLS J H
 Campus Number: 170903043

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Prior Year and Student Success Initiative

Total Students: 1,081
 Grade Span: 06 - 08
 School Type: Middle

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2019	41%	49%	42%	*	52%	39%	*	*	-	60%	24%	37%	10%
	2018	38%	47%	48%	*	42%	50%	*	-	-	*	32%	40%	*
Mathematics	2019	45%	60%	63%	*	57%	64%	*	-	-	*	41%	48%	*
	2018	47%	56%	45%	*	39%	46%	*	-	*	*	27%	46%	*
Student Success Initiative														
Grade 5 Reading														
STAAR Met Standard (Non-Proficient in Previous Year)														
Promoted to Grade 6														
	2019	9%	19%	18%	-	33%	*	-	*	-	*	*	33%	20%
Grade 5 Mathematics														
STAAR Met Standard (Non-Proficient in Previous Year)														
Promoted to Grade 6														
	2019	24%	63%	60%	-	*	*	-	-	-	-	*	*	*
Grade 8 Reading														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	78%	88%	90%	89%	84%	91%	*	100%	-	80%	40%	79%	*
Students Requiring Accelerated Instruction														
	2019	22%	12%	10%	11%	16%	9%	0%	0%	-	20%	60%	21%	*
STAAR Cumulative Met Standard														
	2019	85%	92%	93%	89%	88%	93%	*	100%	-	80%	44%	84%	*
STAAR Non-Proficient Students Promoted by Grade Placement Committee														
	2018	99%	100%	100%	-	100%	100%	-	-	*	-	100%	100%	*
Grade 8 Mathematics														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	82%	96%	96%	78%	94%	97%	*	*	-	100%	63%	92%	*
Students Requiring Accelerated Instruction														
	2019	18%	4%	4%	22%	6%	3%	*	*	-	0%	38%	8%	*
STAAR Cumulative Met Standard														
	2019	88%	97%	97%	89%	94%	97%	*	*	-	100%	63%	92%	*
STAAR Non-Proficient Students Promoted by Grade Placement Committee														
	2018	98%	100%	100%	-	100%	100%	-	-	-	*	100%	100%	*

District Name: MONTGOMERY ISD
 Campus Name: OAK HILLS J H
 Campus Number: 170903043

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus STAAR Performance
 Bilingual Education/English as a Second Language

Total Students: 1,081
 Grade Span: 06 - 08
 (Current EL 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 EL
STAAR Performance Rate by Subject and Performance Level														
All Grades All Subjects														
At Approaches Grade Level or Above	2019	78%	88%	90%	-	-	-	-	38%	-	38%	-	38%	38%
	2018	77%	87%	88%	-	-	-	-	29%	-	29%	-	29%	29%
At Meets Grade Level or Above	2019	50%	64%	65%	-	-	-	-	11%	-	11%	-	11%	11%
	2018	48%	61%	62%	-	-	-	-	17%	-	17%	-	17%	17%
At Masters Grade Level	2019	24%	32%	35%	-	-	-	-	0%	-	0%	-	0%	0%
	2018	22%	29%	33%	-	-	-	-	4%	-	4%	-	4%	4%
All Grades ELA/Reading														
At Approaches Grade Level or Above	2019	75%	85%	89%	-	-	-	-	38%	-	38%	-	38%	38%
	2018	74%	85%	90%	-	-	-	-	38%	-	38%	-	38%	38%
At Meets Grade Level or Above	2019	48%	61%	62%	-	-	-	-	13%	-	13%	-	13%	13%
	2018	46%	60%	59%	-	-	-	-	13%	-	13%	-	13%	13%
At Masters Grade Level	2019	21%	28%	36%	-	-	-	-	0%	-	0%	-	0%	0%
	2018	19%	26%	34%	-	-	-	-	13%	-	13%	-	13%	13%
All Grades Mathematics														
At Approaches Grade Level or Above	2019	82%	91%	94%	-	-	-	-	50%	-	50%	-	50%	50%
	2018	81%	91%	93%	-	-	-	-	38%	-	38%	-	38%	38%
At Meets Grade Level or Above	2019	52%	68%	77%	-	-	-	-	13%	-	13%	-	13%	13%
	2018	50%	66%	74%	-	-	-	-	25%	-	25%	-	25%	25%
At Masters Grade Level	2019	26%	39%	42%	-	-	-	-	0%	-	0%	-	0%	0%
	2018	24%	35%	41%	-	-	-	-	0%	-	0%	-	0%	0%
All Grades Writing														
At Approaches Grade Level or Above	2019	68%	80%	85%	-	-	-	-	*	-	*	-	*	*
	2018	66%	77%	85%	-	-	-	-	*	-	*	-	*	*
At Meets Grade Level or Above	2019	38%	50%	57%	-	-	-	-	*	-	*	-	*	*
	2018	41%	52%	56%	-	-	-	-	*	-	*	-	*	*
At Masters Grade Level	2019	14%	19%	28%	-	-	-	-	*	-	*	-	*	*
	2018	13%	16%	17%	-	-	-	-	*	-	*	-	*	*
All Grades Science														
At Approaches Grade Level or Above	2019	81%	90%	93%	-	-	-	-	*	-	*	-	*	*
	2018	80%	87%	84%	-	-	-	-	*	-	*	-	*	*
At Meets Grade Level or Above	2019	54%	65%	62%	-	-	-	-	*	-	*	-	*	*
	2018	51%	61%	62%	-	-	-	-	*	-	*	-	*	*
At Masters Grade Level	2019	25%	28%	26%	-	-	-	-	*	-	*	-	*	*
	2018	23%	28%	34%	-	-	-	-	*	-	*	-	*	*
All Grades Social Studies														
At Approaches Grade Level or Above	2019	81%	90%	80%	-	-	-	-	*	-	*	-	*	*
	2018	78%	86%	76%	-	-	-	-	*	-	*	-	*	*
At Meets Grade Level or Above	2019	55%	70%	53%	-	-	-	-	*	-	*	-	*	*
	2018	53%	63%	40%	-	-	-	-	*	-	*	-	*	*
At Masters Grade Level	2019	33%	44%	34%	-	-	-	-	*	-	*	-	*	*
	2018	31%	38%	23%	-	-	-	-	*	-	*	-	*	*
School Progress Domain - Academic Growth Score														
All Grades Both Subjects														
	2019	69%	74%	75%	-	-	-	-	52%	-	52%	-	52%	52%
	2018	69%	71%	75%	-	-	-	-	56%	-	56%	-	56%	56%
All Grades ELA/Reading														
	2019	68%	70%	70%	-	-	-	-	45%	-	45%	-	45%	45%
	2018	69%	68%	71%	-	-	-	-	56%	-	56%	-	56%	56%
All Grades Mathematics														
	2019	70%	77%	80%	-	-	-	-	57%	-	57%	-	57%	57%
	2018	70%	74%	80%	-	-	-	-	56%	-	56%	-	56%	56%
Progress of Prior Year STAAR Non-Proficient Students (Percent of Non-Proficient Passing STAAR)														
Reading	2019	41%	49%	42%	-	-	-	-	10%	-	10%	-	10%	10%

District Name: MONTGOMERY ISD
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TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus STAAR Performance
 Bilingual Education/English as a Second Language

Total Students: 1,081
 Grade Span: 06 - 08
 (Current EL 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 EL
Mathematics	2018	38%	47%	48%	-	-	-	-	-	*	-	*	-	*	*
	2019	45%	60%	63%	-	-	-	-	-	*	-	*	-	*	*
	2018	47%	56%	45%	-	-	-	-	-	*	-	*	-	*	*

District Name: MONTGOMERY ISD
 Campus Name: OAK HILLS J H
 Campus Number: 170903043

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus STAAR Participation

Total Students: 1,081
 Grade Span: 06 - 08
 School Type: Middle

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2019 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	98%	97%	92%	98%	97%	100%	100%	-	100%	97%	96%	100%
Included in Accountability	94%	94%	93%	78%	91%	94%	88%	100%	-	94%	87%	90%	76%
Not Included in Accountability													
Mobile	4%	3%	4%	8%	5%	3%	12%	0%	-	6%	5%	5%	14%
Other Exclusions	1%	0%	1%	6%	2%	0%	0%	0%	-	0%	5%	1%	10%
Not Tested	1%	2%	3%	8%	2%	3%	0%	0%	-	0%	3%	4%	0%
Absent	1%	2%	3%	7%	2%	3%	0%	0%	-	0%	3%	4%	0%
Other	0%	0%	0%	1%	0%	0%	0%	0%	-	0%	0%	0%	0%
2018 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	98%	96%	95%	97%	96%	96%	100%	*	96%	95%	97%	100%
Included in Accountability	94%	94%	93%	92%	93%	93%	96%	100%	*	91%	91%	92%	100%
Not Included in Accountability													
Mobile	4%	4%	3%	0%	3%	3%	0%	0%	*	4%	2%	4%	0%
Other Exclusions	1%	0%	0%	3%	0%	0%	0%	0%	*	0%	2%	0%	0%
Not Tested	1%	2%	4%	5%	3%	4%	4%	0%	*	4%	5%	3%	0%
Absent	1%	2%	4%	5%	3%	4%	4%	0%	*	4%	5%	3%	0%
Other	0%	0%	0%	0%	0%	0%	0%	0%	*	0%	0%	0%	0%

District Name: MONTGOMERY ISD
 Campus Name: OAK HILLS J H
 Campus Number: 170903043

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Attendance, Graduation, and Dropout Rates

Total Students: 1,081
 Grade Span: 06 - 08
 School Type: Middle

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Attendance Rate													
2017-18	95.4%	95.2%	96.0%	97.7%	96.3%	95.9%	95.3%	97.7%	*	96.6%	94.6%	94.3%	95.8%
2016-17	95.7%	95.3%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 7-8)													
2017-18	0.4%	0.3%	0.3%	0.0%	0.0%	0.4%	0.0%	0.0%	*	0.0%	1.6%	1.1%	0.0%
2016-17	0.3%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2017-18	1.9%	0.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.9%	0.6%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	90.0%	97.5%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.8%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.7%	1.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	98.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.3%	98.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	89.7%	93.8%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	1.7%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	4.0%	1.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	3.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.1%	95.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	96.7%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.0%	94.8%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	1.9%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	2.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	96.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	97.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	91.6%	96.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	2.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.2%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	1.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.2%	98.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	98.2%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2016													
Graduated	92.1%	96.2%	-	-	-	-	-	-	-	-	-	-	-

District Name: MONTGOMERY ISD
 Campus Name: OAK HILLS J H
 Campus Number: 170903043

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus Attendance, Graduation, and Dropout Rates

Total Students: 1,081
 Grade Span: 06 - 08
 School Type: Middle

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Received TxCHSE	0.8%	2.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	1.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.9%	98.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	98.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2015													
Graduated	91.8%	93.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	1.0%	3.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.7%	3.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	96.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.3%	96.1%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2018	90.0%	96.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	89.7%	92.5%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2018	68.5%	*	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	88.5%	83.8%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2018	5.0%	10.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	6.0%	33.3%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2018	82.0%	83.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	60.8%	66.7%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2018	86.8%	94.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	85.9%	84.3%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2017-18	37.7%	50.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	87.2%	82.6%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2017-18	4.9%	11.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	7.2%	20.8%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2017-18	81.5%	83.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	56.5%	79.2%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2017-18	85.1%	93.9%	-	-	-	-	-	-	-	-	-	-	-
2016-17	84.0%	83.4%	-	-	-	-	-	-	-	-	-	-	-

District Name: MONTGOMERY ISD
 Campus Name: OAK HILLS J H
 Campus Number: 170903043

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Graduation Profile

Total Students: 1,081
 Grade Span: 06 - 08
 School Type: Middle

	Campus Count	Campus Percent	District Count	State Count
Graduates (2017-18 Annual Graduates)				
Total Graduates	-	-	627	347,893
By Ethnicity:				
African American	-	-	22	43,502
Hispanic	-	-	81	173,272
White	-	-	499	107,052
American Indian	-	-	5	1,226
Asian	-	-	10	15,589
Pacific Islander	-	-	1	528
Two or More Races	-	-	9	6,724
By Graduation Type:				
Minimum H.S. Program	-	-	3	5,855
Recommended H.S. Program/Distinguished Achievement Program	-	-	3	3,538
Foundation H.S. Program (No Endorsement)	-	-	37	49,432
Foundation H.S. Program (Endorsement)	-	-	68	16,542
Foundation H.S. Program (DLA)	-	-	516	272,526
Special Education Graduates	-	-	41	25,962
Economically Disadvantaged Graduates	-	-	92	166,956
LEP Graduates	-	-	4	21,359
At-Risk Graduates	-	-	171	144,805

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2018-19 Campus College, Career, and Military Readiness (CCMR)

District Name: MONTGOMERY ISD

Campus Name: OAK HILLS J H

Campus Number: 170903043

Total Students: 1,081

Grade Span: 06 - 08

School Type: Middle

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
College, Career, and Military Ready Graduates (Student Achievement) ***													
College, Career, or Military Ready (Annual Graduates)													
2017-18	65.5%	79.7%	-	-	-	-	-	-	-	-	-	-	-
College Ready Graduates ***													
College Ready (Annual Graduates)													
2017-18	50.0%	59.3%	-	-	-	-	-	-	-	-	-	-	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2017-18	58.2%	71.6%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	46.0%	58.7%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	42.1%	57.7%	-	-	-	-	-	-	-	-	-	-	-
Dual Course Credits (Annual Graduates)													
Any Subject													
2017-18	20.7%	26.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.9%	21.8%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2017-18	20.4%	16.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	20.1%	13.9%	-	-	-	-	-	-	-	-	-	-	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2017-18	1.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
OnRamps Course Credits (Annual Graduates)													
2017-18	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2017-18	28.7%	48.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	13.2%	11.3%	-	-	-	-	-	-	-	-	-	-	-
Approved Industry-Based Certification (Annual Graduates)													
2017-18	4.8%	3.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	2.7%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2017-18	1.7%	3.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.0%	0.4%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2017-18	38.7%	84.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	17.3%	19.0%	-	-	-	-	-	-	-	-	-	-	-

District Name: MONTGOMERY ISD
 Campus Name: OAK HILLS J H
 Campus Number: 170903043

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus College, Career, and Military Readiness (CCMR)

Total Students: 1,081
 Grade Span: 06 - 08
 School Type: Middle

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
U.S. Armed Forces Enlistment (Annual Graduates)													
2017-18	4.3%	2.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	2.2%	1.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2017-18	2.6%	2.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates with Level I or Level II Certificate (Annual Graduates)													
2017-18	0.6%	0.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus CCMR-Related Indicators

District Name: MONTGOMERY ISD
 Campus Name: OAK HILLS J H
 Campus Number: 170903043

Total Students: 1,081
 Grade Span: 06 - 08
 School Type: Middle

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
TSIA Results (Graduates >= Criterion) (Annual Graduates)													
Reading													
2017-18	32.1%	50.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	23.4%	32.3%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	23.7%	38.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.8%	27.2%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	18.1%	36.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	12.9%	22.0%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence (Annual Graduates)													
2017-18	58.4%	86.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	50.5%	83.9%	-	-	-	-	-	-	-	-	-	-	-
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2017-18	2.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	3.9%	9.9%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.4%	7.0%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	0.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2018	25.8%	22.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	26.2%	22.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018	15.3%	9.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	15.9%	7.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018	7.3%	4.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	7.2%	4.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018	10.8%	10.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	10.9%	8.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2018	14.5%	16.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	15.0%	17.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2018	50.7%	59.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	49.1%	47.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018	42.5%	68.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	41.3%	59.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018	52.8%	77.2%	-	-	-	-	-	-	-	-	n/a	-	n/a

District Name: MONTGOMERY ISD
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TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus CCMR-Related Indicators

Total Students: 1,081
 Grade Span: 06 - 08
 School Type: Middle

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2017 Science	51.3%	71.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018 Science	38.0%	59.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017 Social Studies	38.3%	45.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018 Social Studies	44.6%	47.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017 Social Studies	41.4%	36.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
SAT/ACT Results (Annual Graduates) ***													
Tested													
2017-18	74.6%	68.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016-17	73.5%	65.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
At/Above Criterion													
2017-18	37.9%	61.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
Average SAT Score (Annual Graduates) ***													
All Subjects													
2017-18	1036	1131	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts and Writing													
2017-18	521	569	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2017-18	515	561	-	-	-	-	-	-	-	-	n/a	-	n/a
Average ACT Score (Annual Graduates) ***													
All Subjects													
2017-18	20.6	24.0	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2017-18	20.3	24.1	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2017-18	20.6	23.6	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2017-18	20.9	23.6	-	-	-	-	-	-	-	-	n/a	-	n/a

District Name: MONTGOMERY ISD
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TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus Other Postsecondary Indicators

Total Students: 1,081
 Grade Span: 06 - 08
 School Type: Middle

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Advanced Dual-Credit Course Completion (Grades 9-12)													
Any Subject													
2017-18	43.4%	39.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	37.1%	29.8%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts													
2017-18	17.3%	17.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	16.8%	5.1%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	20.7%	19.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.5%	16.0%	-	-	-	-	-	-	-	-	-	-	-
Science													
2017-18	21.2%	16.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	5.7%	2.0%	-	-	-	-	-	-	-	-	-	-	-
Social Studies													
2017-18	22.8%	23.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	21.8%	21.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2016-17	54.6%	59.0%	-	-	-	-	-	-	-	-	-	-	-
2015-16	54.7%	60.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2016-17	59.2%	73.6%	-	-	-	-	-	-	-	-	-	-	-
2015-16	55.7%	74.1%	-	-	-	-	-	-	-	-	-	-	-

District Name: MONTGOMERY ISD
 Campus Name: OAK HILLS J H
 Campus Number: 170903043

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus Student Information

Total Students: 1,081
 Grade Span: 06 - 08
 School Type: Middle

Student Information	----- Campus -----		District	State
	Count	Percent		
Total Students	1,081	100.0%	8,837	5,416,400
Students by Grade:				
Early Childhood Education	0	0.0%	0.3%	0.3%
Pre-Kindergarten	0	0.0%	1.9%	4.4%
Kindergarten	0	0.0%	6.2%	6.9%
Grade 1	0	0.0%	7.3%	7.1%
Grade 2	0	0.0%	7.1%	7.2%
Grade 3	0	0.0%	6.7%	7.3%
Grade 4	0	0.0%	7.2%	7.6%
Grade 5	0	0.0%	7.6%	7.7%
Grade 6	345	31.9%	8.4%	7.7%
Grade 7	357	33.0%	8.2%	7.5%
Grade 8	379	35.1%	8.7%	7.5%
Grade 9	0	0.0%	8.4%	8.1%
Grade 10	0	0.0%	7.9%	7.4%
Grade 11	0	0.0%	7.4%	6.9%
Grade 12	0	0.0%	6.6%	6.5%
Ethnic Distribution:				
African American	26	2.4%	2.7%	12.6%
Hispanic	179	16.6%	15.4%	52.6%
White	834	77.2%	77.3%	27.4%
American Indian	5	0.5%	0.4%	0.4%
Asian	11	1.0%	1.0%	4.5%
Pacific Islander	0	0.0%	0.1%	0.2%
Two or More Races	26	2.4%	3.0%	2.4%
Economically Disadvantaged	245	22.7%	25.3%	60.6%
Non-Educationally Disadvantaged	836	77.3%	74.7%	39.4%
Section 504 Students	137	12.7%	10.3%	6.5%
English Learners (EL)	19	1.8%	2.3%	19.5%
Students w/ Disciplinary Placements (2017-18)	7	0.7%	1.0%	1.4%
Students w/ Dyslexia	79	7.3%	4.4%	3.6%
At-Risk	305	28.2%	30.4%	50.1%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	91			
By Type of Primary Disability				
Students with Intellectual Disabilities	45	49.5%	37.5%	42.4%
Students with Physical Disabilities	11	12.1%	24.5%	21.9%
Students with Autism	12	13.2%	13.9%	13.7%
Students with Behavioral Disabilities	23	25.3%	22.8%	20.6%
Students with Non-Categorical Early Childhood	0	0.0%	1.2%	1.4%
Mobility (2017-18):				
Total Mobile Students	100	9.4%	10.8%	15.4%

District Name: MONTGOMERY ISD
 Campus Name: OAK HILLS J H
 Campus Number: 170903043

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus Student Information

Total Students: 1,081
 Grade Span: 06 - 08
 School Type: Middle

Student Information	----- Campus -----		District	State
	Count	Percent		
By Ethnicity:				
African American	2	0.2%		
Hispanic	16	1.5%		
White	80	7.5%		
American Indian	0	0.0%		
Asian	0	0.0%		
Pacific Islander	0	0.0%		
Two or More Races	2	0.2%		

Student Information	-----Non-Special Education Rates-----			-----Special Education Rates-----		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	-	1.7%	1.7%	-	14.6%	6.2%
Grade 1	-	3.3%	3.1%	-	1.9%	5.5%
Grade 2	-	1.9%	1.8%	-	2.5%	2.3%
Grade 3	-	0.7%	1.1%	-	0.0%	0.9%
Grade 4	-	0.2%	0.5%	-	0.0%	0.5%
Grade 5	-	0.2%	0.5%	-	0.0%	0.6%
Grade 6	0.0%	0.0%	0.4%	0.0%	0.0%	0.5%
Grade 7	0.0%	0.1%	0.6%	0.0%	0.0%	0.6%
Grade 8	0.0%	0.3%	0.4%	0.0%	0.0%	0.7%
Grade 9	-	3.1%	7.2%	-	6.7%	12.7%

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	-	17.3	18.9
Grade 1	-	19.0	18.8
Grade 2	-	19.3	18.7
Grade 3	-	17.8	18.9
Grade 4	-	17.9	19.2
Grade 5	-	22.9	21.2
Grade 6	22.9	23.5	20.4
Secondary:			
English/Language Arts	21.3	18.6	16.6
Foreign Languages	20.2	18.9	18.9
Mathematics	22.9	21.9	17.8
Science	20.6	21.3	18.9
Social Studies	21.9	21.4	19.3

District Name: MONTGOMERY ISD
 Campus Name: OAK HILLS J H
 Campus Number: 170903043

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Staff Information

Total Students: 1,081
 Grade Span: 06 - 08
 School Type: Middle

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	85.5	100.0%	100.0%	100.0%
Professional Staff:	74.6	87.2%	66.8%	64.1%
Teachers	65.8	76.9%	55.4%	49.8%
Professional Support	5.8	6.7%	7.9%	10.1%
Campus Administration (School Leadership)	3.0	3.5%	2.6%	3.0%
Educational Aides:	11.0	12.8%	8.2%	10.3%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	0.0	n/a	4.0	4,414.0
Part-time	1.0	n/a	2.0	572.0
Counselors				
Full-time	2.0	n/a	20.0	12,433.0
Part-time	0.0	n/a	0.0	1,097.0
Total Minority Staff:	6.2	7.3%	11.9%	50.4%
Teachers by Ethnicity and Sex:				
African American	1.0	1.5%	1.4%	10.6%
Hispanic	2.2	3.4%	6.0%	27.7%
White	62.6	95.1%	92.0%	58.4%
American Indian	0.0	0.0%	0.2%	0.3%
Asian	0.0	0.0%	0.2%	1.7%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	0.0	0.0%	0.3%	1.1%
Males	8.6	13.0%	17.3%	23.8%
Females	57.2	87.0%	82.7%	76.2%
Teachers by Highest Degree Held:				
No Degree	1.4	2.1%	1.3%	1.4%
Bachelors	54.3	82.5%	74.1%	73.6%
Masters	9.2	13.9%	23.9%	24.3%
Doctorate	1.0	1.5%	0.7%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	1.4	2.1%	4.0%	7.0%
1-5 Years Experience	14.2	21.6%	17.3%	28.9%
6-10 Years Experience	12.0	18.2%	18.8%	19.0%
11-20 Years Experience	21.7	33.0%	37.8%	29.3%
Over 20 Years Experience	16.5	25.0%	22.1%	15.7%
Number of Students per Teacher	16.4	n/a	15.1	15.1

District Name: MONTGOMERY ISD
 Campus Name: OAK HILLS J H
 Campus Number: 170903043

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Staff Information

Total Students: 1,081
 Grade Span: 06 - 08
 School Type: Middle

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	4.0	6.3	6.3
Average Years Experience of Principals with District	4.0	4.1	5.4
Average Years Experience of Assistant Principals	6.0	7.1	5.3
Average Years Experience of Assistant Principals with District	5.5	5.3	4.7
Average Years Experience of Teachers:	13.6	13.6	11.1
Average Years Experience of Teachers with District:	8.0	6.6	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$33,333	\$45,948	\$47,218
1-5 Years Experience	\$51,154	\$51,962	\$50,408
6-10 Years Experience	\$54,376	\$54,468	\$52,786
11-20 Years Experience	\$57,057	\$57,483	\$56,041
Over 20 Years Experience	\$64,021	\$63,962	\$62,039
Average Actual Salaries (regular duties only):			
Teachers	\$56,547	\$56,934	\$54,122
Professional Support	\$56,130	\$64,178	\$64,069
Campus Administration (School Leadership)	\$80,707	\$83,903	\$78,947
Instructional Staff Percent:	n/a	67.8%	64.5%
Contracted Instructional Staff (not incl. above):	0.3	6.0	6,043.6

District Name: MONTGOMERY ISD
 Campus Name: OAK HILLS J H
 Campus Number: 170903043

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Staff Information

Total Students: 1,081
 Grade Span: 06 - 08
 School Type: Middle

Program Information	----- Campus -----		District	State
	Count	Percent		
Student Enrollment by Program:				
Bilingual/ESL Education	19	1.8%	3.2%	19.7%
Career & Technical Education	0	0.0%	28.9%	26.3%
Gifted & Talented Education	116	10.7%	7.1%	8.1%
Special Education	91	8.4%	7.4%	9.6%
Teachers by Program (population served):				
Bilingual/ESL Education	0.0	0.0%	0.1%	6.4%
Career & Technical Education	0.0	0.0%	5.7%	4.9%
Compensatory Education	0.5	0.8%	4.2%	2.7%
Gifted & Talented Education	0.0	0.0%	0.0%	2.0%
Regular Education	57.0	86.7%	77.1%	71.4%
Special Education	8.3	12.6%	12.9%	9.1%
Other	0.0	0.0%	0.0%	3.6%

- '^' Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.
- '*' Indicates results are masked due to small numbers to protect student confidentiality.
- '**' When only one student disability group is masked, then the second smallest student disability group is masked regardless of size.
- '***' Due to changes in the evaluation of SAT/ACT results (for 2017-18 the best result was used, rather than the most recent), 2016-17 SAT/ACT results are not comparable and, where applicable, are not shown.
- '-' Indicates there are no students in the group.
- 'n/a' Indicates data reporting is not applicable for this group.
- '?' Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

[Link to: PEIMS Financial Standard Reports 2017-18 Financial Actual Report](#)

2018-19 Texas Academic Performance Report

District Name: **MONTGOMERY ISD**

Campus Name: **LINCOLN EL**

Campus Number: **170903102**

2019 Accountability Rating: **C**

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District Name: MONTGOMERY ISD
 Campus Name: LINCOLN EL
 Campus Number: 170903102

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus STAAR Performance

Total Students: 495
 Grade Span: PK - 05
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)	
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2019	76%	89%	83%	*	81%	88%	*	-	-	*	50%	*	82%	86%	81%	78%
At Meets Grade Level or Above	2019	45%	58%	56%	*	50%	61%	*	-	-	*	50%	*	55%	59%	57%	44%
At Masters Grade Level	2019	27%	36%	27%	*	19%	30%	*	-	-	*	10%	*	33%	14%	24%	11%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2019	79%	90%	90%	*	81%	93%	*	-	-	*	60%	*	89%	91%	90%	89%
At Meets Grade Level or Above	2019	49%	61%	55%	*	56%	58%	*	-	-	*	40%	*	55%	55%	52%	67%
At Masters Grade Level	2019	25%	34%	33%	*	31%	35%	*	-	-	*	20%	*	38%	23%	19%	22%
Grade 4 Reading																	
At Approaches Grade Level or Above	2019	75%	86%	81%	80%	67%	88%	*	*	-	50%	55%	-	85%	71%	61%	64%
At Meets Grade Level or Above	2019	44%	58%	51%	20%	40%	59%	*	*	-	38%	27%	-	51%	50%	29%	18%
At Masters Grade Level	2019	22%	30%	26%	20%	13%	32%	*	*	-	13%	18%	-	28%	21%	4%	9%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2019	75%	87%	81%	60%	73%	86%	*	*	-	57%	45%	-	82%	78%	67%	55%
At Meets Grade Level or Above	2019	48%	60%	57%	60%	40%	64%	*	*	-	29%	27%	-	57%	56%	44%	27%
At Masters Grade Level	2019	28%	36%	34%	0%	13%	44%	*	*	-	29%	18%	-	34%	33%	22%	9%
Grade 4 Writing																	
At Approaches Grade Level or Above	2019	67%	77%	75%	40%	67%	83%	-	*	-	50%	36%	-	78%	68%	59%	64%
At Meets Grade Level or Above	2019	35%	43%	41%	20%	40%	45%	-	*	-	38%	36%	-	42%	39%	22%	36%
At Masters Grade Level	2019	11%	13%	10%	0%	13%	12%	-	*	-	0%	18%	-	10%	11%	4%	18%
Grade 5 Reading^																	
At Approaches Grade Level or Above	2019	86%	95%	96%	*	86%	99%	-	*	-	*	*	-	95%	97%	90%	83%
At Meets Grade Level or Above	2019	54%	68%	60%	*	50%	62%	-	*	-	*	*	-	59%	61%	45%	33%
At Masters Grade Level	2019	29%	40%	25%	*	14%	28%	-	*	-	*	*	-	27%	19%	10%	8%
Grade 5 Mathematics^																	
At Approaches Grade Level or Above	2019	90%	95%	90%	*	77%	93%	-	*	-	*	*	-	92%	84%	86%	75%
At Meets Grade Level or Above	2019	58%	68%	42%	*	32%	46%	-	*	-	*	*	-	41%	45%	28%	17%
At Masters Grade Level	2019	36%	46%	26%	*	23%	28%	-	*	-	*	*	-	24%	29%	10%	0%
Grade 5 Science																	
At Approaches Grade Level or Above	2019	75%	84%	72%	*	62%	74%	-	*	-	*	*	-	75%	67%	62%	50%
At Meets Grade Level or Above	2019	49%	58%	39%	*	14%	45%	-	*	-	*	*	-	40%	37%	23%	0%
At Masters Grade Level	2019	24%	28%	13%	*	5%	15%	-	*	-	*	*	-	13%	13%	4%	0%
All Grades All Subjects																	
At Approaches Grade Level or Above	2019	78%	88%	83%	68%	75%	88%	*	100%	-	60%	48%	*	85%	80%	74%	69%
At Meets Grade Level or Above	2019	50%	64%	50%	36%	39%	55%	*	44%	-	33%	34%	*	50%	50%	37%	29%

District Name: MONTGOMERY ISD
 Campus Name: LINCOLN EL
 Campus Number: 170903102

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus STAAR Performance

Total Students: 495
 Grade Span: PK - 05
 School Type: Elementary

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
At Masters Grade Level	2019	24%	32%	24%	7%	16%	28%	*	33%	-	17%	15%	*	26%	21%	12%	9%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2019	75%	85%	87%	70%	79%	92%	*	*	-	64%	56%	*	88%	85%	77%	75%
At Meets Grade Level or Above	2019	48%	61%	56%	30%	47%	61%	*	*	-	36%	36%	*	55%	57%	42%	31%
At Masters Grade Level	2019	21%	28%	26%	20%	15%	30%	*	*	-	18%	12%	*	29%	19%	12%	9%
All Grades Mathematics																	
At Approaches Grade Level or Above	2019	82%	91%	87%	70%	77%	91%	*	*	-	70%	48%	*	88%	84%	81%	72%
At Meets Grade Level or Above	2019	52%	68%	51%	40%	42%	56%	*	*	-	30%	32%	*	51%	51%	40%	34%
At Masters Grade Level	2019	26%	39%	31%	0%	23%	35%	*	*	-	30%	20%	*	32%	29%	17%	9%
All Grades Writing																	
At Approaches Grade Level or Above	2019	68%	80%	75%	40%	67%	83%	-	*	-	50%	36%	-	78%	68%	59%	64%
At Meets Grade Level or Above	2019	38%	50%	41%	20%	40%	45%	-	*	-	38%	36%	-	42%	39%	22%	36%
At Masters Grade Level	2019	14%	19%	10%	0%	13%	12%	-	*	-	0%	18%	-	10%	11%	4%	18%
All Grades Science																	
At Approaches Grade Level or Above	2019	81%	90%	72%	*	62%	74%	-	*	-	*	*	-	75%	67%	62%	50%
At Meets Grade Level or Above	2019	54%	65%	39%	*	14%	45%	-	*	-	*	*	-	40%	37%	23%	0%
At Masters Grade Level	2019	25%	28%	13%	*	5%	15%	-	*	-	*	*	-	13%	13%	4%	0%

District Name: MONTGOMERY ISD
 Campus Name: LINCOLN EL
 Campus Number: 170903102

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus Progress

Total Students: 495
 Grade Span: PK - 05
 School Type: Elementary

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
Grade 4 ELA/Reading	2019	61	64	64	60	56	70	*	*	-	29	45	-	66	59	57	83
	2018	63	58	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade 4 Mathematics	2019	65	70	71	60	61	77	*	*	-	58	64	-	66	83	67	45
	2018	65	59	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade 5 ELA/Reading	2019	81	83	76	*	62	79	-	*	-	*	*	-	75	76	75	64
	2018	80	78	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade 5 Mathematics	2019	83	84	70	*	73	69	-	*	-	*	*	-	74	63	64	63
	2018	81	77	-	-	-	-	-	-	-	-	-	-	-	-	-	-
All Grades Both Subjects	2019	69	74	70	69	64	74	*	67	-	47	60	-	71	70	66	61
	2018	69	71	-	-	-	-	-	-	-	-	-	-	-	-	-	-
All Grades ELA/Reading	2019	68	70	70	75	60	75	*	*	-	38	53	-	71	68	67	71
	2018	69	68	-	-	-	-	-	-	-	-	-	-	-	-	-	-
All Grades Mathematics	2019	70	77	71	63	68	73	*	*	-	57	67	-	70	72	66	54
	2018	70	74	-	-	-	-	-	-	-	-	-	-	-	-	-	-

District Name: MONTGOMERY ISD
 Campus Name: LINCOLN EL
 Campus Number: 170903102

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus Prior Year and Student Success Initiative

Total Students: 495
 Grade Span: PK - 05
 School Type: Elementary

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Progress of Prior-Year Non-Proficient Students														
Mathematics	2018	47%	56%	-	-	-	-	-	-	-	-	-	-	-
Reading	2018	38%	47%	-	-	-	-	-	-	-	-	-	-	-
Sum of Grades 4-8														
Reading	2019	41%	49%	64%	*	20%	75%	-	-	-	*	33%	57%	40%
Mathematics	2019	45%	60%	36%	*	33%	41%	-	-	-	*	14%	41%	20%
Student Success Initiative														
Grade 5 Reading														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	78%	90%	88%	*	81%	90%	-	*	-	*	*	82%	40%
Students Requiring Accelerated Instruction														
	2019	22%	10%	12%	*	19%	10%	-	*	-	*	*	18%	60%
STAAR Cumulative Met Standard														
	2019	86%	95%	96%	*	86%	99%	-	*	-	*	*	90%	60%
Grade 5 Mathematics														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	83%	93%	84%	*	71%	87%	-	*	-	*	*	79%	20%
Students Requiring Accelerated Instruction														
	2019	17%	7%	16%	*	29%	13%	-	*	-	*	*	21%	80%
STAAR Cumulative Met Standard														
	2019	90%	95%	90%	*	76%	93%	-	*	-	*	*	86%	40%

District Name: MONTGOMERY ISD
 Campus Name: LINCOLN EL
 Campus Number: 170903102

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus STAAR Performance
 Bilingual Education/English as a Second Language

Total Students: 495
 Grade Span: PK - 05
 (Current EL 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 EL
STAAR Performance Rate by Subject and Performance Level															
All Grades All Subjects															
At Approaches Grade Level or Above	2019	78%	88%	83%	52%	-	-	52%	-	*	*	-	-	55%	55%
	2018	77%	87%	-	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2019	50%	64%	50%	25%	-	-	25%	-	*	*	-	-	27%	27%
	2018	48%	61%	-	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2019	24%	32%	24%	8%	-	-	8%	-	*	*	-	-	7%	7%
	2018	22%	29%	-	-	-	-	-	-	-	-	-	-	-	-
All Grades ELA/Reading															
At Approaches Grade Level or Above	2019	75%	85%	87%	60%	-	-	60%	-	*	*	-	-	64%	64%
	2018	74%	85%	-	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2019	48%	61%	56%	20%	-	-	20%	-	*	*	-	-	23%	23%
	2018	46%	60%	-	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2019	21%	28%	26%	5%	-	-	5%	-	*	*	-	-	5%	5%
	2018	19%	26%	-	-	-	-	-	-	-	-	-	-	-	-
All Grades Mathematics															
At Approaches Grade Level or Above	2019	82%	91%	87%	55%	-	-	55%	-	*	*	-	-	59%	59%
	2018	81%	91%	-	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2019	52%	68%	51%	30%	-	-	30%	-	*	*	-	-	32%	32%
	2018	50%	66%	-	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2019	26%	39%	31%	10%	-	-	10%	-	*	*	-	-	9%	9%
	2018	24%	35%	-	-	-	-	-	-	-	-	-	-	-	-
All Grades Writing															
At Approaches Grade Level or Above	2019	68%	80%	75%	50%	-	-	50%	-	-	-	-	-	50%	50%
	2018	66%	77%	-	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2019	38%	50%	41%	38%	-	-	38%	-	-	-	-	-	38%	38%
	2018	41%	52%	-	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2019	14%	19%	10%	13%	-	-	13%	-	-	-	-	-	13%	13%
	2018	13%	16%	-	-	-	-	-	-	-	-	-	-	-	-
All Grades Science															
At Approaches Grade Level or Above	2019	81%	90%	72%	*	-	-	*	-	-	-	-	-	*	*
	2018	80%	87%	-	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2019	54%	65%	39%	*	-	-	*	-	-	-	-	-	*	*
	2018	51%	61%	-	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2019	25%	28%	13%	*	-	-	*	-	-	-	-	-	*	*
	2018	23%	28%	-	-	-	-	-	-	-	-	-	-	-	-
School Progress Domain - Academic Growth Score															
All Grades Both Subjects	2019	69%	74%	70%	56%	-	-	56%	-	*	*	-	-	58%	58%
	2018	69%	71%	-	-	-	-	-	-	-	-	-	-	-	-
All Grades ELA/Reading	2019	68%	70%	70%	92%	-	-	92%	-	*	*	-	-	93%	93%
	2018	69%	68%	-	-	-	-	-	-	-	-	-	-	-	-
All Grades Mathematics	2019	70%	77%	71%	38%	-	-	38%	-	*	*	-	-	38%	38%
	2018	70%	74%	-	-	-	-	-	-	-	-	-	-	-	-
Progress of Prior Year STAAR Non-Proficient Students (Percent of Non-Proficient Passing STAAR)															
Reading	2019	41%	49%	64%	40%	-	-	40%	-	-	-	-	-	40%	40%
	2018	38%	47%	-	-	-	-	-	-	-	-	-	-	-	-
Mathematics	2019	45%	60%	36%	20%	-	-	20%	-	-	-	-	-	20%	20%
	2018	47%	56%	-	-	-	-	-	-	-	-	-	-	-	-

District Name: MONTGOMERY ISD
 Campus Name: LINCOLN EL
 Campus Number: 170903102

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus STAAR Participation

Total Students: 495
 Grade Span: PK - 05
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2019 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	98%	99%	100%	99%	98%	80%	100%	-	100%	100%	98%	98%
Included in Accountability	94%	94%	94%	76%	95%	95%	80%	100%	-	100%	96%	87%	93%
Not Included in Accountability													
Mobile	4%	3%	5%	24%	5%	4%	0%	0%	-	0%	4%	11%	5%
Other Exclusions	1%	0%	0%	0%	0%	0%	0%	0%	-	0%	0%	0%	0%
Not Tested	1%	2%	1%	0%	1%	2%	20%	0%	-	0%	0%	2%	2%
Absent	1%	2%	1%	0%	1%	2%	20%	0%	-	0%	0%	2%	2%
Other	0%	0%	0%	0%	0%	0%	0%	0%	-	0%	0%	0%	0%
2018 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	98%	-	-	-	-	-	-	-	-	-	-	-
Included in Accountability	94%	94%	-	-	-	-	-	-	-	-	-	-	-
Not Included in Accountability													
Mobile	4%	4%	-	-	-	-	-	-	-	-	-	-	-
Other Exclusions	1%	0%	-	-	-	-	-	-	-	-	-	-	-
Not Tested	1%	2%	-	-	-	-	-	-	-	-	-	-	-
Absent	1%	2%	-	-	-	-	-	-	-	-	-	-	-
Other	0%	0%	-	-	-	-	-	-	-	-	-	-	-

District Name: MONTGOMERY ISD
 Campus Name: LINCOLN EL
 Campus Number: 170903102

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus Attendance, Graduation, and Dropout Rates

Total Students: 495
 Grade Span: PK - 05
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Attendance Rate													
2017-18	95.4%	95.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	95.7%	95.3%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 7-8)													
2017-18	0.4%	0.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.3%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2017-18	1.9%	0.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.9%	0.6%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	90.0%	97.5%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.8%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.7%	1.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	98.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.3%	98.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	89.7%	93.8%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	1.7%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	4.0%	1.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	3.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.1%	95.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	96.7%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.0%	94.8%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	1.9%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	2.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	96.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	97.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	91.6%	96.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	2.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.2%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	1.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.2%	98.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	98.2%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2016													
Graduated	92.1%	96.2%	-	-	-	-	-	-	-	-	-	-	-

District Name: MONTGOMERY ISD
 Campus Name: LINCOLN EL
 Campus Number: 170903102

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Attendance, Graduation, and Dropout Rates

Total Students: 495
 Grade Span: PK - 05
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Received TxCHSE	0.8%	2.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	1.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.9%	98.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	98.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2015													
Graduated	91.8%	93.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	1.0%	3.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.7%	3.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	96.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.3%	96.1%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2018	90.0%	96.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	89.7%	92.5%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2018	68.5%	*	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	88.5%	83.8%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2018	5.0%	10.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	6.0%	33.3%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2018	82.0%	83.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	60.8%	66.7%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2018	86.8%	94.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	85.9%	84.3%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2017-18	37.7%	50.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	87.2%	82.6%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2017-18	4.9%	11.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	7.2%	20.8%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2017-18	81.5%	83.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	56.5%	79.2%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2017-18	85.1%	93.9%	-	-	-	-	-	-	-	-	-	-	-
2016-17	84.0%	83.4%	-	-	-	-	-	-	-	-	-	-	-

District Name: MONTGOMERY ISD
 Campus Name: LINCOLN EL
 Campus Number: 170903102

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Graduation Profile

Total Students: 495
 Grade Span: PK - 05
 School Type: Elementary

	Campus Count	Campus Percent	District Count	State Count
Graduates (2017-18 Annual Graduates)				
Total Graduates	-	-	627	347,893
By Ethnicity:				
African American	-	-	22	43,502
Hispanic	-	-	81	173,272
White	-	-	499	107,052
American Indian	-	-	5	1,226
Asian	-	-	10	15,589
Pacific Islander	-	-	1	528
Two or More Races	-	-	9	6,724
By Graduation Type:				
Minimum H.S. Program	-	-	3	5,855
Recommended H.S. Program/Distinguished Achievement Program	-	-	3	3,538
Foundation H.S. Program (No Endorsement)	-	-	37	49,432
Foundation H.S. Program (Endorsement)	-	-	68	16,542
Foundation H.S. Program (DLA)	-	-	516	272,526
Special Education Graduates	-	-	41	25,962
Economically Disadvantaged Graduates	-	-	92	166,956
LEP Graduates	-	-	4	21,359
At-Risk Graduates	-	-	171	144,805

District Name: MONTGOMERY ISD
 Campus Name: LINCOLN EL
 Campus Number: 170903102

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus College, Career, and Military Readiness (CCMR)

Total Students: 495
 Grade Span: PK - 05
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
College, Career, and Military Ready Graduates (Student Achievement) ***													
College, Career, or Military Ready (Annual Graduates)													
2017-18	65.5%	79.7%	-	-	-	-	-	-	-	-	-	-	-
College Ready Graduates ***													
College Ready (Annual Graduates)													
2017-18	50.0%	59.3%	-	-	-	-	-	-	-	-	-	-	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2017-18	58.2%	71.6%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	46.0%	58.7%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	42.1%	57.7%	-	-	-	-	-	-	-	-	-	-	-
Dual Course Credits (Annual Graduates)													
Any Subject													
2017-18	20.7%	26.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.9%	21.8%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2017-18	20.4%	16.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	20.1%	13.9%	-	-	-	-	-	-	-	-	-	-	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2017-18	1.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
OnRamps Course Credits (Annual Graduates)													
2017-18	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2017-18	28.7%	48.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	13.2%	11.3%	-	-	-	-	-	-	-	-	-	-	-
Approved Industry-Based Certification (Annual Graduates)													
2017-18	4.8%	3.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	2.7%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2017-18	1.7%	3.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.0%	0.4%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2017-18	38.7%	84.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	17.3%	19.0%	-	-	-	-	-	-	-	-	-	-	-

District Name: MONTGOMERY ISD
 Campus Name: LINCOLN EL
 Campus Number: 170903102

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus College, Career, and Military Readiness (CCMR)

Total Students: 495
 Grade Span: PK - 05
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
U.S. Armed Forces Enlistment (Annual Graduates)													
2017-18	4.3%	2.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	2.2%	1.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2017-18	2.6%	2.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates with Level I or Level II Certificate (Annual Graduates)													
2017-18	0.6%	0.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-

District Name: MONTGOMERY ISD
 Campus Name: LINCOLN EL
 Campus Number: 170903102

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus CCMR-Related Indicators

Total Students: 495
 Grade Span: PK - 05
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
TSIA Results (Graduates >= Criterion) (Annual Graduates)													
Reading													
2017-18	32.1%	50.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	23.4%	32.3%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	23.7%	38.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.8%	27.2%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	18.1%	36.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	12.9%	22.0%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence (Annual Graduates)													
2017-18	58.4%	86.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	50.5%	83.9%	-	-	-	-	-	-	-	-	-	-	-
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2017-18	2.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	3.9%	9.9%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.4%	7.0%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	0.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2018	25.8%	22.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	26.2%	22.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018	15.3%	9.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	15.9%	7.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018	7.3%	4.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	7.2%	4.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018	10.8%	10.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	10.9%	8.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2018	14.5%	16.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	15.0%	17.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2018	50.7%	59.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	49.1%	47.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018	42.5%	68.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	41.3%	59.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018	52.8%	77.2%	-	-	-	-	-	-	-	-	n/a	-	n/a

District Name: MONTGOMERY ISD
 Campus Name: LINCOLN EL
 Campus Number: 170903102

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus CCMR-Related Indicators

Total Students: 495
 Grade Span: PK - 05
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2017 Science	51.3%	71.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018 Science	38.0%	59.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017 Social Studies	38.3%	45.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018 Social Studies	44.6%	47.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017 Social Studies	41.4%	36.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
SAT/ACT Results (Annual Graduates) ***													
Tested													
2017-18	74.6%	68.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016-17	73.5%	65.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
At/Above Criterion													
2017-18	37.9%	61.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
Average SAT Score (Annual Graduates) ***													
All Subjects													
2017-18	1036	1131	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts and Writing													
2017-18	521	569	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2017-18	515	561	-	-	-	-	-	-	-	-	n/a	-	n/a
Average ACT Score (Annual Graduates) ***													
All Subjects													
2017-18	20.6	24.0	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2017-18	20.3	24.1	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2017-18	20.6	23.6	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2017-18	20.9	23.6	-	-	-	-	-	-	-	-	n/a	-	n/a

District Name: MONTGOMERY ISD
 Campus Name: LINCOLN EL
 Campus Number: 170903102

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus Other Postsecondary Indicators

Total Students: 495
 Grade Span: PK - 05
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Advanced Dual-Credit Course Completion (Grades 9-12)													
Any Subject													
2017-18	43.4%	39.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	37.1%	29.8%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts													
2017-18	17.3%	17.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	16.8%	5.1%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	20.7%	19.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.5%	16.0%	-	-	-	-	-	-	-	-	-	-	-
Science													
2017-18	21.2%	16.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	5.7%	2.0%	-	-	-	-	-	-	-	-	-	-	-
Social Studies													
2017-18	22.8%	23.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	21.8%	21.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2016-17	54.6%	59.0%	-	-	-	-	-	-	-	-	-	-	-
2015-16	54.7%	60.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2016-17	59.2%	73.6%	-	-	-	-	-	-	-	-	-	-	-
2015-16	55.7%	74.1%	-	-	-	-	-	-	-	-	-	-	-

District Name: MONTGOMERY ISD
 Campus Name: LINCOLN EL
 Campus Number: 170903102

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus Student Information

Total Students: 495
 Grade Span: PK - 05
 School Type: Elementary

Student Information	----- Campus -----		District	State
	Count	Percent		
Total Students	495	100.0%	8,837	5,416,400
Students by Grade:				
Early Childhood Education	0	0.0%	0.3%	0.3%
Pre-Kindergarten	26	5.3%	1.9%	4.4%
Kindergarten	59	11.9%	6.2%	6.9%
Grade 1	65	13.1%	7.3%	7.1%
Grade 2	71	14.3%	7.1%	7.2%
Grade 3	81	16.4%	6.7%	7.3%
Grade 4	92	18.6%	7.2%	7.6%
Grade 5	101	20.4%	7.6%	7.7%
Grade 6	0	0.0%	8.4%	7.7%
Grade 7	0	0.0%	8.2%	7.5%
Grade 8	0	0.0%	8.7%	7.5%
Grade 9	0	0.0%	8.4%	8.1%
Grade 10	0	0.0%	7.9%	7.4%
Grade 11	0	0.0%	7.4%	6.9%
Grade 12	0	0.0%	6.6%	6.5%
Ethnic Distribution:				
African American	21	4.2%	2.7%	12.6%
Hispanic	124	25.1%	15.4%	52.6%
White	328	66.3%	77.3%	27.4%
American Indian	2	0.4%	0.4%	0.4%
Asian	3	0.6%	1.0%	4.5%
Pacific Islander	0	0.0%	0.1%	0.2%
Two or More Races	17	3.4%	3.0%	2.4%
Economically Disadvantaged	188	38.0%	25.3%	60.6%
Non-Educationally Disadvantaged	307	62.0%	74.7%	39.4%
Section 504 Students	47	9.5%	10.3%	6.5%
English Learners (EL)	63	12.7%	2.3%	19.5%
Students w/ Disciplinary Placements (2017-18)	0	0.0%	1.0%	1.4%
Students w/ Dyslexia	34	6.9%	4.4%	3.6%
At-Risk	212	42.8%	30.4%	50.1%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	49			
By Type of Primary Disability				
Students with Intellectual Disabilities	15	30.6%	37.5%	42.4%
Students with Physical Disabilities	25	51.0%	24.5%	21.9%
Students with Autism	*	*	13.9%	13.7%
Students with Behavioral Disabilities	*	*	22.8%	20.6%
Students with Non-Categorical Early Childhood	*	*	1.2%	1.4%
Mobility (2017-18):				
Total Mobile Students	0	0.0%	10.8%	15.4%

District Name: MONTGOMERY ISD
 Campus Name: LINCOLN EL
 Campus Number: 170903102

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Student Information

Total Students: 495
 Grade Span: PK - 05
 School Type: Elementary

<u>Student Information</u>	----- Campus -----		<u>District</u>	<u>State</u>
	<u>Count</u>	<u>Percent</u>		
By Ethnicity:				
African American	0	0.0%		
Hispanic	0	0.0%		
White	0	0.0%		
American Indian	0	0.0%		
Asian	0	0.0%		
Pacific Islander	0	0.0%		
Two or More Races	0	0.0%		

<u>Class Size Information</u>	<u>Campus</u>	<u>District</u>	<u>State</u>
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	14.7	17.3	18.9
Grade 1	16.3	19.0	18.8
Grade 2	17.1	19.3	18.7
Grade 3	16.1	17.8	18.9
Grade 4	15.0	17.9	19.2
Grade 5	24.4	22.9	21.2
Grade 6	-	23.5	20.4
Secondary:			
English/Language Arts	-	18.6	16.6
Foreign Languages	-	18.9	18.9
Mathematics	-	21.9	17.8
Science	-	21.3	18.9
Social Studies	-	21.4	19.3

District Name: MONTGOMERY ISD
 Campus Name: LINCOLN EL
 Campus Number: 170903102

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Staff Information

Total Students: 495
 Grade Span: PK - 05
 School Type: Elementary

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	50.4	100.0%	100.0%	100.0%
Professional Staff:	41.6	82.7%	66.8%	64.1%
Teachers	35.9	71.2%	55.4%	49.8%
Professional Support	3.8	7.4%	7.9%	10.1%
Campus Administration (School Leadership)	2.0	4.0%	2.6%	3.0%
Educational Aides:	8.7	17.3%	8.2%	10.3%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	0.0	n/a	4.0	4,414.0
Part-time	1.0	n/a	2.0	572.0
Counselors				
Full-time	1.0	n/a	20.0	12,433.0
Part-time	0.0	n/a	0.0	1,097.0
Total Minority Staff:	11.5	22.8%	11.9%	50.4%
Teachers by Ethnicity and Sex:				
African American	3.0	8.4%	1.4%	10.6%
Hispanic	5.0	13.9%	6.0%	27.7%
White	27.9	77.7%	92.0%	58.4%
American Indian	0.0	0.0%	0.2%	0.3%
Asian	0.0	0.0%	0.2%	1.7%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	0.0	0.0%	0.3%	1.1%
Males	1.0	2.8%	17.3%	23.8%
Females	34.9	97.2%	82.7%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	1.3%	1.4%
Bachelors	23.9	66.6%	74.1%	73.6%
Masters	12.0	33.4%	23.9%	24.3%
Doctorate	0.0	0.0%	0.7%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	3.0	8.2%	4.0%	7.0%
1-5 Years Experience	2.9	8.2%	17.3%	28.9%
6-10 Years Experience	11.0	30.7%	18.8%	19.0%
11-20 Years Experience	12.5	34.8%	37.8%	29.3%
Over 20 Years Experience	6.5	18.1%	22.1%	15.7%
Number of Students per Teacher	13.8	n/a	15.1	15.1

District Name: MONTGOMERY ISD
 Campus Name: LINCOLN EL
 Campus Number: 170903102

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Staff Information

Total Students: 495
 Grade Span: PK - 05
 School Type: Elementary

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	1.0	6.3	6.3
Average Years Experience of Principals with District	1.0	4.1	5.4
Average Years Experience of Assistant Principals	1.0	7.1	5.3
Average Years Experience of Assistant Principals with District	1.0	5.3	4.7
Average Years Experience of Teachers:	13.1	13.6	11.1
Average Years Experience of Teachers with District:	8.3	6.6	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$50,888	\$45,948	\$47,218
1-5 Years Experience	\$52,687	\$51,962	\$50,408
6-10 Years Experience	\$54,023	\$54,468	\$52,786
11-20 Years Experience	\$58,043	\$57,483	\$56,041
Over 20 Years Experience	\$63,649	\$63,962	\$62,039
Average Actual Salaries (regular duties only):			
Teachers	\$56,800	\$56,934	\$54,122
Professional Support	\$61,132	\$64,178	\$64,069
Campus Administration (School Leadership)	\$75,480	\$83,903	\$78,947
Instructional Staff Percent:	n/a	67.8%	64.5%
Contracted Instructional Staff (not incl. above):	0.1	6.0	6,043.6

District Name: MONTGOMERY ISD
 Campus Name: LINCOLN EL
 Campus Number: 170903102

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Staff Information

Total Students: 495
 Grade Span: PK - 05
 School Type: Elementary

Program Information	----- Campus -----		District	State
	Count	Percent		
Student Enrollment by Program:				
Bilingual/ESL Education	109	22.0%	3.2%	19.7%
Career & Technical Education	0	0.0%	28.9%	26.3%
Gifted & Talented Education	29	5.9%	7.1%	8.1%
Special Education	49	9.9%	7.4%	9.6%
Teachers by Program (population served):				
Bilingual/ESL Education	0.0	0.0%	0.1%	6.4%
Career & Technical Education	0.0	0.0%	5.7%	4.9%
Compensatory Education	4.0	11.1%	4.2%	2.7%
Gifted & Talented Education	0.0	0.0%	0.0%	2.0%
Regular Education	29.4	82.0%	77.1%	71.4%
Special Education	2.5	6.9%	12.9%	9.1%
Other	0.0	0.0%	0.0%	3.6%

- '^' Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.
- '*' Indicates results are masked due to small numbers to protect student confidentiality.
- '**' When only one student disability group is masked, then the second smallest student disability group is masked regardless of size.
- '***' Due to changes in the evaluation of SAT/ACT results (for 2017-18 the best result was used, rather than the most recent), 2016-17 SAT/ACT results are not comparable and, where applicable, are not shown.
- '-' Indicates there are no students in the group.
- 'n/a' Indicates data reporting is not applicable for this group.
- '?' Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

[Link to: PEIMS Financial Standard Reports 2017-18 Financial Actual Report](#)

2018-19 Texas Academic Performance Report

District Name: **MONTGOMERY ISD**

Campus Name: **MONTGOMERY EL**

Campus Number: **170903103**

2019 Accountability Rating: **B**

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

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus STAAR Performance

Total Students: 384
 Grade Span: PK - 05
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																
Grade 3 Reading																
At Approaches Grade Level or Above	2019	76%	89%	95%	-	86%	97%	-	*	-	*	-	94%	100%	100%	-
	2018	77%	88%	82%	40%	74%	87%	*	*	89%	58%	*	79%	92%	71%	45%
At Meets Grade Level or Above	2019	45%	58%	59%	-	43%	61%	-	*	-	*	-	56%	67%	38%	-
	2018	43%	53%	52%	20%	42%	57%	*	*	56%	25%	*	47%	67%	37%	18%
At Masters Grade Level	2019	27%	36%	43%	-	29%	44%	-	*	-	*	-	41%	50%	13%	-
	2018	25%	35%	35%	0%	42%	40%	*	*	22%	17%	*	32%	44%	17%	18%
Grade 3 Mathematics																
At Approaches Grade Level or Above	2019	79%	90%	89%	-	100%	86%	-	*	-	*	-	88%	92%	88%	-
	2018	78%	88%	84%	70%	79%	86%	*	*	78%	50%	*	84%	83%	72%	64%
At Meets Grade Level or Above	2019	49%	61%	64%	-	86%	58%	-	*	-	*	-	69%	50%	38%	-
	2018	47%	56%	51%	10%	37%	58%	*	*	44%	8%	*	48%	58%	34%	18%
At Masters Grade Level	2019	25%	34%	25%	-	29%	22%	-	*	-	*	-	25%	25%	25%	-
	2018	23%	29%	29%	0%	26%	30%	*	*	33%	8%	*	27%	33%	14%	18%
Grade 4 Reading																
At Approaches Grade Level or Above	2019	75%	86%	82%	*	75%	86%	-	*	-	*	-	76%	90%	69%	-
	2018	73%	86%	90%	67%	80%	93%	-	*	-	*	*	90%	88%	75%	69%
At Meets Grade Level or Above	2019	44%	58%	36%	*	0%	42%	-	*	-	*	-	32%	41%	17%	-
	2018	46%	58%	56%	33%	48%	59%	-	*	-	*	*	58%	52%	40%	38%
At Masters Grade Level	2019	22%	30%	14%	*	0%	14%	-	*	-	*	-	14%	14%	3%	-
	2018	24%	30%	31%	0%	24%	33%	-	*	-	*	*	30%	34%	17%	15%
Grade 4 Mathematics																
At Approaches Grade Level or Above	2019	75%	87%	80%	*	75%	82%	-	*	-	*	-	78%	83%	72%	-
	2018	78%	87%	86%	83%	72%	89%	-	*	-	*	*	84%	88%	74%	69%
At Meets Grade Level or Above	2019	48%	60%	59%	*	50%	64%	-	*	-	*	-	54%	66%	38%	-
	2018	49%	58%	51%	33%	28%	58%	-	*	-	*	*	48%	55%	30%	15%
At Masters Grade Level	2019	28%	36%	32%	*	13%	36%	-	*	-	*	-	30%	34%	21%	-
	2018	27%	33%	25%	17%	16%	27%	-	*	-	*	*	28%	20%	11%	15%
Grade 4 Writing																
At Approaches Grade Level or Above	2019	67%	77%	67%	*	50%	73%	-	*	-	*	-	61%	75%	52%	-
	2018	63%	71%	69%	60%	48%	73%	-	*	-	*	*	68%	71%	57%	54%
At Meets Grade Level or Above	2019	35%	43%	30%	*	25%	33%	-	*	-	*	-	28%	32%	22%	-
	2018	39%	48%	42%	20%	36%	43%	-	*	-	*	*	39%	46%	23%	23%
At Masters Grade Level	2019	11%	13%	3%	*	0%	4%	-	*	-	*	-	3%	4%	0%	-
	2018	11%	11%	8%	0%	8%	7%	-	*	-	*	*	4%	17%	2%	0%
Grade 5 Reading^																
At Approaches Grade Level or Above	2019	86%	95%	98%	*	100%	100%	-	-	-	*	-	100%	95%	91%	-
	2018	84%	92%	90%	69%	81%	95%	-	-	*	60%	*	89%	92%	79%	85%
At Meets Grade Level or Above	2019	54%	68%	73%	*	60%	77%	-	-	-	*	-	74%	71%	64%	-
	2018	54%	68%	61%	44%	56%	65%	-	-	*	30%	*	63%	57%	49%	46%

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

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus STAAR Performance

Total Students: 384
 Grade Span: PK - 05
 School Type: Elementary

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
At Masters Grade Level	2019	29%	40%	48%	*	40%	49%	-	-	-	*	*	-	44%	52%	55%	-
	2018	26%	34%	38%	13%	30%	44%	-	-	*	*	0%	*	41%	33%	25%	8%
Grade 5 Mathematics ^A																	
At Approaches Grade Level or Above	2019	90%	95%	100%	*	100%	100%	-	-	-	*	*	-	100%	100%	100%	-
	2018	91%	96%	95%	88%	96%	97%	-	-	*	*	50%	*	94%	98%	93%	100%
At Meets Grade Level or Above	2019	58%	68%	83%	*	40%	90%	-	-	-	*	*	-	85%	81%	55%	-
	2018	58%	68%	69%	38%	63%	77%	-	-	*	*	30%	*	70%	67%	53%	62%
At Masters Grade Level	2019	36%	46%	65%	*	20%	72%	-	-	-	*	*	-	63%	67%	27%	-
	2018	30%	37%	38%	25%	19%	46%	-	-	*	*	20%	*	38%	37%	23%	15%
Grade 5 Science																	
At Approaches Grade Level or Above	2019	75%	84%	94%	*	*	97%	-	-	-	*	*	-	96%	90%	90%	-
	2018	76%	84%	80%	53%	74%	86%	-	-	*	*	40%	*	82%	78%	73%	77%
At Meets Grade Level or Above	2019	49%	58%	66%	*	*	72%	-	-	-	*	*	-	74%	55%	20%	-
	2018	41%	46%	43%	33%	33%	47%	-	-	*	*	30%	*	43%	43%	34%	23%
At Masters Grade Level	2019	24%	28%	28%	*	*	31%	-	-	-	*	*	-	30%	25%	10%	-
	2018	17%	19%	16%	0%	11%	21%	-	-	*	*	20%	*	16%	16%	7%	0%
All Grades All Subjects																	
At Approaches Grade Level or Above	2019	78%	88%	87%	67%	81%	89%	-	100%	-	67%	64%	-	85%	89%	75%	-
	2018	77%	87%	85%	67%	76%	88%	*	100%	*	88%	55%	82%	84%	86%	75%	71%
At Meets Grade Level or Above	2019	50%	64%	57%	22%	40%	61%	-	80%	-	53%	32%	-	57%	56%	32%	-
	2018	48%	61%	53%	31%	43%	58%	*	60%	*	55%	29%	45%	52%	55%	38%	31%
At Masters Grade Level	2019	24%	32%	30%	11%	17%	33%	-	60%	-	33%	9%	-	29%	31%	15%	-
	2018	22%	29%	28%	8%	21%	31%	*	50%	*	30%	14%	18%	28%	29%	15%	11%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2019	75%	85%	91%	50%	85%	94%	-	*	-	80%	75%	-	89%	94%	79%	-
	2018	74%	85%	87%	59%	79%	92%	*	*	*	86%	62%	*	86%	90%	75%	68%
At Meets Grade Level or Above	2019	48%	61%	54%	17%	30%	58%	-	*	-	60%	25%	-	52%	56%	31%	-
	2018	46%	60%	56%	34%	49%	60%	*	*	*	57%	31%	*	56%	58%	42%	35%
At Masters Grade Level	2019	21%	28%	32%	17%	20%	34%	-	*	-	60%	13%	-	31%	34%	17%	-
	2018	19%	26%	35%	6%	31%	39%	*	*	*	36%	12%	*	35%	36%	20%	14%
All Grades Mathematics																	
At Approaches Grade Level or Above	2019	82%	91%	89%	100%	90%	89%	-	*	-	60%	63%	-	88%	90%	81%	-
	2018	81%	91%	88%	81%	83%	91%	*	*	*	86%	50%	*	88%	90%	80%	78%
At Meets Grade Level or Above	2019	52%	68%	68%	33%	60%	70%	-	*	-	60%	38%	-	68%	68%	42%	-
	2018	50%	66%	57%	28%	44%	64%	*	*	*	43%	23%	*	56%	60%	40%	32%
At Masters Grade Level	2019	26%	39%	40%	17%	20%	43%	-	*	-	40%	0%	-	38%	44%	23%	-
	2018	24%	35%	31%	16%	20%	35%	*	*	*	29%	15%	*	31%	30%	16%	16%
All Grades Writing																	
At Approaches Grade Level or Above	2019	68%	80%	67%	*	50%	73%	-	*	-	*	*	-	61%	75%	52%	-
	2018	66%	77%	69%	60%	48%	73%	-	*	-	*	*	*	68%	71%	57%	54%
At Meets Grade Level or Above	2019	38%	50%	30%	*	25%	33%	-	*	-	*	*	-	28%	32%	22%	-
	2018	41%	52%	42%	20%	36%	43%	-	*	-	*	*	*	39%	46%	23%	23%
At Masters Grade Level	2019	14%	19%	3%	*	0%	4%	-	*	-	*	*	-	3%	4%	0%	-
	2018	13%	16%	8%	0%	8%	7%	-	*	-	*	*	*	4%	17%	2%	0%

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

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus STAAR Performance

Total Students: 384
 Grade Span: PK - 05
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)	
All Grades Science																	
At Approaches Grade Level or Above	2019	81%	90%	94%	*	*	97%	-	-	-	*	*	-	96%	90%	90%	-
	2018	80%	87%	80%	53%	74%	86%	-	-	*	*	40%	*	82%	78%	73%	77%
At Meets Grade Level or Above	2019	54%	65%	66%	*	*	72%	-	-	-	*	*	-	74%	55%	20%	-
	2018	51%	61%	43%	33%	33%	47%	-	-	*	*	30%	*	43%	43%	34%	23%
At Masters Grade Level	2019	25%	28%	28%	*	*	31%	-	-	-	*	*	-	30%	25%	10%	-
	2018	23%	28%	16%	0%	11%	21%	-	-	*	*	20%	*	16%	16%	7%	0%

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

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus Progress

Total Students: 384
 Grade Span: PK - 05
 School Type: Elementary

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
Grade 4 ELA/Reading	2019	61	64	43	*	21	46	-	*	-	*	*	-	45	42	29	-
	2018	63	58	57	17	57	58	-	*	-	*	*	-	58	56	44	41
Grade 4 Mathematics	2019	65	70	62	*	43	69	-	*	-	*	*	-	62	62	52	-
	2018	65	59	48	33	50	48	-	*	-	*	*	-	52	38	36	25
Grade 5 ELA/Reading	2019	81	83	91	*	70	93	-	-	-	-	*	-	89	94	91	-
	2018	80	78	73	72	77	74	-	-	*	*	50	*	75	70	68	73
Grade 5 Mathematics	2019	83	84	94	*	100	93	-	-	-	-	*	-	93	97	95	-
	2018	81	77	78	88	70	80	-	-	*	*	75	*	78	80	77	69
All Grades Both Subjects	2019	69	74	69	67	54	73	-	*	-	38	71	-	69	70	56	-
	2018	69	71	65	65	64	66	-	*	*	67	66	*	67	62	58	53
All Grades ELA/Reading	2019	68	70	63	67	42	66	-	*	-	*	75	-	63	63	47	-
	2018	69	68	66	57	67	67	-	*	*	*	59	*	67	64	57	58
All Grades Mathematics	2019	70	77	75	67	67	80	-	*	-	*	67	-	75	76	64	-
	2018	70	74	65	73	60	65	-	*	*	*	73	*	67	60	59	48

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Prior Year and Student Success Initiative

Total Students: 384
 Grade Span: PK - 05
 School Type: Elementary

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2019	41%	49%	57%	*	*	75%	-	-	-	*	*	38%	-
	2018	38%	47%	48%	*	*	75%	-	-	-	*	*	26%	*
Mathematics	2019	45%	60%	55%	*	*	50%	-	-	-	*	*	33%	-
	2018	47%	56%	58%	*	*	56%	-	-	-	*	*	53%	*
Student Success Initiative														
Grade 5 Reading														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	78%	90%	96%	*	100%	97%	-	-	-	*	*	91%	-
Students Requiring Accelerated Instruction														
	2019	22%	10%	4%	*	0%	3%	-	-	-	*	*	9%	-
STAAR Cumulative Met Standard														
	2019	86%	95%	98%	*	100%	100%	-	-	-	*	*	91%	-
STAAR Non-Proficient Students Promoted by Grade Placement Committee														
	2018	97%	100%	100%	*	*	100%	-	-	-	*	*	100%	*
Grade 5 Mathematics														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	83%	93%	96%	*	100%	97%	-	-	-	*	*	82%	-
Students Requiring Accelerated Instruction														
	2019	17%	7%	4%	*	0%	3%	-	-	-	*	*	18%	-
STAAR Cumulative Met Standard														
	2019	90%	95%	100%	*	100%	100%	-	-	-	*	*	100%	-
STAAR Non-Proficient Students Promoted by Grade Placement Committee														
	2018	97%	100%	*	-	-	*	-	-	*	-	*	-	-

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus STAAR Performance
 Bilingual Education/English as a Second Language

Total Students: 384
 Grade Span: PK - 05
 (Current EL 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 EL
STAAR Performance Rate by Subject and Performance Level														
All Grades All Subjects														
At Approaches Grade Level or Above	2019	78%	88%	87%	-	-	-	-	-	-	-	-	-	-
	2018	77%	87%	85%	51%	-	51%	-	*	*	-	-	54%	54%
At Meets Grade Level or Above	2019	50%	64%	57%	-	-	-	-	-	-	-	-	-	-
	2018	48%	61%	53%	10%	-	10%	-	*	*	-	-	9%	9%
At Masters Grade Level	2019	24%	32%	30%	-	-	-	-	-	-	-	-	-	-
	2018	22%	29%	28%	4%	-	4%	-	*	*	-	-	4%	4%
All Grades ELA/Reading														
At Approaches Grade Level or Above	2019	75%	85%	91%	-	-	-	-	-	-	-	-	-	-
	2018	74%	85%	87%	40%	-	40%	-	*	*	-	-	43%	43%
At Meets Grade Level or Above	2019	48%	61%	54%	-	-	-	-	-	-	-	-	-	-
	2018	46%	60%	56%	10%	-	10%	-	*	*	-	-	10%	10%
At Masters Grade Level	2019	21%	28%	32%	-	-	-	-	-	-	-	-	-	-
	2018	19%	26%	35%	5%	-	5%	-	*	*	-	-	5%	5%
All Grades Mathematics														
At Approaches Grade Level or Above	2019	82%	91%	89%	-	-	-	-	-	-	-	-	-	-
	2018	81%	91%	88%	65%	-	65%	-	*	*	-	-	67%	67%
At Meets Grade Level or Above	2019	52%	68%	68%	-	-	-	-	-	-	-	-	-	-
	2018	50%	66%	57%	15%	-	15%	-	*	*	-	-	14%	14%
At Masters Grade Level	2019	26%	39%	40%	-	-	-	-	-	-	-	-	-	-
	2018	24%	35%	31%	5%	-	5%	-	*	*	-	-	5%	5%
All Grades Writing														
At Approaches Grade Level or Above	2019	68%	80%	67%	-	-	-	-	-	-	-	-	-	-
	2018	66%	77%	69%	20%	-	20%	-	*	*	-	-	33%	33%
At Meets Grade Level or Above	2019	38%	50%	30%	-	-	-	-	-	-	-	-	-	-
	2018	41%	52%	42%	0%	-	0%	-	*	*	-	-	0%	0%
At Masters Grade Level	2019	14%	19%	3%	-	-	-	-	-	-	-	-	-	-
	2018	13%	16%	8%	0%	-	0%	-	*	*	-	-	0%	0%
All Grades Science														
At Approaches Grade Level or Above	2019	81%	90%	94%	-	-	-	-	-	-	-	-	-	-
	2018	80%	87%	80%	67%	-	67%	-	-	-	-	-	67%	67%
At Meets Grade Level or Above	2019	54%	65%	66%	-	-	-	-	-	-	-	-	-	-
	2018	51%	61%	43%	0%	-	0%	-	-	-	-	-	0%	0%
At Masters Grade Level	2019	25%	28%	28%	-	-	-	-	-	-	-	-	-	-
	2018	23%	28%	16%	0%	-	0%	-	-	-	-	-	0%	0%
School Progress Domain - Academic Growth Score														
All Grades Both Subjects														
	2019	69%	74%	69%	-	-	-	-	-	-	-	-	-	-
	2018	69%	71%	65%	58%	-	58%	-	*	*	-	-	57%	57%
All Grades ELA/Reading														
	2019	68%	70%	63%	-	-	-	-	-	-	-	-	-	-
	2018	69%	68%	66%	61%	-	61%	-	*	*	-	-	65%	65%
All Grades Mathematics														
	2019	70%	77%	75%	-	-	-	-	-	-	-	-	-	-
	2018	70%	74%	65%	55%	-	55%	-	*	*	-	-	50%	50%
Progress of Prior Year STAAR Non-Proficient Students (Percent of Non-Proficient Passing STAAR)														
Reading														
	2019	41%	49%	57%	-	-	-	-	-	-	-	-	-	-
	2018	38%	47%	48%	*	-	*	-	-	-	-	-	*	*
Mathematics														
	2019	45%	60%	55%	-	-	-	-	-	-	-	-	-	-
	2018	47%	56%	58%	*	-	*	-	-	-	-	-	*	*

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

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus STAAR Participation

Total Students: 384
 Grade Span: PK - 05
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2019 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	98%	98%	100%	98%	98%	-	100%	-	100%	100%	96%	*
Included in Accountability	94%	94%	92%	86%	88%	92%	-	100%	-	100%	71%	81%	*
Not Included in Accountability													
Mobile	4%	3%	6%	14%	10%	6%	-	0%	-	0%	29%	15%	*
Other Exclusions	1%	0%	0%	0%	0%	0%	-	0%	-	0%	0%	0%	*
Not Tested	1%	2%	2%	0%	2%	2%	-	0%	-	0%	0%	4%	*
Absent	1%	2%	2%	0%	2%	2%	-	0%	-	0%	0%	4%	*
Other	0%	0%	0%	0%	0%	0%	-	0%	-	0%	0%	0%	*
2018 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	98%	99%	99%	100%	99%	*	100%	*	100%	100%	99%	100%
Included in Accountability	94%	94%	93%	99%	94%	93%	*	91%	*	94%	89%	90%	86%
Not Included in Accountability													
Mobile	4%	4%	6%	0%	6%	6%	*	9%	*	6%	11%	8%	13%
Other Exclusions	1%	0%	0%	0%	0%	0%	*	0%	*	0%	0%	0%	2%
Not Tested	1%	2%	1%	1%	0%	1%	*	0%	*	0%	0%	1%	0%
Absent	1%	2%	1%	1%	0%	1%	*	0%	*	0%	0%	1%	0%
Other	0%	0%	0%	0%	0%	0%	*	0%	*	0%	0%	0%	0%

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

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus Attendance, Graduation, and Dropout Rates

Total Students: 384
 Grade Span: PK - 05
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Attendance Rate													
2017-18	95.4%	95.2%	95.5%	96.4%	95.5%	95.5%	*	*	*	94.3%	94.7%	94.6%	95.8%
2016-17	95.7%	95.3%	95.6%	95.8%	95.7%	95.5%	*	*	*	95.1%	94.3%	95.2%	96.2%
Annual Dropout Rate (Gr 7-8)													
2017-18	0.4%	0.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.3%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2017-18	1.9%	0.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.9%	0.6%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	90.0%	97.5%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.8%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.7%	1.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	98.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.3%	98.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	89.7%	93.8%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	1.7%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	4.0%	1.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	3.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.1%	95.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	96.7%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.0%	94.8%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	1.9%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	2.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	96.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	97.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	91.6%	96.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	2.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.2%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	1.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.2%	98.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	98.2%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2016													
Graduated	92.1%	96.2%	-	-	-	-	-	-	-	-	-	-	-

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Attendance, Graduation, and Dropout Rates

Total Students: 384
 Grade Span: PK - 05
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Received TxCHSE	0.8%	2.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	1.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.9%	98.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	98.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2015													
Graduated	91.8%	93.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	1.0%	3.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.7%	3.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	96.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.3%	96.1%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2018	90.0%	96.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	89.7%	92.5%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2018	68.5%	*	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	88.5%	83.8%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2018	5.0%	10.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	6.0%	33.3%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2018	82.0%	83.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	60.8%	66.7%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2018	86.8%	94.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	85.9%	84.3%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2017-18	37.7%	50.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	87.2%	82.6%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2017-18	4.9%	11.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	7.2%	20.8%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2017-18	81.5%	83.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	56.5%	79.2%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2017-18	85.1%	93.9%	-	-	-	-	-	-	-	-	-	-	-
2016-17	84.0%	83.4%	-	-	-	-	-	-	-	-	-	-	-

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Graduation Profile

Total Students: 384
 Grade Span: PK - 05
 School Type: Elementary

	Campus Count	Campus Percent	District Count	State Count
Graduates (2017-18 Annual Graduates)				
Total Graduates	-	-	627	347,893
By Ethnicity:				
African American	-	-	22	43,502
Hispanic	-	-	81	173,272
White	-	-	499	107,052
American Indian	-	-	5	1,226
Asian	-	-	10	15,589
Pacific Islander	-	-	1	528
Two or More Races	-	-	9	6,724
By Graduation Type:				
Minimum H.S. Program	-	-	3	5,855
Recommended H.S. Program/Distinguished Achievement Program	-	-	3	3,538
Foundation H.S. Program (No Endorsement)	-	-	37	49,432
Foundation H.S. Program (Endorsement)	-	-	68	16,542
Foundation H.S. Program (DLA)	-	-	516	272,526
Special Education Graduates	-	-	41	25,962
Economically Disadvantaged Graduates	-	-	92	166,956
LEP Graduates	-	-	4	21,359
At-Risk Graduates	-	-	171	144,805

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

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus College, Career, and Military Readiness (CCMR)

Total Students: 384
 Grade Span: PK - 05
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
College, Career, and Military Ready Graduates (Student Achievement) ***													
College, Career, or Military Ready (Annual Graduates)													
2017-18	65.5%	79.7%	-	-	-	-	-	-	-	-	-	-	-
College Ready Graduates ***													
College Ready (Annual Graduates)													
2017-18	50.0%	59.3%	-	-	-	-	-	-	-	-	-	-	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2017-18	58.2%	71.6%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	46.0%	58.7%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	42.1%	57.7%	-	-	-	-	-	-	-	-	-	-	-
Dual Course Credits (Annual Graduates)													
Any Subject													
2017-18	20.7%	26.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.9%	21.8%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2017-18	20.4%	16.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	20.1%	13.9%	-	-	-	-	-	-	-	-	-	-	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2017-18	1.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
OnRamps Course Credits (Annual Graduates)													
2017-18	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2017-18	28.7%	48.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	13.2%	11.3%	-	-	-	-	-	-	-	-	-	-	-
Approved Industry-Based Certification (Annual Graduates)													
2017-18	4.8%	3.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	2.7%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2017-18	1.7%	3.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.0%	0.4%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2017-18	38.7%	84.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	17.3%	19.0%	-	-	-	-	-	-	-	-	-	-	-

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus College, Career, and Military Readiness (CCMR)

Total Students: 384
 Grade Span: PK - 05
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
U.S. Armed Forces Enlistment (Annual Graduates)													
2017-18	4.3%	2.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	2.2%	1.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2017-18	2.6%	2.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates with Level I or Level II Certificate (Annual Graduates)													
2017-18	0.6%	0.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus CCMR-Related Indicators

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

Total Students: 384
 Grade Span: PK - 05
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
TSIA Results (Graduates >= Criterion) (Annual Graduates)													
Reading													
2017-18	32.1%	50.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	23.4%	32.3%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	23.7%	38.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.8%	27.2%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	18.1%	36.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	12.9%	22.0%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence (Annual Graduates)													
2017-18	58.4%	86.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	50.5%	83.9%	-	-	-	-	-	-	-	-	-	-	-
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2017-18	2.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	3.9%	9.9%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.4%	7.0%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	0.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2018	25.8%	22.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	26.2%	22.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018	15.3%	9.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	15.9%	7.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018	7.3%	4.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	7.2%	4.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018	10.8%	10.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	10.9%	8.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2018	14.5%	16.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	15.0%	17.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2018	50.7%	59.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	49.1%	47.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018	42.5%	68.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	41.3%	59.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018	52.8%	77.2%	-	-	-	-	-	-	-	-	n/a	-	n/a

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

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus CCMR-Related Indicators

Total Students: 384
 Grade Span: PK - 05
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2017 Science	51.3%	71.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018 Science	38.0%	59.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017 Social Studies	38.3%	45.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018 Social Studies	44.6%	47.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017 Social Studies	41.4%	36.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
SAT/ACT Results (Annual Graduates) ***													
Tested													
2017-18	74.6%	68.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016-17	73.5%	65.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
At/Above Criterion													
2017-18	37.9%	61.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
Average SAT Score (Annual Graduates) ***													
All Subjects													
2017-18	1036	1131	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts and Writing													
2017-18	521	569	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2017-18	515	561	-	-	-	-	-	-	-	-	n/a	-	n/a
Average ACT Score (Annual Graduates) ***													
All Subjects													
2017-18	20.6	24.0	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2017-18	20.3	24.1	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2017-18	20.6	23.6	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2017-18	20.9	23.6	-	-	-	-	-	-	-	-	n/a	-	n/a

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

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus Other Postsecondary Indicators

Total Students: 384
 Grade Span: PK - 05
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Advanced Dual-Credit Course Completion (Grades 9-12)													
Any Subject													
2017-18	43.4%	39.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	37.1%	29.8%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts													
2017-18	17.3%	17.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	16.8%	5.1%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	20.7%	19.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.5%	16.0%	-	-	-	-	-	-	-	-	-	-	-
Science													
2017-18	21.2%	16.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	5.7%	2.0%	-	-	-	-	-	-	-	-	-	-	-
Social Studies													
2017-18	22.8%	23.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	21.8%	21.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2016-17	54.6%	59.0%	-	-	-	-	-	-	-	-	-	-	-
2015-16	54.7%	60.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2016-17	59.2%	73.6%	-	-	-	-	-	-	-	-	-	-	-
2015-16	55.7%	74.1%	-	-	-	-	-	-	-	-	-	-	-

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

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus Student Information

Total Students: 384
 Grade Span: PK - 05
 School Type: Elementary

Student Information	----- Campus -----		District	State
	Count	Percent		
Total Students	384	100.0%	8,837	5,416,400
Students by Grade:				
Early Childhood Education	0	0.0%	0.3%	0.3%
Pre-Kindergarten	22	5.7%	1.9%	4.4%
Kindergarten	60	15.6%	6.2%	6.9%
Grade 1	73	19.0%	7.3%	7.1%
Grade 2	65	16.9%	7.1%	7.2%
Grade 3	48	12.5%	6.7%	7.3%
Grade 4	68	17.7%	7.2%	7.6%
Grade 5	48	12.5%	7.6%	7.7%
Grade 6	0	0.0%	8.4%	7.7%
Grade 7	0	0.0%	8.2%	7.5%
Grade 8	0	0.0%	8.7%	7.5%
Grade 9	0	0.0%	8.4%	8.1%
Grade 10	0	0.0%	7.9%	7.4%
Grade 11	0	0.0%	7.4%	6.9%
Grade 12	0	0.0%	6.6%	6.5%
Ethnic Distribution:				
African American	19	4.9%	2.7%	12.6%
Hispanic	49	12.8%	15.4%	52.6%
White	296	77.1%	77.3%	27.4%
American Indian	1	0.3%	0.4%	0.4%
Asian	2	0.5%	1.0%	4.5%
Pacific Islander	0	0.0%	0.1%	0.2%
Two or More Races	17	4.4%	3.0%	2.4%
Economically Disadvantaged	140	36.5%	25.3%	60.6%
Non-Educationally Disadvantaged	244	63.5%	74.7%	39.4%
Section 504 Students	27	7.0%	10.3%	6.5%
English Learners (EL)	1	0.3%	2.3%	19.5%
Students w/ Disciplinary Placements (2017-18)	3	0.3%	1.0%	1.4%
Students w/ Dyslexia	20	5.2%	4.4%	3.6%
At-Risk	124	32.3%	30.4%	50.1%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	23			
By Type of Primary Disability				
Students with Intellectual Disabilities	8	34.8%	37.5%	42.4%
Students with Physical Disabilities	8	34.8%	24.5%	21.9%
Students with Autism	*	*	13.9%	13.7%
Students with Behavioral Disabilities	**	**	22.8%	20.6%
Students with Non-Categorical Early Childhood	0	0.0%	1.2%	1.4%
Mobility (2017-18):				
Total Mobile Students	104	13.5%	10.8%	15.4%

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

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus Student Information

Total Students: 384
 Grade Span: PK - 05
 School Type: Elementary

Student Information	----- Campus -----		District	State
	Count	Percent		
By Ethnicity:				
African American	12	1.6%		
Hispanic	20	2.6%		
White	68	8.9%		
American Indian	1	0.1%		
Asian	0	0.0%		
Pacific Islander	0	0.0%		
Two or More Races	3	0.4%		

Student Information	-----Non-Special Education Rates-----			-----Special Education Rates-----		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	1.6%	1.7%	1.7%	0.0%	14.6%	6.2%
Grade 1	0.9%	3.3%	3.1%	0.0%	1.9%	5.5%
Grade 2	0.9%	1.9%	1.8%	0.0%	2.5%	2.3%
Grade 3	1.5%	0.7%	1.1%	0.0%	0.0%	0.9%
Grade 4	0.0%	0.2%	0.5%	0.0%	0.0%	0.5%
Grade 5	0.0%	0.2%	0.5%	0.0%	0.0%	0.6%
Grade 6	-	0.0%	0.4%	-	0.0%	0.5%
Grade 7	-	0.1%	0.6%	-	0.0%	0.6%
Grade 8	-	0.3%	0.4%	-	0.0%	0.7%
Grade 9	-	3.1%	7.2%	-	6.7%	12.7%

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	13.1	17.3	18.9
Grade 1	18.0	19.0	18.8
Grade 2	16.0	19.3	18.7
Grade 3	15.7	17.8	18.9
Grade 4	16.9	17.9	19.2
Grade 5	23.8	22.9	21.2
Grade 6	-	23.5	20.4
Secondary:			
English/Language Arts	-	18.6	16.6
Foreign Languages	-	18.9	18.9
Mathematics	-	21.9	17.8
Science	-	21.3	18.9
Social Studies	-	21.4	19.3

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Staff Information

Total Students: 384
 Grade Span: PK - 05
 School Type: Elementary

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	42.7	100.0%	100.0%	100.0%
Professional Staff:	35.7	83.8%	66.8%	64.1%
Teachers	30.0	70.3%	55.4%	49.8%
Professional Support	3.8	8.8%	7.9%	10.1%
Campus Administration (School Leadership)	2.0	4.7%	2.6%	3.0%
Educational Aides:	6.9	16.2%	8.2%	10.3%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	0.0	n/a	4.0	4,414.0
Part-time	1.0	n/a	2.0	572.0
Counselors				
Full-time	1.0	n/a	20.0	12,433.0
Part-time	0.0	n/a	0.0	1,097.0
Total Minority Staff:	2.0	4.7%	11.9%	50.4%
Teachers by Ethnicity and Sex:				
African American	0.0	0.0%	1.4%	10.6%
Hispanic	1.0	3.3%	6.0%	27.7%
White	28.0	93.3%	92.0%	58.4%
American Indian	0.0	0.0%	0.2%	0.3%
Asian	0.0	0.0%	0.2%	1.7%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	1.0	3.3%	0.3%	1.1%
Males	0.0	0.0%	17.3%	23.8%
Females	30.0	100.0%	82.7%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	1.3%	1.4%
Bachelors	22.0	73.3%	74.1%	73.6%
Masters	8.0	26.7%	23.9%	24.3%
Doctorate	0.0	0.0%	0.7%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	1.0	3.3%	4.0%	7.0%
1-5 Years Experience	4.0	13.3%	17.3%	28.9%
6-10 Years Experience	12.0	40.0%	18.8%	19.0%
11-20 Years Experience	9.0	30.0%	37.8%	29.3%
Over 20 Years Experience	4.0	13.3%	22.1%	15.7%
Number of Students per Teacher	12.8	n/a	15.1	15.1

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Staff Information

Total Students: 384
 Grade Span: PK - 05
 School Type: Elementary

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	14.0	6.3	6.3
Average Years Experience of Principals with District	2.0	4.1	5.4
Average Years Experience of Assistant Principals	1.0	7.1	5.3
Average Years Experience of Assistant Principals with District	1.0	5.3	4.7
Average Years Experience of Teachers:	12.0	13.6	11.1
Average Years Experience of Teachers with District:	4.9	6.6	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$51,275	\$45,948	\$47,218
1-5 Years Experience	\$51,926	\$51,962	\$50,408
6-10 Years Experience	\$54,517	\$54,468	\$52,786
11-20 Years Experience	\$57,454	\$57,483	\$56,041
Over 20 Years Experience	\$64,274	\$63,962	\$62,039
Average Actual Salaries (regular duties only):			
Teachers	\$56,245	\$56,934	\$54,122
Professional Support	\$62,611	\$64,178	\$64,069
Campus Administration (School Leadership)	\$82,980	\$83,903	\$78,947
Instructional Staff Percent:	n/a	67.8%	64.5%
Contracted Instructional Staff (not incl. above):	0.5	6.0	6,043.6

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Staff Information

Program Information	----- Campus -----		District	State
	Count	Percent		
Student Enrollment by Program:				
Bilingual/ESL Education	1	0.3%	3.2%	19.7%
Career & Technical Education	0	0.0%	28.9%	26.3%
Gifted & Talented Education	12	3.1%	7.1%	8.1%
Special Education	23	6.0%	7.4%	9.6%
Teachers by Program (population served):				
Bilingual/ESL Education	0.0	0.0%	0.1%	6.4%
Career & Technical Education	0.0	0.0%	5.7%	4.9%
Compensatory Education	3.0	10.0%	4.2%	2.7%
Gifted & Talented Education	0.0	0.0%	0.0%	2.0%
Regular Education	24.6	82.0%	77.1%	71.4%
Special Education	2.4	8.0%	12.9%	9.1%
Other	0.0	0.0%	0.0%	3.6%

- '^' Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.
- '*' Indicates results are masked due to small numbers to protect student confidentiality.
- '**' When only one student disability group is masked, then the second smallest student disability group is masked regardless of size.
- '***' Due to changes in the evaluation of SAT/ACT results (for 2017-18 the best result was used, rather than the most recent), 2016-17 SAT/ACT results are not comparable and, where applicable, are not shown.
- '-' Indicates there are no students in the group.
- 'n/a' Indicates data reporting is not applicable for this group.
- '?' Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

[Link to: PEIMS Financial Standard Reports 2017-18 Financial Actual Report](#)

2018-19 Texas Academic Performance Report

District Name: **MONTGOMERY ISD**

Campus Name: **STEWART CREEK EL**

Campus Number: **170903104**

2019 Accountability Rating: **B**

Distinction Designations:

Academic Achievement in ELA/Reading

Academic Achievement in Mathematics

Postsecondary Readiness

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

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus STAAR Performance

Total Students: 780
 Grade Span: PK - 05
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)	
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2019	76%	89%	89%	*	76%	92%	-	*	-	*	83%	*	91%	84%	87%	77%
	2018	77%	88%	92%	*	86%	95%	-	*	*	*	86%	*	91%	96%	81%	69%
At Meets Grade Level or Above	2019	45%	58%	55%	*	40%	58%	-	*	-	*	17%	*	56%	53%	43%	46%
	2018	43%	53%	50%	*	46%	55%	-	*	*	*	0%	*	49%	56%	42%	31%
At Masters Grade Level	2019	27%	36%	33%	*	28%	35%	-	*	-	*	17%	*	31%	38%	20%	31%
	2018	25%	35%	34%	*	21%	42%	-	*	*	*	0%	*	33%	37%	23%	0%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2019	79%	90%	91%	*	76%	95%	-	*	-	*	67%	*	92%	90%	87%	77%
	2018	78%	88%	91%	*	81%	95%	-	*	*	*	86%	*	92%	88%	81%	62%
At Meets Grade Level or Above	2019	49%	61%	59%	*	36%	63%	-	*	-	*	33%	*	61%	52%	40%	54%
	2018	47%	56%	59%	*	44%	70%	-	*	*	*	29%	*	60%	58%	42%	23%
At Masters Grade Level	2019	25%	34%	33%	*	24%	36%	-	*	-	*	0%	*	33%	32%	17%	31%
	2018	23%	29%	33%	*	26%	38%	-	*	*	*	14%	*	32%	35%	26%	8%
Grade 4 Reading																	
At Approaches Grade Level or Above	2019	75%	86%	84%	*	70%	89%	-	*	-	*	71%	*	84%	85%	80%	62%
	2018	73%	86%	81%	*	85%	81%	-	*	-	67%	0%	*	82%	81%	75%	71%
At Meets Grade Level or Above	2019	44%	58%	54%	*	41%	62%	-	*	-	*	14%	*	55%	54%	43%	15%
	2018	46%	58%	57%	*	65%	53%	-	*	-	67%	0%	*	56%	57%	52%	57%
At Masters Grade Level	2019	22%	30%	23%	*	15%	28%	-	*	-	*	14%	*	27%	15%	11%	0%
	2018	24%	30%	20%	*	12%	23%	-	*	-	0%	0%	*	18%	22%	17%	14%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2019	75%	87%	95%	*	88%	98%	-	*	*	*	86%	*	95%	95%	89%	77%
	2018	78%	87%	92%	*	100%	92%	-	*	-	83%	43%	*	91%	94%	88%	100%
At Meets Grade Level or Above	2019	48%	60%	64%	*	38%	74%	-	*	*	*	43%	*	65%	64%	56%	23%
	2018	49%	58%	70%	*	85%	70%	-	*	-	33%	14%	*	68%	71%	63%	93%
At Masters Grade Level	2019	28%	36%	38%	*	19%	45%	-	*	*	*	0%	*	39%	36%	22%	0%
	2018	27%	33%	46%	*	54%	46%	-	*	-	33%	14%	*	47%	45%	39%	79%
Grade 4 Writing																	
At Approaches Grade Level or Above	2019	67%	77%	73%	*	56%	77%	-	*	*	*	38%	*	75%	69%	52%	46%
	2018	63%	71%	71%	*	80%	71%	-	*	-	50%	0%	*	65%	76%	57%	71%
At Meets Grade Level or Above	2019	35%	43%	34%	*	19%	39%	-	*	*	*	0%	*	33%	38%	24%	0%
	2018	39%	48%	44%	*	56%	42%	-	*	-	33%	0%	*	41%	48%	35%	57%
At Masters Grade Level	2019	11%	13%	8%	*	4%	11%	-	*	*	*	0%	*	8%	10%	2%	0%
	2018	11%	11%	10%	*	16%	9%	-	*	-	0%	0%	*	11%	10%	10%	14%
Grade 5 Reading^																	
At Approaches Grade Level or Above	2019	86%	95%	94%	*	88%	96%	-	*	-	86%	50%	*	93%	95%	89%	77%
	2018	84%	92%	97%	*	92%	99%	-	*	-	*	*	*	99%	94%	96%	91%
At Meets Grade Level or Above	2019	54%	68%	66%	*	69%	64%	-	*	-	57%	10%	*	71%	59%	56%	69%
	2018	54%	68%	75%	*	53%	86%	-	*	-	*	*	*	76%	74%	63%	41%

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

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus STAAR Performance

Total Students: 780
 Grade Span: PK - 05
 School Type: Elementary

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
At Masters Grade Level	2019	29%	40%	39%	*	38%	41%	-	*	-	0%	0%	*	39%	39%	25%	31%
	2018	26%	34%	35%	*	22%	41%	-	*	-	*	*	*	34%	38%	29%	5%
Grade 5 Mathematics^																	
At Approaches Grade Level or Above	2019	90%	95%	98%	*	100%	97%	-	*	-	100%	80%	*	99%	97%	98%	100%
	2018	91%	96%	97%	*	92%	99%	-	*	-	*	*	*	99%	94%	94%	91%
At Meets Grade Level or Above	2019	58%	68%	72%	*	81%	71%	-	*	-	43%	20%	*	73%	70%	69%	85%
	2018	58%	68%	71%	*	58%	76%	-	*	-	*	*	*	73%	68%	63%	50%
At Masters Grade Level	2019	36%	46%	44%	*	50%	45%	-	*	-	14%	10%	*	47%	41%	38%	62%
	2018	30%	37%	41%	*	28%	46%	-	*	-	*	*	*	44%	36%	27%	23%
Grade 5 Science																	
At Approaches Grade Level or Above	2019	75%	84%	81%	*	88%	78%	-	*	-	86%	40%	*	79%	83%	78%	77%
	2018	76%	84%	83%	*	66%	90%	-	*	-	*	*	*	82%	84%	76%	68%
At Meets Grade Level or Above	2019	49%	58%	56%	*	56%	54%	-	*	-	57%	20%	*	54%	57%	52%	54%
	2018	41%	46%	42%	*	29%	47%	-	*	-	*	*	*	42%	41%	33%	23%
At Masters Grade Level	2019	24%	28%	23%	*	16%	25%	-	*	-	14%	10%	*	22%	24%	19%	31%
	2018	17%	19%	18%	*	9%	22%	-	*	-	*	*	*	19%	18%	7%	9%
All Grades All Subjects																	
At Approaches Grade Level or Above	2019	78%	88%	88%	100%	80%	90%	-	100%	*	89%	63%	95%	88%	88%	83%	74%
	2018	77%	87%	88%	81%	85%	90%	-	100%	*	77%	39%	94%	88%	88%	81%	79%
At Meets Grade Level or Above	2019	50%	64%	58%	67%	47%	61%	-	67%	*	51%	19%	68%	58%	57%	48%	43%
	2018	48%	61%	59%	43%	54%	62%	-	54%	*	40%	8%	61%	58%	59%	49%	46%
At Masters Grade Level	2019	24%	32%	30%	44%	24%	33%	-	13%	*	9%	6%	27%	31%	30%	20%	23%
	2018	22%	29%	30%	33%	23%	33%	-	8%	*	13%	5%	50%	30%	29%	22%	18%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2019	75%	85%	89%	100%	78%	92%	-	100%	-	85%	65%	88%	89%	90%	86%	72%
	2018	74%	85%	90%	100%	88%	91%	-	100%	*	82%	40%	100%	91%	89%	84%	80%
At Meets Grade Level or Above	2019	48%	61%	59%	71%	50%	62%	-	33%	-	54%	13%	63%	60%	56%	48%	44%
	2018	46%	60%	61%	50%	54%	65%	-	60%	*	55%	0%	71%	60%	63%	53%	43%
At Masters Grade Level	2019	21%	28%	32%	57%	27%	35%	-	0%	-	8%	9%	38%	32%	32%	20%	21%
	2018	19%	26%	30%	50%	19%	35%	-	0%	*	0%	0%	57%	29%	31%	23%	6%
All Grades Mathematics																	
At Approaches Grade Level or Above	2019	82%	91%	95%	100%	88%	97%	-	100%	*	92%	78%	100%	95%	95%	92%	85%
	2018	81%	91%	94%	75%	91%	95%	-	100%	*	91%	60%	100%	94%	93%	88%	86%
At Meets Grade Level or Above	2019	52%	68%	65%	57%	52%	69%	-	100%	*	50%	30%	88%	66%	64%	55%	54%
	2018	50%	66%	67%	38%	62%	72%	-	60%	*	27%	20%	57%	67%	67%	57%	55%
At Masters Grade Level	2019	26%	39%	39%	43%	31%	42%	-	33%	*	8%	4%	25%	39%	37%	26%	31%
	2018	24%	35%	40%	25%	35%	44%	-	20%	*	27%	13%	57%	40%	40%	31%	35%
All Grades Writing																	
At Approaches Grade Level or Above	2019	68%	80%	73%	*	56%	77%	-	*	*	*	38%	*	75%	69%	52%	46%
	2018	66%	77%	71%	*	80%	71%	-	*	-	50%	0%	*	65%	76%	57%	71%
At Meets Grade Level or Above	2019	38%	50%	34%	*	19%	39%	-	*	*	*	0%	*	33%	38%	24%	0%
	2018	41%	52%	44%	*	56%	42%	-	*	-	33%	0%	*	41%	48%	35%	57%
At Masters Grade Level	2019	14%	19%	8%	*	4%	11%	-	*	*	*	0%	*	8%	10%	2%	0%
	2018	13%	16%	10%	*	16%	9%	-	*	-	0%	0%	*	11%	10%	10%	14%

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

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus STAAR Performance

Total Students: 780
 Grade Span: PK - 05
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)	
All Grades Science																	
At Approaches Grade Level or Above	2019	81%	90%	81%	*	88%	78%	-	*	-	86%	40%	*	79%	83%	78%	77%
	2018	80%	87%	83%	*	66%	90%	-	*	-	*	*	*	82%	84%	76%	68%
At Meets Grade Level or Above	2019	54%	65%	56%	*	56%	54%	-	*	-	57%	20%	*	54%	57%	52%	54%
	2018	51%	61%	42%	*	29%	47%	-	*	-	*	*	*	42%	41%	33%	23%
At Masters Grade Level	2019	25%	28%	23%	*	16%	25%	-	*	-	14%	10%	*	22%	24%	19%	31%
	2018	23%	28%	18%	*	9%	22%	-	*	-	*	*	*	19%	18%	7%	9%

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

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus Progress

Total Students: 780
 Grade Span: PK - 05
 School Type: Elementary

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
Grade 4 ELA/Reading	2019	61	64	54	*	46	58	-	*	-	*	64	*	64	33	49	39
	2018	63	58	50	*	52	51	-	*	-	20	0	*	49	50	51	55
Grade 4 Mathematics	2019	65	70	74	*	62	78	-	*	*	*	57	*	73	76	71	62
	2018	65	59	79	*	94	77	-	*	-	40	40	*	80	78	71	100
Grade 5 ELA/Reading	2019	81	83	86	*	78	89	-	*	-	71	70	*	86	86	80	71
	2018	80	78	81	*	77	83	-	*	-	*	*	*	83	77	79	70
Grade 5 Mathematics	2019	83	84	76	*	77	77	-	*	-	57	90	*	77	76	78	77
	2018	81	77	75	*	74	75	-	*	-	*	*	*	77	71	73	66
All Grades Both Subjects	2019	69	74	73	67	66	76	-	75	*	63	72	88	75	71	71	64
	2018	69	71	71	88	75	72	-	25	-	46	17	63	73	69	69	73
All Grades ELA/Reading	2019	68	70	71	*	63	75	-	*	-	65	68	92	74	66	67	57
	2018	69	68	66	*	68	67	-	*	-	43	0	*	68	63	66	65
All Grades Mathematics	2019	70	77	75	*	69	77	-	*	*	60	76	83	75	76	75	69
	2018	70	74	77	*	83	76	-	*	-	50	33	*	78	75	72	79

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

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus Prior Year and Student Success Initiative

Total Students: 780
 Grade Span: PK - 05
 School Type: Elementary

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2019	41%	49%	72%	-	80%	72%	-	-	-	*	45%	76%	80%
	2018	38%	47%	67%	*	71%	63%	-	-	-	*	*	57%	*
Mathematics	2019	45%	60%	82%	*	*	80%	-	-	*	*	63%	93%	*
	2018	47%	56%	65%	*	71%	67%	-	-	-	-	*	*	*
Student Success Initiative														
Grade 5 Reading														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	78%	90%	89%	*	85%	91%	-	*	-	71%	44%	83%	43%
Students Requiring Accelerated Instruction														
	2019	22%	10%	11%	*	15%	9%	-	*	-	29%	56%	17%	57%
STAAR Cumulative Met Standard														
	2019	86%	95%	94%	*	89%	96%	-	*	-	86%	50%	89%	57%
STAAR Non-Proficient Students Promoted by Grade Placement Committee														
	2018	97%	100%	*	-	*	*	-	-	-	-	-	*	*
Grade 5 Mathematics														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	83%	93%	95%	*	96%	94%	-	*	-	100%	60%	91%	86%
Students Requiring Accelerated Instruction														
	2019	17%	7%	5%	*	4%	6%	-	*	-	0%	40%	9%	14%
STAAR Cumulative Met Standard														
	2019	90%	95%	97%	*	96%	97%	-	*	-	100%	80%	96%	86%
STAAR Non-Proficient Students Promoted by Grade Placement Committee														
	2018	97%	100%	100%	-	*	*	-	-	-	-	-	*	*

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus STAAR Performance
 Bilingual Education/English as a Second Language

Total Students: 780
 Grade Span: PK - 05
 (Current EL 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 EL
STAAR Performance Rate by Subject and Performance Level															
All Grades All Subjects															
At Approaches Grade Level or Above	2019	78%	88%	88%	54%	-	-	54%	-	63%	63%	-	*	57%	59%
	2018	77%	87%	88%	77%	-	-	77%	-	39%	33%	*	*	69%	70%
At Meets Grade Level or Above	2019	50%	64%	58%	23%	-	-	23%	-	21%	21%	-	*	22%	25%
	2018	48%	61%	59%	35%	-	-	35%	-	6%	7%	*	*	29%	28%
At Masters Grade Level	2019	24%	32%	30%	6%	-	-	6%	-	11%	11%	-	*	7%	9%
	2018	22%	29%	30%	10%	-	-	10%	-	6%	7%	*	*	9%	9%
All Grades ELA/Reading															
At Approaches Grade Level or Above	2019	75%	85%	89%	46%	-	-	46%	-	71%	71%	-	*	55%	57%
	2018	74%	85%	90%	78%	-	-	78%	-	29%	17%	*	*	67%	68%
At Meets Grade Level or Above	2019	48%	61%	59%	23%	-	-	23%	-	14%	14%	-	*	20%	24%
	2018	46%	60%	61%	35%	-	-	35%	-	0%	0%	*	*	27%	26%
At Masters Grade Level	2019	21%	28%	32%	0%	-	-	0%	-	0%	0%	-	*	0%	0%
	2018	19%	26%	30%	4%	-	-	4%	-	0%	0%	*	*	3%	3%
All Grades Mathematics															
At Approaches Grade Level or Above	2019	82%	91%	95%	62%	-	-	62%	-	86%	86%	-	*	70%	71%
	2018	81%	91%	94%	83%	-	-	83%	-	71%	67%	*	*	80%	81%
At Meets Grade Level or Above	2019	52%	68%	65%	31%	-	-	31%	-	29%	29%	-	*	30%	33%
	2018	50%	66%	67%	48%	-	-	48%	-	14%	17%	*	*	40%	39%
At Masters Grade Level	2019	26%	39%	39%	8%	-	-	8%	-	14%	14%	-	*	10%	14%
	2018	24%	35%	40%	22%	-	-	22%	-	14%	17%	*	*	20%	19%
All Grades Writing															
At Approaches Grade Level or Above	2019	68%	80%	73%	*	-	-	*	-	*	*	-	-	25%	25%
	2018	66%	77%	71%	80%	-	-	80%	-	*	*	-	-	67%	67%
At Meets Grade Level or Above	2019	38%	50%	34%	*	-	-	*	-	*	*	-	-	0%	0%
	2018	41%	52%	44%	40%	-	-	40%	-	*	*	-	-	33%	33%
At Masters Grade Level	2019	14%	19%	8%	*	-	-	*	-	*	*	-	-	0%	0%
	2018	13%	16%	10%	0%	-	-	0%	-	*	*	-	-	0%	0%
All Grades Science															
At Approaches Grade Level or Above	2019	81%	90%	81%	60%	-	-	60%	-	*	*	-	-	67%	67%
	2018	80%	87%	83%	64%	-	-	64%	-	*	*	*	-	50%	50%
At Meets Grade Level or Above	2019	54%	65%	56%	20%	-	-	20%	-	*	*	-	-	33%	33%
	2018	51%	61%	42%	9%	-	-	9%	-	*	*	*	-	7%	7%
At Masters Grade Level	2019	25%	28%	23%	20%	-	-	20%	-	*	*	-	-	33%	33%
	2018	23%	28%	18%	0%	-	-	0%	-	*	*	*	-	0%	0%
School Progress Domain - Academic Growth Score															
All Grades Both Subjects															
	2019	69%	74%	73%	57%	-	-	57%	-	78%	78%	-	-	65%	65%
	2018	69%	71%	71%	77%	-	-	77%	-	69%	67%	*	-	75%	75%
All Grades ELA/Reading															
	2019	68%	70%	71%	50%	-	-	50%	-	*	*	-	-	60%	60%
	2018	69%	68%	66%	85%	-	-	85%	-	*	*	*	-	75%	75%
All Grades Mathematics															
	2019	70%	77%	75%	61%	-	-	61%	-	80%	80%	-	-	68%	68%
	2018	70%	74%	77%	72%	-	-	72%	-	*	*	*	-	75%	75%
Progress of Prior Year STAAR Non-Proficient Students (Percent of Non-Proficient Passing STAAR)															
Reading															
	2019	41%	49%	72%	*	-	-	*	-	*	*	-	-	80%	80%
	2018	38%	47%	67%	*	-	-	*	-	*	*	-	-	*	*
Mathematics															
	2019	45%	60%	82%	*	-	-	*	-	*	*	-	-	*	*
	2018	47%	56%	65%	*	-	-	*	-	*	*	-	-	*	*

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

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus STAAR Participation

Total Students: 780
 Grade Span: PK - 05
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2019 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	98%	98%	100%	98%	98%	-	100%	*	98%	97%	97%	100%
Included in Accountability	94%	94%	92%	100%	83%	95%	-	100%	*	83%	97%	87%	82%
Not Included in Accountability													
Mobile	4%	3%	6%	0%	14%	3%	-	0%	*	14%	0%	10%	13%
Other Exclusions	1%	0%	0%	0%	1%	0%	-	0%	*	0%	0%	1%	4%
Not Tested	1%	2%	2%	0%	2%	2%	-	0%	*	2%	3%	3%	0%
Absent	1%	2%	2%	0%	2%	2%	-	0%	*	2%	3%	3%	0%
Other	0%	0%	0%	0%	0%	0%	-	0%	*	0%	0%	0%	0%
2018 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	98%	98%	96%	99%	97%	-	100%	*	100%	100%	97%	100%
Included in Accountability	94%	94%	91%	81%	91%	91%	-	100%	*	86%	78%	89%	96%
Not Included in Accountability													
Mobile	4%	4%	6%	15%	5%	5%	-	0%	*	14%	4%	6%	0%
Other Exclusions	1%	0%	1%	0%	2%	1%	-	0%	*	0%	18%	2%	4%
Not Tested	1%	2%	2%	4%	1%	3%	-	0%	*	0%	0%	3%	0%
Absent	1%	2%	2%	0%	1%	3%	-	0%	*	0%	0%	3%	0%
Other	0%	0%	0%	4%	0%	0%	-	0%	*	0%	0%	0%	0%

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Attendance, Graduation, and Dropout Rates

Total Students: 780
 Grade Span: PK - 05
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Attendance Rate													
2017-18	95.4%	95.2%	95.6%	95.2%	96.2%	95.5%	*	98.0%	*	94.6%	93.7%	94.9%	96.6%
2016-17	95.7%	95.3%	95.9%	94.7%	96.5%	95.8%	*	97.9%	*	94.8%	93.4%	95.3%	96.9%
Annual Dropout Rate (Gr 7-8)													
2017-18	0.4%	0.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.3%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2017-18	1.9%	0.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.9%	0.6%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	90.0%	97.5%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.8%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.7%	1.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	98.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.3%	98.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	89.7%	93.8%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	1.7%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	4.0%	1.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	3.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.1%	95.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	96.7%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.0%	94.8%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	1.9%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	2.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	96.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	97.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	91.6%	96.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	2.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.2%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	1.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.2%	98.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	98.2%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2016													
Graduated	92.1%	96.2%	-	-	-	-	-	-	-	-	-	-	-

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2018-19 Campus Attendance, Graduation, and Dropout Rates

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

Total Students: 780
 Grade Span: PK - 05
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Received TxCHSE	0.8%	2.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	1.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.9%	98.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	98.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2015													
Graduated	91.8%	93.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	1.0%	3.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.7%	3.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	96.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.3%	96.1%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2018	90.0%	96.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	89.7%	92.5%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2018	68.5%	*	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	88.5%	83.8%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2018	5.0%	10.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	6.0%	33.3%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2018	82.0%	83.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	60.8%	66.7%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2018	86.8%	94.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	85.9%	84.3%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2017-18	37.7%	50.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	87.2%	82.6%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2017-18	4.9%	11.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	7.2%	20.8%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2017-18	81.5%	83.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	56.5%	79.2%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2017-18	85.1%	93.9%	-	-	-	-	-	-	-	-	-	-	-
2016-17	84.0%	83.4%	-	-	-	-	-	-	-	-	-	-	-

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Graduation Profile

Total Students: 780
 Grade Span: PK - 05
 School Type: Elementary

	Campus Count	Campus Percent	District Count	State Count
Graduates (2017-18 Annual Graduates)				
Total Graduates	-	-	627	347,893
By Ethnicity:				
African American	-	-	22	43,502
Hispanic	-	-	81	173,272
White	-	-	499	107,052
American Indian	-	-	5	1,226
Asian	-	-	10	15,589
Pacific Islander	-	-	1	528
Two or More Races	-	-	9	6,724
By Graduation Type:				
Minimum H.S. Program	-	-	3	5,855
Recommended H.S. Program/Distinguished Achievement Program	-	-	3	3,538
Foundation H.S. Program (No Endorsement)	-	-	37	49,432
Foundation H.S. Program (Endorsement)	-	-	68	16,542
Foundation H.S. Program (DLA)	-	-	516	272,526
Special Education Graduates	-	-	41	25,962
Economically Disadvantaged Graduates	-	-	92	166,956
LEP Graduates	-	-	4	21,359
At-Risk Graduates	-	-	171	144,805

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus College, Career, and Military Readiness (CCMR)

Total Students: 780
 Grade Span: PK - 05
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
College, Career, and Military Ready Graduates (Student Achievement) ***													
College, Career, or Military Ready (Annual Graduates)													
2017-18	65.5%	79.7%	-	-	-	-	-	-	-	-	-	-	-
College Ready Graduates ***													
College Ready (Annual Graduates)													
2017-18	50.0%	59.3%	-	-	-	-	-	-	-	-	-	-	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2017-18	58.2%	71.6%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	46.0%	58.7%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	42.1%	57.7%	-	-	-	-	-	-	-	-	-	-	-
Dual Course Credits (Annual Graduates)													
Any Subject													
2017-18	20.7%	26.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.9%	21.8%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2017-18	20.4%	16.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	20.1%	13.9%	-	-	-	-	-	-	-	-	-	-	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2017-18	1.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
OnRamps Course Credits (Annual Graduates)													
2017-18	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2017-18	28.7%	48.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	13.2%	11.3%	-	-	-	-	-	-	-	-	-	-	-
Approved Industry-Based Certification (Annual Graduates)													
2017-18	4.8%	3.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	2.7%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2017-18	1.7%	3.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.0%	0.4%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2017-18	38.7%	84.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	17.3%	19.0%	-	-	-	-	-	-	-	-	-	-	-

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus College, Career, and Military Readiness (CCMR)

Total Students: 780
 Grade Span: PK - 05
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
U.S. Armed Forces Enlistment (Annual Graduates)													
2017-18	4.3%	2.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	2.2%	1.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2017-18	2.6%	2.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates with Level I or Level II Certificate (Annual Graduates)													
2017-18	0.6%	0.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus CCMR-Related Indicators

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

Total Students: 780
 Grade Span: PK - 05
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
TSIA Results (Graduates >= Criterion) (Annual Graduates)													
Reading													
2017-18	32.1%	50.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	23.4%	32.3%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	23.7%	38.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.8%	27.2%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	18.1%	36.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	12.9%	22.0%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence (Annual Graduates)													
2017-18	58.4%	86.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	50.5%	83.9%	-	-	-	-	-	-	-	-	-	-	-
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2017-18	2.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	3.9%	9.9%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.4%	7.0%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	0.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2018	25.8%	22.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	26.2%	22.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018	15.3%	9.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	15.9%	7.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018	7.3%	4.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	7.2%	4.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018	10.8%	10.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	10.9%	8.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2018	14.5%	16.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	15.0%	17.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2018	50.7%	59.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	49.1%	47.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018	42.5%	68.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	41.3%	59.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018	52.8%	77.2%	-	-	-	-	-	-	-	-	n/a	-	n/a

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TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus CCMR-Related Indicators

Total Students: 780
 Grade Span: PK - 05
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2017 Science	51.3%	71.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018 Science	38.0%	59.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017 Social Studies	38.3%	45.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018 Social Studies	44.6%	47.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017 Social Studies	41.4%	36.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
SAT/ACT Results (Annual Graduates) ***													
Tested													
2017-18	74.6%	68.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016-17	73.5%	65.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
At/Above Criterion													
2017-18	37.9%	61.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
Average SAT Score (Annual Graduates) ***													
All Subjects													
2017-18	1036	1131	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts and Writing													
2017-18	521	569	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2017-18	515	561	-	-	-	-	-	-	-	-	n/a	-	n/a
Average ACT Score (Annual Graduates) ***													
All Subjects													
2017-18	20.6	24.0	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2017-18	20.3	24.1	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2017-18	20.6	23.6	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2017-18	20.9	23.6	-	-	-	-	-	-	-	-	n/a	-	n/a

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

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus Other Postsecondary Indicators

Total Students: 780
 Grade Span: PK - 05
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Advanced Dual-Credit Course Completion (Grades 9-12)													
Any Subject													
2017-18	43.4%	39.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	37.1%	29.8%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts													
2017-18	17.3%	17.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	16.8%	5.1%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	20.7%	19.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.5%	16.0%	-	-	-	-	-	-	-	-	-	-	-
Science													
2017-18	21.2%	16.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	5.7%	2.0%	-	-	-	-	-	-	-	-	-	-	-
Social Studies													
2017-18	22.8%	23.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	21.8%	21.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2016-17	54.6%	59.0%	-	-	-	-	-	-	-	-	-	-	-
2015-16	54.7%	60.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2016-17	59.2%	73.6%	-	-	-	-	-	-	-	-	-	-	-
2015-16	55.7%	74.1%	-	-	-	-	-	-	-	-	-	-	-

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Student Information

Total Students: 780
 Grade Span: PK - 05
 School Type: Elementary

<u>Student Information</u>	<u>----- Campus -----</u>		<u>District</u>	<u>State</u>
	<u>Count</u>	<u>Percent</u>		
Total Students	780	100.0%	8,837	5,416,400
Students by Grade:				
Early Childhood Education	0	0.0%	0.3%	0.3%
Pre-Kindergarten	31	4.0%	1.9%	4.4%
Kindergarten	104	13.3%	6.2%	6.9%
Grade 1	129	16.5%	7.3%	7.1%
Grade 2	125	16.0%	7.1%	7.2%
Grade 3	121	15.5%	6.7%	7.3%
Grade 4	128	16.4%	7.2%	7.6%
Grade 5	142	18.2%	7.6%	7.7%
Grade 6	0	0.0%	8.4%	7.7%
Grade 7	0	0.0%	8.2%	7.5%
Grade 8	0	0.0%	8.7%	7.5%
Grade 9	0	0.0%	8.4%	8.1%
Grade 10	0	0.0%	7.9%	7.4%
Grade 11	0	0.0%	7.4%	6.9%
Grade 12	0	0.0%	6.6%	6.5%
Ethnic Distribution:				
African American	20	2.6%	2.7%	12.6%
Hispanic	172	22.1%	15.4%	52.6%
White	540	69.2%	77.3%	27.4%
American Indian	1	0.1%	0.4%	0.4%
Asian	15	1.9%	1.0%	4.5%
Pacific Islander	2	0.3%	0.1%	0.2%
Two or More Races	30	3.8%	3.0%	2.4%
Economically Disadvantaged	358	45.9%	25.3%	60.6%
Non-Educationally Disadvantaged	422	54.1%	74.7%	39.4%
Section 504 Students	43	5.5%	10.3%	6.5%
English Learners (EL)	60	7.7%	2.3%	19.5%
Students w/ Disciplinary Placements (2017-18)	2	0.2%	1.0%	1.4%
Students w/ Dyslexia	17	2.2%	4.4%	3.6%
At-Risk	228	29.2%	30.4%	50.1%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	51			
By Type of Primary Disability				
Students with Intellectual Disabilities	15	29.4%	37.5%	42.4%
Students with Physical Disabilities	22	43.1%	24.5%	21.9%
Students with Autism	7	13.7%	13.9%	13.7%
Students with Behavioral Disabilities	7	13.7%	22.8%	20.6%
Students with Non-Categorical Early Childhood	0	0.0%	1.2%	1.4%
Mobility (2017-18):				
Total Mobile Students	97	13.5%	10.8%	15.4%

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

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus Student Information

Total Students: 780
 Grade Span: PK - 05
 School Type: Elementary

Student Information	----- Campus -----		District	State
	Count	Percent		
By Ethnicity:				
African American	5	0.7%		
Hispanic	19	2.6%		
White	64	8.9%		
American Indian	0	0.0%		
Asian	2	0.3%		
Pacific Islander	0	0.0%		
Two or More Races	7	1.0%		

Student Information	-----Non-Special Education Rates-----			-----Special Education Rates-----		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	2.0%	1.7%	1.7%	0.0%	14.6%	6.2%
Grade 1	5.3%	3.3%	3.1%	0.0%	1.9%	5.5%
Grade 2	4.9%	1.9%	1.8%	12.5%	2.5%	2.3%
Grade 3	0.9%	0.7%	1.1%	0.0%	0.0%	0.9%
Grade 4	0.0%	0.2%	0.5%	0.0%	0.0%	0.5%
Grade 5	0.0%	0.2%	0.5%	0.0%	0.0%	0.6%
Grade 6	-	0.0%	0.4%	-	0.0%	0.5%
Grade 7	-	0.1%	0.6%	-	0.0%	0.6%
Grade 8	-	0.3%	0.4%	-	0.0%	0.7%
Grade 9	-	3.1%	7.2%	-	6.7%	12.7%

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	20.9	17.3	18.9
Grade 1	18.5	19.0	18.8
Grade 2	20.0	19.3	18.7
Grade 3	17.1	17.8	18.9
Grade 4	17.6	17.9	19.2
Grade 5	23.1	22.9	21.2
Grade 6	-	23.5	20.4
Secondary:			
English/Language Arts	-	18.6	16.6
Foreign Languages	-	18.9	18.9
Mathematics	-	21.9	17.8
Science	-	21.3	18.9
Social Studies	-	21.4	19.3

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

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus Staff Information

Total Students: 780
 Grade Span: PK - 05
 School Type: Elementary

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	65.8	100.0%	100.0%	100.0%
Professional Staff:	55.1	83.7%	66.8%	64.1%
Teachers	46.4	70.5%	55.4%	49.8%
Professional Support	6.7	10.1%	7.9%	10.1%
Campus Administration (School Leadership)	2.0	3.0%	2.6%	3.0%
Educational Aides:	10.7	16.3%	8.2%	10.3%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	1.0	n/a	4.0	4,414.0
Part-time	0.0	n/a	2.0	572.0
Counselors				
Full-time	1.0	n/a	20.0	12,433.0
Part-time	0.0	n/a	0.0	1,097.0
Total Minority Staff:	12.2	18.6%	11.9%	50.4%
Teachers by Ethnicity and Sex:				
African American	0.0	0.0%	1.4%	10.6%
Hispanic	7.0	15.1%	6.0%	27.7%
White	38.4	82.8%	92.0%	58.4%
American Indian	0.0	0.0%	0.2%	0.3%
Asian	0.0	0.0%	0.2%	1.7%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	1.0	2.2%	0.3%	1.1%
Males	1.0	2.2%	17.3%	23.8%
Females	45.4	97.8%	82.7%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	1.3%	1.4%
Bachelors	34.0	73.2%	74.1%	73.6%
Masters	11.4	24.6%	23.9%	24.3%
Doctorate	1.0	2.2%	0.7%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	1.0	2.2%	4.0%	7.0%
1-5 Years Experience	7.0	15.1%	17.3%	28.9%
6-10 Years Experience	9.0	19.4%	18.8%	19.0%
11-20 Years Experience	19.4	41.8%	37.8%	29.3%
Over 20 Years Experience	10.0	21.5%	22.1%	15.7%
Number of Students per Teacher	16.8	n/a	15.1	15.1

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Staff Information

Total Students: 780
 Grade Span: PK - 05
 School Type: Elementary

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	4.0	6.3	6.3
Average Years Experience of Principals with District	4.0	4.1	5.4
Average Years Experience of Assistant Principals	5.0	7.1	5.3
Average Years Experience of Assistant Principals with District	4.0	5.3	4.7
Average Years Experience of Teachers:	14.1	13.6	11.1
Average Years Experience of Teachers with District:	8.0	6.6	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$53,575	\$45,948	\$47,218
1-5 Years Experience	\$51,754	\$51,962	\$50,408
6-10 Years Experience	\$54,254	\$54,468	\$52,786
11-20 Years Experience	\$57,594	\$57,483	\$56,041
Over 20 Years Experience	\$63,505	\$63,962	\$62,039
Average Actual Salaries (regular duties only):			
Teachers	\$57,253	\$56,934	\$54,122
Professional Support	\$56,037	\$64,178	\$64,069
Campus Administration (School Leadership)	\$78,399	\$83,903	\$78,947
Instructional Staff Percent:	n/a	67.8%	64.5%
Contracted Instructional Staff (not incl. above):	0.1	6.0	6,043.6

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Staff Information

Total Students: 780
 Grade Span: PK - 05
 School Type: Elementary

Program Information	----- Campus -----		District	State
	Count	Percent		
Student Enrollment by Program:				
Bilingual/ESL Education	99	12.7%	3.2%	19.7%
Career & Technical Education	0	0.0%	28.9%	26.3%
Gifted & Talented Education	34	4.4%	7.1%	8.1%
Special Education	51	6.5%	7.4%	9.6%
Teachers by Program (population served):				
Bilingual/ESL Education	0.8	1.7%	0.1%	6.4%
Career & Technical Education	0.0	0.0%	5.7%	4.9%
Compensatory Education	2.4	5.2%	4.2%	2.7%
Gifted & Talented Education	0.0	0.0%	0.0%	2.0%
Regular Education	42.2	91.0%	77.1%	71.4%
Special Education	0.9	2.0%	12.9%	9.1%
Other	0.0	0.0%	0.0%	3.6%

- '^' Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.
- '*' Indicates results are masked due to small numbers to protect student confidentiality.
- '**' When only one student disability group is masked, then the second smallest student disability group is masked regardless of size.
- '***' Due to changes in the evaluation of SAT/ACT results (for 2017-18 the best result was used, rather than the most recent), 2016-17 SAT/ACT results are not comparable and, where applicable, are not shown.
- '-' Indicates there are no students in the group.
- 'n/a' Indicates data reporting is not applicable for this group.
- '?' Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

[Link to: PEIMS Financial Standard Reports 2017-18 Financial Actual Report](#)

2018-19 Texas Academic Performance Report

District Name: **MONTGOMERY ISD**

Campus Name: **LONE STAR EL**

Campus Number: **170903105**

2019 Accountability Rating: **A**

Distinction Designations:

Academic Achievement in ELA/Reading

Top 25 Percent: Comparative Academic Growth

Top 25 Percent: Comparative Closing the Gaps

Postsecondary Readiness

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

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus STAAR Performance

Total Students: 755
 Grade Span: PK - 05
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)	
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2019	76%	89%	92%	*	91%	94%	-	*	-	*	*	93%	91%	80%	*	
	2018	77%	88%	92%	-	69%	96%	-	*	-	100%	*	92%	93%	67%	*	
At Meets Grade Level or Above	2019	45%	58%	64%	*	36%	68%	-	*	-	*	*	65%	62%	27%	*	
	2018	43%	53%	66%	-	54%	66%	-	*	-	80%	*	63%	72%	42%	*	
At Masters Grade Level	2019	27%	36%	42%	*	27%	43%	-	*	-	*	*	39%	47%	13%	*	
	2018	25%	35%	46%	-	46%	47%	-	*	-	20%	*	44%	52%	33%	*	
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2019	79%	90%	89%	*	82%	90%	-	*	-	*	*	94%	77%	69%	*	
	2018	78%	88%	91%	-	62%	97%	-	*	-	80%	*	94%	86%	67%	*	
At Meets Grade Level or Above	2019	49%	61%	60%	*	36%	64%	-	*	-	*	*	61%	57%	19%	*	
	2018	47%	56%	65%	-	54%	67%	-	*	-	60%	*	62%	72%	42%	*	
At Masters Grade Level	2019	25%	34%	36%	*	18%	39%	-	*	-	*	*	35%	40%	6%	*	
	2018	23%	29%	31%	-	8%	35%	-	*	-	20%	*	29%	34%	0%	*	
Grade 4 Reading																	
At Approaches Grade Level or Above	2019	75%	86%	93%	-	80%	96%	-	*	-	80%	86%	*	95%	91%	80%	*
	2018	73%	86%	87%	*	76%	88%	-	*	-	*	50%	-	85%	88%	75%	*
At Meets Grade Level or Above	2019	44%	58%	80%	-	60%	84%	-	*	-	80%	43%	*	82%	78%	60%	*
	2018	46%	58%	64%	*	41%	68%	-	*	-	*	20%	-	60%	70%	25%	*
At Masters Grade Level	2019	22%	30%	51%	-	27%	58%	-	*	-	40%	14%	*	51%	52%	10%	*
	2018	24%	30%	42%	*	29%	43%	-	*	-	*	10%	-	44%	40%	19%	*
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2019	75%	87%	91%	-	79%	94%	-	*	-	80%	71%	*	93%	89%	78%	*
	2018	78%	87%	82%	*	59%	86%	-	*	-	*	30%	-	79%	86%	63%	*
At Meets Grade Level or Above	2019	48%	60%	68%	-	50%	73%	-	*	-	40%	57%	*	63%	74%	56%	*
	2018	49%	58%	61%	*	41%	63%	-	*	-	*	20%	-	58%	64%	50%	*
At Masters Grade Level	2019	28%	36%	39%	-	21%	43%	-	*	-	20%	57%	*	33%	46%	11%	*
	2018	27%	33%	38%	*	12%	42%	-	*	-	*	10%	-	42%	34%	19%	*
Grade 4 Writing																	
At Approaches Grade Level or Above	2019	67%	77%	93%	-	80%	95%	-	*	-	100%	67%	*	96%	89%	90%	*
	2018	63%	71%	76%	*	69%	77%	-	*	-	*	20%	-	74%	78%	47%	*
At Meets Grade Level or Above	2019	35%	43%	65%	-	40%	67%	-	*	-	100%	50%	*	59%	71%	30%	*
	2018	39%	48%	63%	*	56%	63%	-	*	-	*	20%	-	61%	65%	35%	*
At Masters Grade Level	2019	11%	13%	28%	-	13%	31%	-	*	-	20%	33%	*	24%	33%	20%	*
	2018	11%	11%	19%	*	19%	18%	-	*	-	*	10%	-	21%	17%	6%	*
Grade 5 Reading^																	
At Approaches Grade Level or Above	2019	86%	95%	94%	*	100%	93%	-	*	-	*	64%	*	94%	95%	92%	*
	2018	84%	92%	92%	*	94%	95%	-	*	-	*	69%	*	93%	92%	76%	*
At Meets Grade Level or Above	2019	54%	68%	72%	*	60%	73%	-	*	-	*	55%	*	72%	70%	50%	*
	2018	54%	68%	73%	*	78%	75%	*	*	-	*	46%	*	75%	70%	41%	*

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus STAAR Performance

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

Total Students: 755
 Grade Span: PK - 05
 School Type: Elementary

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
At Masters Grade Level	2019	29%	40%	46%	*	33%	48%	-	*	-	*	18%	*	47%	45%	13%	*
	2018	26%	34%	38%	*	33%	39%	*	*	-	*	15%	*	38%	38%	18%	*
Grade 5 Mathematics^																	
At Approaches Grade Level or Above	2019	90%	95%	94%	*	87%	96%	-	*	-	*	73%	*	95%	93%	79%	*
	2018	91%	96%	98%	*	100%	99%	*	*	-	*	92%	*	97%	100%	94%	*
At Meets Grade Level or Above	2019	58%	68%	71%	*	47%	74%	-	*	-	*	27%	*	75%	64%	46%	*
	2018	58%	68%	76%	*	83%	74%	*	*	-	*	77%	*	78%	72%	59%	*
At Masters Grade Level	2019	36%	46%	50%	*	27%	53%	-	*	-	*	9%	*	53%	45%	25%	*
	2018	30%	37%	41%	*	28%	44%	*	*	-	*	15%	*	45%	36%	12%	*
Grade 5 Science																	
At Approaches Grade Level or Above	2019	75%	84%	84%	*	64%	87%	-	*	-	*	55%	*	84%	84%	58%	*
	2018	76%	84%	83%	*	94%	83%	*	*	-	*	69%	*	82%	84%	59%	*
At Meets Grade Level or Above	2019	49%	58%	63%	*	36%	66%	-	*	-	*	36%	*	66%	57%	33%	*
	2018	41%	46%	49%	*	39%	53%	*	*	-	*	38%	*	53%	44%	6%	*
At Masters Grade Level	2019	24%	28%	40%	*	21%	42%	-	*	-	*	27%	*	39%	41%	13%	*
	2018	17%	19%	21%	*	0%	25%	*	*	-	*	15%	*	21%	22%	0%	*
All Grades All Subjects																	
At Approaches Grade Level or Above	2019	78%	88%	91%	60%	83%	93%	-	92%	-	93%	67%	100%	93%	89%	77%	64%
	2018	77%	87%	88%	75%	79%	90%	*	73%	-	86%	59%	90%	87%	88%	69%	57%
At Meets Grade Level or Above	2019	50%	64%	68%	30%	46%	71%	-	83%	-	81%	42%	86%	68%	67%	39%	20%
	2018	48%	61%	65%	42%	56%	66%	*	73%	-	73%	39%	70%	64%	65%	37%	33%
At Masters Grade Level	2019	24%	32%	42%	10%	24%	45%	-	50%	-	52%	24%	43%	41%	44%	14%	4%
	2018	22%	29%	34%	17%	22%	36%	*	64%	-	50%	12%	40%	35%	33%	13%	19%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2019	75%	85%	93%	*	90%	94%	-	80%	-	90%	74%	100%	94%	93%	86%	78%
	2018	74%	85%	90%	*	81%	93%	*	*	-	89%	62%	*	90%	91%	73%	88%
At Meets Grade Level or Above	2019	48%	61%	72%	*	54%	74%	-	80%	-	90%	47%	100%	72%	71%	45%	33%
	2018	46%	60%	68%	*	58%	70%	*	*	-	78%	35%	*	66%	71%	36%	38%
At Masters Grade Level	2019	21%	28%	46%	*	29%	49%	-	60%	-	60%	16%	40%	45%	48%	12%	11%
	2018	19%	26%	42%	*	35%	43%	*	*	-	44%	12%	*	42%	42%	22%	25%
All Grades Mathematics																	
At Approaches Grade Level or Above	2019	82%	91%	92%	*	83%	93%	-	100%	-	90%	68%	100%	94%	87%	76%	56%
	2018	81%	91%	91%	*	75%	94%	*	*	-	89%	65%	*	90%	91%	76%	38%
At Meets Grade Level or Above	2019	52%	68%	66%	*	45%	70%	-	80%	-	60%	37%	80%	67%	66%	39%	11%
	2018	50%	66%	67%	*	60%	68%	*	*	-	67%	50%	*	66%	69%	51%	38%
At Masters Grade Level	2019	26%	39%	42%	*	23%	45%	-	40%	-	50%	26%	60%	41%	44%	16%	0%
	2018	24%	35%	37%	*	17%	41%	*	*	-	44%	12%	*	39%	35%	11%	25%
All Grades Writing																	
At Approaches Grade Level or Above	2019	68%	80%	93%	-	80%	95%	-	*	-	100%	67%	*	96%	89%	90%	*
	2018	66%	77%	76%	*	69%	77%	-	*	-	*	20%	-	74%	78%	47%	*
At Meets Grade Level or Above	2019	38%	50%	65%	-	40%	67%	-	*	-	100%	50%	*	59%	71%	30%	*
	2018	41%	52%	63%	*	56%	63%	-	*	-	*	20%	-	61%	65%	35%	*
At Masters Grade Level	2019	14%	19%	28%	-	13%	31%	-	*	-	20%	33%	*	24%	33%	20%	*
	2018	13%	16%	19%	*	19%	18%	-	*	-	*	10%	-	21%	17%	6%	*

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

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus STAAR Performance

Total Students: 755
 Grade Span: PK - 05
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)	
All Grades Science																	
At Approaches Grade Level or Above	2019	81%	90%	84%	*	64%	87%	-	*	-	*	55%	*	84%	84%	58%	*
	2018	80%	87%	83%	*	94%	83%	*	*	-	*	69%	*	82%	84%	59%	*
At Meets Grade Level or Above	2019	54%	65%	63%	*	36%	66%	-	*	-	*	36%	*	66%	57%	33%	*
	2018	51%	61%	49%	*	39%	53%	*	*	-	*	38%	*	53%	44%	6%	*
At Masters Grade Level	2019	25%	28%	40%	*	21%	42%	-	*	-	*	27%	*	39%	41%	13%	*
	2018	23%	28%	21%	*	0%	25%	*	*	-	*	15%	*	21%	22%	0%	*

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

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus Progress

Total Students: 755
 Grade Span: PK - 05
 School Type: Elementary

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
Grade 4 ELA/Reading	2019	61	64	80	-	50	86	-	*	-	80	70	*	85	74	70	*
	2018	63	58	70	*	50	73	-	*	-	*	65	-	74	64	59	*
Grade 4 Mathematics	2019	65	70	68	-	45	72	-	*	-	50	80	*	66	71	72	*
	2018	65	59	65	*	44	68	-	*	-	*	70	-	68	61	59	*
Grade 5 ELA/Reading	2019	81	83	83	*	90	81	-	*	-	*	80	-	82	83	72	*
	2018	80	78	84	*	91	84	*	*	-	*	90	*	86	81	84	*
Grade 5 Mathematics	2019	83	84	86	*	87	87	-	*	-	*	85	-	93	73	74	*
	2018	81	77	82	*	68	84	*	*	-	*	91	*	79	87	88	*
All Grades Both Subjects	2019	69	74	80	*	71	82	-	*	-	75	80	83	82	75	72	46
	2018	69	71	76	69	64	78	*	*	-	88	79	*	77	74	73	65
All Grades ELA/Reading	2019	68	70	81	*	72	83	-	*	-	86	77	*	83	79	71	50
	2018	69	68	77	*	71	79	*	*	-	*	78	*	80	73	72	70
All Grades Mathematics	2019	70	77	78	*	69	80	-	*	-	64	83	*	82	72	73	43
	2018	70	74	74	*	56	77	*	*	-	*	81	*	73	75	73	60

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

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus Prior Year and Student Success Initiative

Total Students: 755
 Grade Span: PK - 05
 School Type: Elementary

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2019	41%	49%	52%	-	67%	47%	-	-	-	-	29%	70%	*
	2018	38%	47%	53%	*	*	59%	-	-	-	*	*	45%	-
Mathematics	2019	45%	60%	62%	*	55%	75%	-	-	-	*	56%	54%	*
	2018	47%	56%	50%	*	*	52%	-	-	-	*	*	64%	*
Student Success Initiative														
Grade 5 Reading														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	78%	90%	88%	*	80%	89%	-	*	-	*	33%	70%	*
Students Requiring Accelerated Instruction														
	2019	22%	10%	12%	*	20%	11%	-	*	-	*	67%	30%	*
STAAR Cumulative Met Standard														
	2019	86%	95%	94%	*	100%	93%	-	*	-	*	56%	92%	*
Grade 5 Mathematics														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	83%	93%	92%	*	87%	93%	-	*	-	*	67%	75%	*
Students Requiring Accelerated Instruction														
	2019	17%	7%	8%	*	13%	7%	-	*	-	*	33%	25%	*
STAAR Cumulative Met Standard														
	2019	90%	95%	94%	*	87%	96%	-	*	-	*	67%	79%	*

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus STAAR Performance
 Bilingual Education/English as a Second Language

Total Students: 755
 Grade Span: PK - 05
 (Current EL 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 EL
STAAR Performance Rate by Subject and Performance Level														
All Grades All Subjects														
At Approaches Grade Level or Above	2019	78%	88%	91%	-	-	-	-	59%	59%	-	-	59%	59%
	2018	77%	87%	88%	-	-	-	-	47%	50%	*	-	47%	47%
At Meets Grade Level or Above	2019	50%	64%	68%	-	-	-	-	23%	23%	-	-	23%	23%
	2018	48%	61%	65%	-	-	-	-	27%	33%	*	-	27%	27%
At Masters Grade Level	2019	24%	32%	42%	-	-	-	-	5%	5%	-	-	5%	5%
	2018	22%	29%	34%	-	-	-	-	13%	17%	*	-	13%	13%
All Grades ELA/Reading														
At Approaches Grade Level or Above	2019	75%	85%	93%	-	-	-	-	75%	75%	-	-	75%	75%
	2018	74%	85%	90%	-	-	-	-	83%	80%	*	-	83%	83%
At Meets Grade Level or Above	2019	48%	61%	72%	-	-	-	-	38%	38%	-	-	38%	38%
	2018	46%	60%	68%	-	-	-	-	33%	40%	*	-	33%	33%
At Masters Grade Level	2019	21%	28%	46%	-	-	-	-	13%	13%	-	-	13%	13%
	2018	19%	26%	42%	-	-	-	-	17%	20%	*	-	17%	17%
All Grades Mathematics														
At Approaches Grade Level or Above	2019	82%	91%	92%	-	-	-	-	50%	50%	-	-	50%	50%
	2018	81%	91%	91%	-	-	-	-	33%	40%	*	-	33%	33%
At Meets Grade Level or Above	2019	52%	68%	66%	-	-	-	-	13%	13%	-	-	13%	13%
	2018	50%	66%	67%	-	-	-	-	33%	40%	*	-	33%	33%
At Masters Grade Level	2019	26%	39%	42%	-	-	-	-	0%	0%	-	-	0%	0%
	2018	24%	35%	37%	-	-	-	-	17%	20%	*	-	17%	17%
All Grades Writing														
At Approaches Grade Level or Above	2019	68%	80%	93%	-	-	-	-	*	*	-	-	*	*
	2018	66%	77%	76%	-	-	-	-	*	*	*	-	*	*
At Meets Grade Level or Above	2019	38%	50%	65%	-	-	-	-	*	*	-	-	*	*
	2018	41%	52%	63%	-	-	-	-	*	*	*	-	*	*
At Masters Grade Level	2019	14%	19%	28%	-	-	-	-	*	*	-	-	*	*
	2018	13%	16%	19%	-	-	-	-	*	*	*	-	*	*
All Grades Science														
At Approaches Grade Level or Above	2019	81%	90%	84%	-	-	-	-	*	*	-	-	*	*
	2018	80%	87%	83%	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2019	54%	65%	63%	-	-	-	-	*	*	-	-	*	*
	2018	51%	61%	49%	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2019	25%	28%	40%	-	-	-	-	*	*	-	-	*	*
	2018	23%	28%	21%	-	-	-	-	-	-	-	-	-	-
School Progress Domain - Academic Growth Score														
All Grades Both Subjects	2019	69%	74%	80%	-	-	-	-	38%	38%	-	-	38%	38%
	2018	69%	71%	76%	-	-	-	-	75%	*	*	-	75%	75%
All Grades ELA/Reading	2019	68%	70%	81%	-	-	-	-	42%	42%	-	-	42%	42%
	2018	69%	68%	77%	-	-	-	-	*	*	*	-	*	*
All Grades Mathematics	2019	70%	77%	78%	-	-	-	-	33%	33%	-	-	33%	33%
	2018	70%	74%	74%	-	-	-	-	*	*	*	-	*	*
Progress of Prior Year STAAR Non-Proficient Students (Percent of Non-Proficient Passing STAAR)														
Reading	2019	41%	49%	52%	-	-	-	-	*	*	-	-	*	*
	2018	38%	47%	53%	-	-	-	-	-	-	-	-	-	-
Mathematics	2019	45%	60%	62%	-	-	-	-	*	*	-	-	*	*
	2018	47%	56%	50%	-	-	-	-	*	-	*	-	*	*

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus STAAR Participation

Total Students: 755
 Grade Span: PK - 05
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2019 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	98%	98%	100%	98%	99%	-	100%	-	100%	96%	99%	100%
Included in Accountability	94%	94%	95%	100%	91%	95%	-	100%	-	100%	82%	86%	100%
Not Included in Accountability													
Mobile	4%	3%	3%	0%	5%	3%	-	0%	-	0%	10%	11%	0%
Other Exclusions	1%	0%	0%	0%	2%	0%	-	0%	-	0%	3%	1%	0%
Not Tested	1%	2%	2%	0%	2%	1%	-	0%	-	0%	4%	1%	0%
Absent	1%	2%	1%	0%	2%	1%	-	0%	-	0%	4%	1%	0%
Other	0%	0%	0%	0%	1%	0%	-	0%	-	0%	0%	0%	0%
2018 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	98%	99%	100%	99%	99%	*	100%	-	100%	98%	99%	100%
Included in Accountability	94%	94%	95%	100%	98%	94%	*	100%	-	100%	87%	86%	100%
Not Included in Accountability													
Mobile	4%	4%	4%	0%	2%	4%	*	0%	-	0%	7%	11%	0%
Other Exclusions	1%	0%	0%	0%	0%	0%	*	0%	-	0%	3%	2%	0%
Not Tested	1%	2%	1%	0%	1%	1%	*	0%	-	0%	2%	1%	0%
Absent	1%	2%	1%	0%	1%	1%	*	0%	-	0%	2%	1%	0%
Other	0%	0%	0%	0%	0%	0%	*	0%	-	0%	0%	0%	0%

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Attendance, Graduation, and Dropout Rates

Total Students: 755
 Grade Span: PK - 05
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Attendance Rate													
2017-18	95.4%	95.2%	96.1%	98.4%	96.3%	96.0%	*	96.7%	-	96.4%	94.6%	95.1%	94.6%
2016-17	95.7%	95.3%	96.0%	95.6%	96.5%	95.9%	*	*	-	97.8%	94.6%	94.6%	95.8%
Annual Dropout Rate (Gr 7-8)													
2017-18	0.4%	0.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.3%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2017-18	1.9%	0.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.9%	0.6%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	90.0%	97.5%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.8%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.7%	1.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	98.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.3%	98.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	89.7%	93.8%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	1.7%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	4.0%	1.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	3.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.1%	95.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	96.7%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.0%	94.8%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	1.9%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	2.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	96.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	97.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	91.6%	96.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	2.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.2%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	1.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.2%	98.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	98.2%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2016													
Graduated	92.1%	96.2%	-	-	-	-	-	-	-	-	-	-	-

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

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus Attendance, Graduation, and Dropout Rates

Total Students: 755
 Grade Span: PK - 05
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Received TxCHSE	0.8%	2.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	1.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.9%	98.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	98.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2015													
Graduated	91.8%	93.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	1.0%	3.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.7%	3.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	96.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.3%	96.1%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2018	90.0%	96.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	89.7%	92.5%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2018	68.5%	*	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	88.5%	83.8%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2018	5.0%	10.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	6.0%	33.3%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2018	82.0%	83.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	60.8%	66.7%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2018	86.8%	94.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	85.9%	84.3%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2017-18	37.7%	50.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	87.2%	82.6%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2017-18	4.9%	11.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	7.2%	20.8%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2017-18	81.5%	83.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	56.5%	79.2%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2017-18	85.1%	93.9%	-	-	-	-	-	-	-	-	-	-	-
2016-17	84.0%	83.4%	-	-	-	-	-	-	-	-	-	-	-

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Graduation Profile

Total Students: 755
 Grade Span: PK - 05
 School Type: Elementary

	Campus Count	Campus Percent	District Count	State Count
Graduates (2017-18 Annual Graduates)				
Total Graduates	-	-	627	347,893
By Ethnicity:				
African American	-	-	22	43,502
Hispanic	-	-	81	173,272
White	-	-	499	107,052
American Indian	-	-	5	1,226
Asian	-	-	10	15,589
Pacific Islander	-	-	1	528
Two or More Races	-	-	9	6,724
By Graduation Type:				
Minimum H.S. Program	-	-	3	5,855
Recommended H.S. Program/Distinguished Achievement Program	-	-	3	3,538
Foundation H.S. Program (No Endorsement)	-	-	37	49,432
Foundation H.S. Program (Endorsement)	-	-	68	16,542
Foundation H.S. Program (DLA)	-	-	516	272,526
Special Education Graduates	-	-	41	25,962
Economically Disadvantaged Graduates	-	-	92	166,956
LEP Graduates	-	-	4	21,359
At-Risk Graduates	-	-	171	144,805

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2018-19 Campus College, Career, and Military Readiness (CCMR)

District Name: MONTGOMERY ISD

Campus Name: LONE STAR EL

Campus Number: 170903105

Total Students: 755

Grade Span: PK - 05

School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
College, Career, and Military Ready Graduates (Student Achievement) ***													
College, Career, or Military Ready (Annual Graduates)													
2017-18	65.5%	79.7%	-	-	-	-	-	-	-	-	-	-	-
College Ready Graduates ***													
College Ready (Annual Graduates)													
2017-18	50.0%	59.3%	-	-	-	-	-	-	-	-	-	-	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2017-18	58.2%	71.6%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	46.0%	58.7%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	42.1%	57.7%	-	-	-	-	-	-	-	-	-	-	-
Dual Course Credits (Annual Graduates)													
Any Subject													
2017-18	20.7%	26.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.9%	21.8%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2017-18	20.4%	16.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	20.1%	13.9%	-	-	-	-	-	-	-	-	-	-	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2017-18	1.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
OnRamps Course Credits (Annual Graduates)													
2017-18	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2017-18	28.7%	48.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	13.2%	11.3%	-	-	-	-	-	-	-	-	-	-	-
Approved Industry-Based Certification (Annual Graduates)													
2017-18	4.8%	3.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	2.7%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2017-18	1.7%	3.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.0%	0.4%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2017-18	38.7%	84.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	17.3%	19.0%	-	-	-	-	-	-	-	-	-	-	-

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus College, Career, and Military Readiness (CCMR)

Total Students: 755
 Grade Span: PK - 05
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
U.S. Armed Forces Enlistment (Annual Graduates)													
2017-18	4.3%	2.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	2.2%	1.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2017-18	2.6%	2.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates with Level I or Level II Certificate (Annual Graduates)													
2017-18	0.6%	0.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus CCMR-Related Indicators

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

Total Students: 755
 Grade Span: PK - 05
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
TSIA Results (Graduates >= Criterion) (Annual Graduates)													
Reading													
2017-18	32.1%	50.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	23.4%	32.3%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	23.7%	38.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.8%	27.2%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	18.1%	36.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	12.9%	22.0%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence (Annual Graduates)													
2017-18	58.4%	86.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	50.5%	83.9%	-	-	-	-	-	-	-	-	-	-	-
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2017-18	2.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	3.9%	9.9%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.4%	7.0%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	0.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2018	25.8%	22.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	26.2%	22.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018	15.3%	9.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	15.9%	7.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018	7.3%	4.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	7.2%	4.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018	10.8%	10.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	10.9%	8.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2018	14.5%	16.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	15.0%	17.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2018	50.7%	59.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	49.1%	47.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018	42.5%	68.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	41.3%	59.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018	52.8%	77.2%	-	-	-	-	-	-	-	-	n/a	-	n/a

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

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus CCMR-Related Indicators

Total Students: 755
 Grade Span: PK - 05
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2017 Science	51.3%	71.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018 Science	38.0%	59.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017 Social Studies	38.3%	45.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018 Social Studies	44.6%	47.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017 Social Studies	41.4%	36.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
SAT/ACT Results (Annual Graduates) ***													
Tested													
2017-18	74.6%	68.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016-17	73.5%	65.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
At/Above Criterion													
2017-18	37.9%	61.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
Average SAT Score (Annual Graduates) ***													
All Subjects													
2017-18	1036	1131	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts and Writing													
2017-18	521	569	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2017-18	515	561	-	-	-	-	-	-	-	-	n/a	-	n/a
Average ACT Score (Annual Graduates) ***													
All Subjects													
2017-18	20.6	24.0	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2017-18	20.3	24.1	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2017-18	20.6	23.6	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2017-18	20.9	23.6	-	-	-	-	-	-	-	-	n/a	-	n/a

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

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus Other Postsecondary Indicators

Total Students: 755
 Grade Span: PK - 05
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Advanced Dual-Credit Course Completion (Grades 9-12)													
Any Subject													
2017-18	43.4%	39.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	37.1%	29.8%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts													
2017-18	17.3%	17.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	16.8%	5.1%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	20.7%	19.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.5%	16.0%	-	-	-	-	-	-	-	-	-	-	-
Science													
2017-18	21.2%	16.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	5.7%	2.0%	-	-	-	-	-	-	-	-	-	-	-
Social Studies													
2017-18	22.8%	23.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	21.8%	21.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2016-17	54.6%	59.0%	-	-	-	-	-	-	-	-	-	-	-
2015-16	54.7%	60.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2016-17	59.2%	73.6%	-	-	-	-	-	-	-	-	-	-	-
2015-16	55.7%	74.1%	-	-	-	-	-	-	-	-	-	-	-

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

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus Student Information

Total Students: 755
 Grade Span: PK - 05
 School Type: Elementary

Student Information	----- Campus -----		District	State
	Count	Percent		
Total Students	755	100.0%	8,837	5,416,400
Students by Grade:				
Early Childhood Education	0	0.0%	0.3%	0.3%
Pre-Kindergarten	30	4.0%	1.9%	4.4%
Kindergarten	103	13.6%	6.2%	6.9%
Grade 1	147	19.5%	7.3%	7.1%
Grade 2	129	17.1%	7.1%	7.2%
Grade 3	112	14.8%	6.7%	7.3%
Grade 4	110	14.6%	7.2%	7.6%
Grade 5	124	16.4%	7.6%	7.7%
Grade 6	0	0.0%	8.4%	7.7%
Grade 7	0	0.0%	8.2%	7.5%
Grade 8	0	0.0%	8.7%	7.5%
Grade 9	0	0.0%	8.4%	8.1%
Grade 10	0	0.0%	7.9%	7.4%
Grade 11	0	0.0%	7.4%	6.9%
Grade 12	0	0.0%	6.6%	6.5%
Ethnic Distribution:				
African American	11	1.5%	2.7%	12.6%
Hispanic	112	14.8%	15.4%	52.6%
White	595	78.8%	77.3%	27.4%
American Indian	2	0.3%	0.4%	0.4%
Asian	9	1.2%	1.0%	4.5%
Pacific Islander	0	0.0%	0.1%	0.2%
Two or More Races	26	3.4%	3.0%	2.4%
Economically Disadvantaged	129	17.1%	25.3%	60.6%
Non-Educationally Disadvantaged	626	82.9%	74.7%	39.4%
Section 504 Students	41	5.4%	10.3%	6.5%
English Learners (EL)	14	1.9%	2.3%	19.5%
Students w/ Disciplinary Placements (2017-18)	1	0.1%	1.0%	1.4%
Students w/ Dyslexia	22	2.9%	4.4%	3.6%
At-Risk	126	16.7%	30.4%	50.1%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	53			
By Type of Primary Disability				
Students with Intellectual Disabilities	11	20.8%	37.5%	42.4%
Students with Physical Disabilities	24	45.3%	24.5%	21.9%
Students with Autism	8	15.1%	13.9%	13.7%
Students with Behavioral Disabilities	**	**	22.8%	20.6%
Students with Non-Categorical Early Childhood	*	*	1.2%	1.4%
Mobility (2017-18):				
Total Mobile Students	68	11.1%	10.8%	15.4%

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

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus Student Information

Total Students: 755
 Grade Span: PK - 05
 School Type: Elementary

Student Information	----- Campus -----		District	State
	Count	Percent		
By Ethnicity:				
African American	0	0.0%		
Hispanic	15	2.4%		
White	49	8.0%		
American Indian	0	0.0%		
Asian	1	0.2%		
Pacific Islander	0	0.0%		
Two or More Races	3	0.5%		

Student Information	-----Non-Special Education Rates-----			-----Special Education Rates-----		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	1.6%	1.7%	1.7%	14.3%	14.6%	6.2%
Grade 1	4.5%	3.3%	3.1%	0.0%	1.9%	5.5%
Grade 2	1.0%	1.9%	1.8%	0.0%	2.5%	2.3%
Grade 3	1.1%	0.7%	1.1%	0.0%	0.0%	0.9%
Grade 4	1.0%	0.2%	0.5%	0.0%	0.0%	0.5%
Grade 5	0.9%	0.2%	0.5%	0.0%	0.0%	0.6%
Grade 6	-	0.0%	0.4%	-	0.0%	0.5%
Grade 7	-	0.1%	0.6%	-	0.0%	0.6%
Grade 8	-	0.3%	0.4%	-	0.0%	0.7%
Grade 9	-	3.1%	7.2%	-	6.7%	12.7%

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	17.2	17.3	18.9
Grade 1	20.6	19.0	18.8
Grade 2	21.3	19.3	18.7
Grade 3	18.5	17.8	18.9
Grade 4	18.4	17.9	19.2
Grade 5	24.8	22.9	21.2
Grade 6	-	23.5	20.4
Secondary:			
English/Language Arts	-	18.6	16.6
Foreign Languages	-	18.9	18.9
Mathematics	-	21.9	17.8
Science	-	21.3	18.9
Social Studies	-	21.4	19.3

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Staff Information

Total Students: 755
 Grade Span: PK - 05
 School Type: Elementary

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	63.3	100.0%	100.0%	100.0%
Professional Staff:	53.5	84.6%	66.8%	64.1%
Teachers	46.5	73.5%	55.4%	49.8%
Professional Support	5.0	7.9%	7.9%	10.1%
Campus Administration (School Leadership)	2.0	3.2%	2.6%	3.0%
Educational Aides:	9.8	15.4%	8.2%	10.3%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	1.0	n/a	4.0	4,414.0
Part-time	0.0	n/a	2.0	572.0
Counselors				
Full-time	1.0	n/a	20.0	12,433.0
Part-time	0.0	n/a	0.0	1,097.0
Total Minority Staff:	1.5	2.4%	11.9%	50.4%
Teachers by Ethnicity and Sex:				
African American	0.0	0.0%	1.4%	10.6%
Hispanic	0.0	0.0%	6.0%	27.7%
White	46.5	100.0%	92.0%	58.4%
American Indian	0.0	0.0%	0.2%	0.3%
Asian	0.0	0.0%	0.2%	1.7%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	0.0	0.0%	0.3%	1.1%
Males	0.0	0.0%	17.3%	23.8%
Females	46.5	100.0%	82.7%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	1.3%	1.4%
Bachelors	39.0	83.9%	74.1%	73.6%
Masters	7.5	16.1%	23.9%	24.3%
Doctorate	0.0	0.0%	0.7%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	1.0	2.2%	4.0%	7.0%
1-5 Years Experience	9.0	19.4%	17.3%	28.9%
6-10 Years Experience	12.0	25.8%	18.8%	19.0%
11-20 Years Experience	15.5	33.3%	37.8%	29.3%
Over 20 Years Experience	9.0	19.4%	22.1%	15.7%
Number of Students per Teacher	16.2	n/a	15.1	15.1

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Staff Information

Total Students: 755
 Grade Span: PK - 05
 School Type: Elementary

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	13.0	6.3	6.3
Average Years Experience of Principals with District	6.0	4.1	5.4
Average Years Experience of Assistant Principals	4.0	7.1	5.3
Average Years Experience of Assistant Principals with District	4.0	5.3	4.7
Average Years Experience of Teachers:	13.0	13.6	11.1
Average Years Experience of Teachers with District:	7.1	6.6	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$50,075	\$45,948	\$47,218
1-5 Years Experience	\$50,838	\$51,962	\$50,408
6-10 Years Experience	\$54,210	\$54,468	\$52,786
11-20 Years Experience	\$57,069	\$57,483	\$56,041
Over 20 Years Experience	\$64,374	\$63,962	\$62,039
Average Actual Salaries (regular duties only):			
Teachers	\$56,388	\$56,934	\$54,122
Professional Support	\$65,489	\$64,178	\$64,069
Campus Administration (School Leadership)	\$85,777	\$83,903	\$78,947
Instructional Staff Percent:	n/a	67.8%	64.5%
Contracted Instructional Staff (not incl. above):	0.4	6.0	6,043.6

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Staff Information

Program Information	----- Campus -----		District	State
	Count	Percent		
Student Enrollment by Program:				
Bilingual/ESL Education	14	1.9%	3.2%	19.7%
Career & Technical Education	0	0.0%	28.9%	26.3%
Gifted & Talented Education	45	6.0%	7.1%	8.1%
Special Education	53	7.0%	7.4%	9.6%
Teachers by Program (population served):				
Bilingual/ESL Education	0.0	0.0%	0.1%	6.4%
Career & Technical Education	0.0	0.0%	5.7%	4.9%
Compensatory Education	3.5	7.5%	4.2%	2.7%
Gifted & Talented Education	0.0	0.0%	0.0%	2.0%
Regular Education	39.0	83.9%	77.1%	71.4%
Special Education	4.0	8.6%	12.9%	9.1%
Other	0.0	0.0%	0.0%	3.6%

- '^' Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.
- '*' Indicates results are masked due to small numbers to protect student confidentiality.
- '**' When only one student disability group is masked, then the second smallest student disability group is masked regardless of size.
- '***' Due to changes in the evaluation of SAT/ACT results (for 2017-18 the best result was used, rather than the most recent), 2016-17 SAT/ACT results are not comparable and, where applicable, are not shown.
- '-' Indicates there are no students in the group.
- 'n/a' Indicates data reporting is not applicable for this group.
- '?' Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

[Link to: PEIMS Financial Standard Reports 2017-18 Financial Actual Report](#)

2018-19 Texas Academic Performance Report

District Name: **MONTGOMERY ISD**

Campus Name: **MADELEY RANCH EL**

Campus Number: **170903106**

2019 Accountability Rating: **A**

Distinction Designations:

Top 25 Percent: Comparative Closing the Gaps

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

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus STAAR Performance

Total Students: 734
 Grade Span: PK - 05
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)	
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2019	76%	89%	85%	-	63%	88%	-	-	-	100%	60%	*	86%	82%	63%	*
	2018	77%	88%	88%	*	85%	89%	-	-	-	*	*	90%	85%	86%	*	
At Meets Grade Level or Above	2019	45%	58%	48%	-	38%	49%	-	-	-	67%	40%	*	44%	56%	26%	*
	2018	43%	53%	53%	*	38%	59%	-	-	-	*	*	66%	27%	29%	*	
At Masters Grade Level	2019	27%	36%	30%	-	38%	27%	-	-	-	50%	20%	*	21%	47%	16%	*
	2018	25%	35%	35%	*	23%	38%	-	-	-	*	*	46%	12%	21%	*	
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2019	79%	90%	87%	-	80%	87%	-	-	-	100%	80%	*	86%	88%	75%	*
	2018	78%	88%	85%	*	77%	89%	-	-	-	*	60%	*	91%	74%	73%	*
At Meets Grade Level or Above	2019	49%	61%	59%	-	53%	56%	-	-	-	100%	60%	*	53%	70%	50%	*
	2018	47%	56%	54%	*	31%	60%	-	-	-	*	60%	*	65%	32%	27%	*
At Masters Grade Level	2019	25%	34%	30%	-	47%	26%	-	-	-	50%	40%	*	29%	33%	13%	*
	2018	23%	29%	26%	*	8%	32%	-	-	-	*	20%	*	34%	12%	7%	*
Grade 4 Reading																	
At Approaches Grade Level or Above	2019	75%	86%	84%	*	64%	89%	-	-	-	60%	*	*	89%	76%	71%	*
	2018	73%	86%	86%	-	83%	87%	-	-	-	*	75%	*	83%	92%	78%	*
At Meets Grade Level or Above	2019	44%	58%	59%	*	43%	67%	-	-	-	20%	*	*	72%	38%	29%	*
	2018	46%	58%	57%	-	58%	57%	-	-	-	*	50%	*	51%	68%	35%	*
At Masters Grade Level	2019	22%	30%	31%	*	7%	38%	-	-	-	20%	*	*	40%	16%	7%	*
	2018	24%	30%	28%	-	25%	27%	-	-	-	*	13%	*	21%	42%	17%	*
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2019	75%	87%	82%	*	62%	88%	-	-	-	60%	*	*	90%	69%	46%	*
	2018	78%	87%	88%	-	92%	89%	-	-	-	*	63%	*	88%	89%	87%	*
At Meets Grade Level or Above	2019	48%	60%	55%	*	15%	65%	-	-	-	20%	*	*	62%	43%	23%	*
	2018	49%	58%	60%	-	62%	59%	-	-	-	*	50%	*	60%	58%	26%	*
At Masters Grade Level	2019	28%	36%	34%	*	15%	40%	-	-	-	20%	*	*	43%	20%	15%	*
	2018	27%	33%	31%	-	38%	30%	-	-	-	*	13%	*	34%	26%	17%	*
Grade 4 Writing																	
At Approaches Grade Level or Above	2019	67%	77%	72%	*	57%	78%	-	-	-	20%	*	*	76%	65%	57%	*
	2018	63%	71%	68%	-	67%	69%	-	-	-	*	50%	*	67%	71%	52%	*
At Meets Grade Level or Above	2019	35%	43%	38%	*	7%	47%	-	-	-	20%	*	*	47%	24%	7%	*
	2018	39%	48%	39%	-	33%	40%	-	-	-	*	25%	*	35%	47%	29%	*
At Masters Grade Level	2019	11%	13%	13%	*	0%	15%	-	-	-	20%	*	*	19%	3%	0%	*
	2018	11%	11%	9%	-	8%	9%	-	-	-	*	25%	*	6%	13%	0%	*
Grade 5 Reading^																	
At Approaches Grade Level or Above	2019	86%	95%	95%	-	100%	95%	-	-	-	*	80%	*	93%	100%	92%	*
	2018	84%	92%	89%	*	88%	89%	*	-	-	*	54%	*	88%	92%	78%	*
At Meets Grade Level or Above	2019	54%	68%	65%	-	64%	67%	-	-	-	*	20%	*	61%	72%	48%	*
	2018	54%	68%	66%	*	50%	68%	*	-	-	*	31%	*	70%	57%	59%	*

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

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus STAAR Performance

Total Students: 734
 Grade Span: PK - 05
 School Type: Elementary

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
At Masters Grade Level	2019	29%	40%	36%	-	55%	35%	-	-	-	*	0%	*	35%	38%	32%	*
	2018	26%	34%	32%	*	31%	33%	*	-	-	*	8%	*	35%	27%	33%	*
Grade 5 Mathematics ^A																	
At Approaches Grade Level or Above	2019	90%	95%	97%	-	91%	99%	-	-	-	*	80%	*	98%	96%	92%	*
	2018	91%	96%	93%	*	94%	93%	*	-	-	*	69%	*	94%	92%	85%	*
At Meets Grade Level or Above	2019	58%	68%	71%	-	64%	72%	-	-	-	*	20%	*	69%	74%	44%	*
	2018	58%	68%	59%	*	63%	58%	*	-	-	*	54%	*	65%	47%	52%	*
At Masters Grade Level	2019	36%	46%	53%	-	55%	53%	-	-	-	*	0%	*	53%	53%	32%	*
	2018	30%	37%	27%	*	25%	26%	*	-	-	*	23%	*	29%	22%	15%	*
Grade 5 Science																	
At Approaches Grade Level or Above	2019	75%	84%	90%	-	80%	92%	-	-	-	*	100%	*	90%	89%	83%	*
	2018	76%	84%	82%	*	80%	83%	*	-	-	*	67%	*	84%	79%	77%	*
At Meets Grade Level or Above	2019	49%	58%	62%	-	70%	62%	-	-	-	*	80%	*	58%	68%	50%	*
	2018	41%	46%	46%	*	53%	44%	*	-	-	*	33%	*	47%	43%	38%	*
At Masters Grade Level	2019	24%	28%	33%	-	40%	33%	-	-	-	*	40%	*	31%	36%	25%	*
	2018	17%	19%	16%	*	13%	17%	*	-	-	*	8%	*	17%	15%	15%	*
All Grades All Subjects																	
At Approaches Grade Level or Above	2019	78%	88%	87%	78%	73%	90%	-	-	-	69%	79%	93%	89%	84%	76%	82%
	2018	77%	87%	85%	83%	84%	86%	*	-	-	73%	65%	73%	86%	85%	77%	73%
At Meets Grade Level or Above	2019	50%	64%	58%	11%	42%	61%	-	-	-	46%	49%	50%	58%	57%	37%	53%
	2018	48%	61%	55%	8%	49%	56%	*	-	-	59%	42%	20%	58%	48%	39%	27%
At Masters Grade Level	2019	24%	32%	33%	0%	31%	34%	-	-	-	33%	23%	29%	34%	32%	20%	12%
	2018	22%	29%	25%	0%	22%	26%	*	-	-	27%	15%	0%	27%	21%	16%	7%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2019	75%	85%	89%	*	73%	91%	-	-	-	87%	74%	80%	89%	87%	78%	67%
	2018	74%	85%	88%	100%	85%	88%	*	-	-	78%	68%	83%	87%	90%	80%	83%
At Meets Grade Level or Above	2019	48%	61%	58%	*	46%	61%	-	-	-	40%	42%	40%	58%	57%	36%	50%
	2018	46%	60%	60%	0%	49%	62%	*	-	-	56%	40%	17%	63%	53%	44%	33%
At Masters Grade Level	2019	21%	28%	33%	*	32%	33%	-	-	-	33%	16%	40%	32%	34%	21%	17%
	2018	19%	26%	31%	0%	27%	32%	*	-	-	33%	12%	0%	33%	28%	25%	0%
All Grades Mathematics																	
At Approaches Grade Level or Above	2019	82%	91%	89%	*	77%	92%	-	-	-	73%	79%	100%	92%	85%	76%	100%
	2018	81%	91%	89%	80%	88%	90%	*	-	-	67%	65%	100%	91%	86%	83%	67%
At Meets Grade Level or Above	2019	52%	68%	62%	*	44%	66%	-	-	-	60%	53%	60%	62%	63%	41%	67%
	2018	50%	66%	58%	20%	52%	59%	*	-	-	56%	54%	33%	63%	46%	37%	33%
At Masters Grade Level	2019	26%	39%	40%	*	38%	41%	-	-	-	40%	32%	40%	42%	37%	22%	17%
	2018	24%	35%	28%	0%	24%	29%	*	-	-	33%	19%	0%	32%	21%	14%	17%
All Grades Writing																	
At Approaches Grade Level or Above	2019	68%	80%	72%	*	57%	78%	-	-	-	20%	*	*	76%	65%	57%	*
	2018	66%	77%	68%	-	67%	69%	-	-	-	*	50%	*	67%	71%	52%	*
At Meets Grade Level or Above	2019	38%	50%	38%	*	7%	47%	-	-	-	20%	*	*	47%	24%	7%	*
	2018	41%	52%	39%	-	33%	40%	-	-	-	*	25%	*	35%	47%	29%	*
At Masters Grade Level	2019	14%	19%	13%	*	0%	15%	-	-	-	20%	*	*	19%	3%	0%	*
	2018	13%	16%	9%	-	8%	9%	-	-	-	*	25%	*	6%	13%	0%	*

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

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus STAAR Performance

Total Students: 734
 Grade Span: PK - 05
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)	
All Grades Science																	
At Approaches Grade Level or Above	2019	81%	90%	90%	-	80%	92%	-	-	-	*	100%	*	90%	89%	83%	*
	2018	80%	87%	82%	*	80%	83%	*	-	-	*	67%	*	84%	79%	77%	*
At Meets Grade Level or Above	2019	54%	65%	62%	-	70%	62%	-	-	-	*	80%	*	58%	68%	50%	*
	2018	51%	61%	46%	*	53%	44%	*	-	-	*	33%	*	47%	43%	38%	*
At Masters Grade Level	2019	25%	28%	33%	-	40%	33%	-	-	-	*	40%	*	31%	36%	25%	*
	2018	23%	28%	16%	*	13%	17%	*	-	-	*	8%	*	17%	15%	15%	*

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

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus Progress

Total Students: 734
 Grade Span: PK - 05
 School Type: Elementary

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
Grade 4 ELA/Reading	2019	61	64	67	*	50	71	-	-	-	*	*	*	69	63	54	*
	2018	63	58	55	-	45	56	-	-	-	*	63	*	54	59	40	*
Grade 4 Mathematics	2019	65	70	69	*	58	73	-	-	-	*	*	*	69	68	50	*
	2018	65	59	57	-	63	57	-	-	-	*	38	*	59	54	50	*
Grade 5 ELA/Reading	2019	81	83	80	-	95	79	-	-	-	*	80	*	81	79	85	*
	2018	80	78	76	*	87	75	*	-	-	*	54	*	78	73	73	*
Grade 5 Mathematics	2019	83	84	88	-	85	88	-	-	-	*	40	*	89	85	79	*
	2018	81	77	67	*	60	67	*	-	-	*	65	*	66	69	59	*
All Grades Both Subjects	2019	69	74	77	50	70	79	-	-	-	67	67	94	78	75	72	67
	2018	69	71	65	*	65	64	*	-	-	70	56	81	65	65	57	58
All Grades ELA/Reading	2019	68	70	75	*	70	76	-	-	-	58	78	*	76	72	74	*
	2018	69	68	67	*	69	66	*	-	-	70	57	*	67	67	59	*
All Grades Mathematics	2019	70	77	80	*	70	82	-	-	-	75	56	*	81	78	69	80
	2018	70	74	63	*	61	62	*	-	-	70	55	*	63	62	55	*

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Prior Year and Student Success Initiative

Total Students: 734
 Grade Span: PK - 05
 School Type: Elementary

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2019	41%	49%	57%	-	*	57%	-	-	-	*	*	50%	*
	2018	38%	47%	43%	*	*	39%	-	-	-	-	*	*	*
Mathematics	2019	45%	60%	58%	*	*	70%	-	-	-	*	*	20%	-
	2018	47%	56%	63%	*	*	63%	-	-	-	*	*	*	-
Student Success Initiative														
Grade 5 Reading														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	78%	90%	88%	-	100%	87%	-	-	-	*	40%	88%	-
Students Requiring Accelerated Instruction														
	2019	22%	10%	12%	-	0%	13%	-	-	-	*	60%	12%	-
STAAR Cumulative Met Standard														
	2019	86%	95%	95%	-	100%	95%	-	-	-	*	80%	92%	-
STAAR Non-Proficient Students Promoted by Grade Placement Committee														
	2018	97%	100%	*	-	-	*	-	-	-	-	-	-	-
Grade 5 Mathematics														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	83%	93%	95%	-	90%	97%	-	-	-	*	40%	92%	-
Students Requiring Accelerated Instruction														
	2019	17%	7%	5%	-	10%	3%	-	-	-	*	60%	8%	-
STAAR Cumulative Met Standard														
	2019	90%	95%	97%	-	91%	99%	-	-	-	*	80%	92%	-
STAAR Non-Proficient Students Promoted by Grade Placement Committee														
	2018	97%	100%	*	-	-	*	-	-	-	-	-	-	-

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus STAAR Performance
 Bilingual Education/English as a Second Language

Total Students: 734
 Grade Span: PK - 05
 (Current EL 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 EL
STAAR Performance Rate by Subject and Performance Level															
All Grades All Subjects															
At Approaches Grade Level or Above	2019	78%	88%	87%	-	-	-	-	-	75%	75%	-	-	75%	75%
	2018	77%	87%	85%	-	-	-	-	-	67%	67%	-	-	67%	67%
At Meets Grade Level or Above	2019	50%	64%	58%	-	-	-	-	-	38%	38%	-	-	38%	38%
	2018	48%	61%	55%	-	-	-	-	-	17%	17%	-	-	17%	17%
At Masters Grade Level	2019	24%	32%	33%	-	-	-	-	-	0%	0%	-	-	0%	0%
	2018	22%	29%	25%	-	-	-	-	-	0%	0%	-	-	0%	0%
All Grades ELA/Reading															
At Approaches Grade Level or Above	2019	75%	85%	89%	-	-	-	-	-	*	*	-	-	*	*
	2018	74%	85%	88%	-	-	-	-	-	80%	80%	-	-	80%	80%
At Meets Grade Level or Above	2019	48%	61%	58%	-	-	-	-	-	*	*	-	-	*	*
	2018	46%	60%	60%	-	-	-	-	-	20%	20%	-	-	20%	20%
At Masters Grade Level	2019	21%	28%	33%	-	-	-	-	-	*	*	-	-	*	*
	2018	19%	26%	31%	-	-	-	-	-	0%	0%	-	-	0%	0%
All Grades Mathematics															
At Approaches Grade Level or Above	2019	82%	91%	89%	-	-	-	-	-	*	*	-	-	*	*
	2018	81%	91%	89%	-	-	-	-	-	60%	60%	-	-	60%	60%
At Meets Grade Level or Above	2019	52%	68%	62%	-	-	-	-	-	*	*	-	-	*	*
	2018	50%	66%	58%	-	-	-	-	-	20%	20%	-	-	20%	20%
At Masters Grade Level	2019	26%	39%	40%	-	-	-	-	-	*	*	-	-	*	*
	2018	24%	35%	28%	-	-	-	-	-	0%	0%	-	-	0%	0%
All Grades Writing															
At Approaches Grade Level or Above	2019	68%	80%	72%	-	-	-	-	-	*	*	-	-	*	*
	2018	66%	77%	68%	-	-	-	-	-	*	*	-	-	*	*
At Meets Grade Level or Above	2019	38%	50%	38%	-	-	-	-	-	*	*	-	-	*	*
	2018	41%	52%	39%	-	-	-	-	-	*	*	-	-	*	*
At Masters Grade Level	2019	14%	19%	13%	-	-	-	-	-	*	*	-	-	*	*
	2018	13%	16%	9%	-	-	-	-	-	*	*	-	-	*	*
All Grades Science															
At Approaches Grade Level or Above	2019	81%	90%	90%	-	-	-	-	-	-	-	-	-	-	-
	2018	80%	87%	82%	-	-	-	-	-	*	*	-	-	*	*
At Meets Grade Level or Above	2019	54%	65%	62%	-	-	-	-	-	-	-	-	-	-	-
	2018	51%	61%	46%	-	-	-	-	-	*	*	-	-	*	*
At Masters Grade Level	2019	25%	28%	33%	-	-	-	-	-	-	-	-	-	-	-
	2018	23%	28%	16%	-	-	-	-	-	*	*	-	-	*	*
School Progress Domain - Academic Growth Score															
All Grades Both Subjects	2019	69%	74%	77%	-	-	-	-	-	*	*	-	-	*	*
	2018	69%	71%	65%	-	-	-	-	-	*	*	-	-	*	*
All Grades ELA/Reading	2019	68%	70%	75%	-	-	-	-	-	*	*	-	-	*	*
	2018	69%	68%	67%	-	-	-	-	-	*	*	-	-	*	*
All Grades Mathematics	2019	70%	77%	80%	-	-	-	-	-	*	*	-	-	*	*
	2018	70%	74%	63%	-	-	-	-	-	*	*	-	-	*	*
Progress of Prior Year STAAR Non-Proficient Students (Percent of Non-Proficient Passing STAAR)															
Reading	2019	41%	49%	57%	-	-	-	-	-	*	*	-	-	*	*
	2018	38%	47%	43%	-	-	-	-	-	*	*	-	-	*	*
Mathematics	2019	45%	60%	58%	-	-	-	-	-	-	-	-	-	-	-
	2018	47%	56%	63%	-	-	-	-	-	-	-	-	-	-	-

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus STAAR Participation

Total Students: 734
 Grade Span: PK - 05
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2019 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	98%	97%	100%	91%	98%	-	-	-	98%	95%	93%	100%
Included in Accountability	94%	94%	92%	100%	87%	93%	-	-	-	93%	76%	82%	100%
Not Included in Accountability													
Mobile	4%	3%	4%	0%	4%	4%	-	-	-	5%	15%	11%	0%
Other Exclusions	1%	0%	0%	0%	0%	0%	-	-	-	0%	5%	0%	0%
Not Tested	1%	2%	3%	0%	9%	2%	-	-	-	2%	5%	7%	0%
Absent	1%	2%	3%	0%	9%	2%	-	-	-	2%	5%	7%	0%
Other	0%	0%	0%	0%	0%	0%	-	-	-	0%	0%	0%	0%
2018 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	98%	98%	100%	96%	99%	*	-	-	100%	98%	98%	100%
Included in Accountability	94%	94%	91%	100%	93%	93%	*	-	-	92%	85%	84%	100%
Not Included in Accountability													
Mobile	4%	4%	6%	0%	3%	6%	*	-	-	8%	10%	14%	0%
Other Exclusions	1%	0%	0%	0%	0%	0%	*	-	-	0%	4%	0%	0%
Not Tested	1%	2%	2%	0%	4%	1%	*	-	-	0%	2%	2%	0%
Absent	1%	2%	2%	0%	4%	1%	*	-	-	0%	2%	2%	0%
Other	0%	0%	0%	0%	0%	0%	*	-	-	0%	0%	0%	0%

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

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus Attendance, Graduation, and Dropout Rates

Total Students: 734
 Grade Span: PK - 05
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Attendance Rate													
2017-18	95.4%	95.2%	95.5%	96.7%	95.3%	95.6%	*	-	-	94.9%	94.7%	94.6%	95.4%
2016-17	95.7%	95.3%	96.1%	*	96.0%	96.1%	*	*	-	97.0%	95.8%	95.2%	*
Annual Dropout Rate (Gr 7-8)													
2017-18	0.4%	0.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.3%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2017-18	1.9%	0.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.9%	0.6%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	90.0%	97.5%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.8%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.7%	1.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	98.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.3%	98.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	89.7%	93.8%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	1.7%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	4.0%	1.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	3.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.1%	95.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	96.7%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.0%	94.8%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	1.9%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	2.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	96.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	97.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	91.6%	96.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	2.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.2%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	1.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.2%	98.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	98.2%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2016													
Graduated	92.1%	96.2%	-	-	-	-	-	-	-	-	-	-	-

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

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus Attendance, Graduation, and Dropout Rates

Total Students: 734
 Grade Span: PK - 05
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Received TxCHSE	0.8%	2.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	1.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.9%	98.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	98.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2015													
Graduated	91.8%	93.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	1.0%	3.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.7%	3.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	96.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.3%	96.1%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2018	90.0%	96.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	89.7%	92.5%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2018	68.5%	*	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	88.5%	83.8%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2018	5.0%	10.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	6.0%	33.3%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2018	82.0%	83.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	60.8%	66.7%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2018	86.8%	94.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	85.9%	84.3%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2017-18	37.7%	50.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	87.2%	82.6%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2017-18	4.9%	11.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	7.2%	20.8%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2017-18	81.5%	83.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	56.5%	79.2%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2017-18	85.1%	93.9%	-	-	-	-	-	-	-	-	-	-	-
2016-17	84.0%	83.4%	-	-	-	-	-	-	-	-	-	-	-

District Name: MONTGOMERY ISD
 Campus Name: MADELEY RANCH EL
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TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Graduation Profile

Total Students: 734
 Grade Span: PK - 05
 School Type: Elementary

	Campus Count	Campus Percent	District Count	State Count
Graduates (2017-18 Annual Graduates)				
Total Graduates	-	-	627	347,893
By Ethnicity:				
African American	-	-	22	43,502
Hispanic	-	-	81	173,272
White	-	-	499	107,052
American Indian	-	-	5	1,226
Asian	-	-	10	15,589
Pacific Islander	-	-	1	528
Two or More Races	-	-	9	6,724
By Graduation Type:				
Minimum H.S. Program	-	-	3	5,855
Recommended H.S. Program/Distinguished Achievement Program	-	-	3	3,538
Foundation H.S. Program (No Endorsement)	-	-	37	49,432
Foundation H.S. Program (Endorsement)	-	-	68	16,542
Foundation H.S. Program (DLA)	-	-	516	272,526
Special Education Graduates	-	-	41	25,962
Economically Disadvantaged Graduates	-	-	92	166,956
LEP Graduates	-	-	4	21,359
At-Risk Graduates	-	-	171	144,805

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

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus College, Career, and Military Readiness (CCMR)

Total Students: 734
 Grade Span: PK - 05
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
College, Career, and Military Ready Graduates (Student Achievement) ***													
College, Career, or Military Ready (Annual Graduates)													
2017-18	65.5%	79.7%	-	-	-	-	-	-	-	-	-	-	-
College Ready Graduates ***													
College Ready (Annual Graduates)													
2017-18	50.0%	59.3%	-	-	-	-	-	-	-	-	-	-	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2017-18	58.2%	71.6%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	46.0%	58.7%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	42.1%	57.7%	-	-	-	-	-	-	-	-	-	-	-
Dual Course Credits (Annual Graduates)													
Any Subject													
2017-18	20.7%	26.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.9%	21.8%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2017-18	20.4%	16.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	20.1%	13.9%	-	-	-	-	-	-	-	-	-	-	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2017-18	1.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
OnRamps Course Credits (Annual Graduates)													
2017-18	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2017-18	28.7%	48.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	13.2%	11.3%	-	-	-	-	-	-	-	-	-	-	-
Approved Industry-Based Certification (Annual Graduates)													
2017-18	4.8%	3.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	2.7%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2017-18	1.7%	3.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.0%	0.4%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2017-18	38.7%	84.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	17.3%	19.0%	-	-	-	-	-	-	-	-	-	-	-

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus College, Career, and Military Readiness (CCMR)

Total Students: 734
 Grade Span: PK - 05
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
U.S. Armed Forces Enlistment (Annual Graduates)													
2017-18	4.3%	2.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	2.2%	1.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2017-18	2.6%	2.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates with Level I or Level II Certificate (Annual Graduates)													
2017-18	0.6%	0.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus CCMR-Related Indicators

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

Total Students: 734
 Grade Span: PK - 05
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
TSIA Results (Graduates >= Criterion) (Annual Graduates)													
Reading													
2017-18	32.1%	50.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	23.4%	32.3%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	23.7%	38.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.8%	27.2%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	18.1%	36.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	12.9%	22.0%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence (Annual Graduates)													
2017-18	58.4%	86.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	50.5%	83.9%	-	-	-	-	-	-	-	-	-	-	-
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2017-18	2.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	3.9%	9.9%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.4%	7.0%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	0.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2018	25.8%	22.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	26.2%	22.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018	15.3%	9.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	15.9%	7.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018	7.3%	4.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	7.2%	4.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018	10.8%	10.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	10.9%	8.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2018	14.5%	16.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	15.0%	17.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2018	50.7%	59.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	49.1%	47.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018	42.5%	68.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	41.3%	59.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018	52.8%	77.2%	-	-	-	-	-	-	-	-	n/a	-	n/a

District Name: MONTGOMERY ISD
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TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus CCMR-Related Indicators

Total Students: 734
 Grade Span: PK - 05
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	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2017 Science	51.3%	71.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018 Science	38.0%	59.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017 Social Studies	38.3%	45.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018 Social Studies	44.6%	47.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017 Social Studies	41.4%	36.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
SAT/ACT Results (Annual Graduates) ***													
Tested													
2017-18	74.6%	68.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016-17	73.5%	65.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
At/Above Criterion													
2017-18	37.9%	61.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
Average SAT Score (Annual Graduates) ***													
All Subjects													
2017-18	1036	1131	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts and Writing													
2017-18	521	569	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2017-18	515	561	-	-	-	-	-	-	-	-	n/a	-	n/a
Average ACT Score (Annual Graduates) ***													
All Subjects													
2017-18	20.6	24.0	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2017-18	20.3	24.1	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2017-18	20.6	23.6	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2017-18	20.9	23.6	-	-	-	-	-	-	-	-	n/a	-	n/a

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

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus Other Postsecondary Indicators

Total Students: 734
 Grade Span: PK - 05
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Advanced Dual-Credit Course Completion (Grades 9-12)													
Any Subject													
2017-18	43.4%	39.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	37.1%	29.8%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts													
2017-18	17.3%	17.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	16.8%	5.1%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	20.7%	19.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.5%	16.0%	-	-	-	-	-	-	-	-	-	-	-
Science													
2017-18	21.2%	16.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	5.7%	2.0%	-	-	-	-	-	-	-	-	-	-	-
Social Studies													
2017-18	22.8%	23.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	21.8%	21.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2016-17	54.6%	59.0%	-	-	-	-	-	-	-	-	-	-	-
2015-16	54.7%	60.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2016-17	59.2%	73.6%	-	-	-	-	-	-	-	-	-	-	-
2015-16	55.7%	74.1%	-	-	-	-	-	-	-	-	-	-	-

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

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus Student Information

Total Students: 734
 Grade Span: PK - 05
 School Type: Elementary

Student Information	----- Campus -----		District	State
	Count	Percent		
Total Students	734	100.0%	8,837	5,416,400
Students by Grade:				
Early Childhood Education	0	0.0%	0.3%	0.3%
Pre-Kindergarten	29	4.0%	1.9%	4.4%
Kindergarten	118	16.1%	6.2%	6.9%
Grade 1	116	15.8%	7.3%	7.1%
Grade 2	124	16.9%	7.1%	7.2%
Grade 3	113	15.4%	6.7%	7.3%
Grade 4	102	13.9%	7.2%	7.6%
Grade 5	132	18.0%	7.6%	7.7%
Grade 6	0	0.0%	8.4%	7.7%
Grade 7	0	0.0%	8.2%	7.5%
Grade 8	0	0.0%	8.7%	7.5%
Grade 9	0	0.0%	8.4%	8.1%
Grade 10	0	0.0%	7.9%	7.4%
Grade 11	0	0.0%	7.4%	6.9%
Grade 12	0	0.0%	6.6%	6.5%
Ethnic Distribution:				
African American	6	0.8%	2.7%	12.6%
Hispanic	117	15.9%	15.4%	52.6%
White	579	78.9%	77.3%	27.4%
American Indian	0	0.0%	0.4%	0.4%
Asian	0	0.0%	1.0%	4.5%
Pacific Islander	0	0.0%	0.1%	0.2%
Two or More Races	32	4.4%	3.0%	2.4%
Economically Disadvantaged	157	21.4%	25.3%	60.6%
Non-Educationally Disadvantaged	577	78.6%	74.7%	39.4%
Section 504 Students	54	7.4%	10.3%	6.5%
English Learners (EL)	4	0.5%	2.3%	19.5%
Students w/ Disciplinary Placements (2017-18)	2	0.2%	1.0%	1.4%
Students w/ Dyslexia	19	2.6%	4.4%	3.6%
At-Risk	207	28.2%	30.4%	50.1%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	57			
By Type of Primary Disability				
Students with Intellectual Disabilities	10	17.5%	37.5%	42.4%
Students with Physical Disabilities	31	54.4%	24.5%	21.9%
Students with Autism	**	**	13.9%	13.7%
Students with Behavioral Disabilities	8	14.0%	22.8%	20.6%
Students with Non-Categorical Early Childhood	*	*	1.2%	1.4%
Mobility (2017-18):				
Total Mobile Students	95	13.9%	10.8%	15.4%

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

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus Student Information

Total Students: 734
 Grade Span: PK - 05
 School Type: Elementary

Student Information	----- Campus -----		District	State
	Count	Percent		
By Ethnicity:				
African American	2	0.3%		
Hispanic	13	1.9%		
White	73	10.7%		
American Indian	1	0.1%		
Asian	0	0.0%		
Pacific Islander	0	0.0%		
Two or More Races	6	0.9%		

Student Information	-----Non-Special Education Rates-----			-----Special Education Rates-----		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	1.1%	1.7%	1.7%	10.0%	14.6%	6.2%
Grade 1	3.6%	3.3%	3.1%	7.7%	1.9%	5.5%
Grade 2	0.0%	1.9%	1.8%	0.0%	2.5%	2.3%
Grade 3	0.0%	0.7%	1.1%	0.0%	0.0%	0.9%
Grade 4	0.0%	0.2%	0.5%	0.0%	0.0%	0.5%
Grade 5	0.0%	0.2%	0.5%	0.0%	0.0%	0.6%
Grade 6	-	0.0%	0.4%	-	0.0%	0.5%
Grade 7	-	0.1%	0.6%	-	0.0%	0.6%
Grade 8	-	0.3%	0.4%	-	0.0%	0.7%
Grade 9	-	3.1%	7.2%	-	6.7%	12.7%

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	19.1	17.3	18.9
Grade 1	19.3	19.0	18.8
Grade 2	20.6	19.3	18.7
Grade 3	18.7	17.8	18.9
Grade 4	20.4	17.9	19.2
Grade 5	22.0	22.9	21.2
Grade 6	-	23.5	20.4
Secondary:			
English/Language Arts	-	18.6	16.6
Foreign Languages	-	18.9	18.9
Mathematics	-	21.9	17.8
Science	-	21.3	18.9
Social Studies	-	21.4	19.3

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Staff Information

Total Students: 734
 Grade Span: PK - 05
 School Type: Elementary

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	58.4	100.0%	100.0%	100.0%
Professional Staff:	50.8	87.0%	66.8%	64.1%
Teachers	45.0	77.0%	55.4%	49.8%
Professional Support	3.8	6.6%	7.9%	10.1%
Campus Administration (School Leadership)	2.0	3.4%	2.6%	3.0%
Educational Aides:	7.6	13.0%	8.2%	10.3%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	0.0	n/a	4.0	4,414.0
Part-time	0.0	n/a	2.0	572.0
Counselors				
Full-time	1.0	n/a	20.0	12,433.0
Part-time	0.0	n/a	0.0	1,097.0
Total Minority Staff:	2.5	4.3%	11.9%	50.4%
Teachers by Ethnicity and Sex:				
African American	0.0	0.0%	1.4%	10.6%
Hispanic	1.0	2.2%	6.0%	27.7%
White	44.0	97.8%	92.0%	58.4%
American Indian	0.0	0.0%	0.2%	0.3%
Asian	0.0	0.0%	0.2%	1.7%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	0.0	0.0%	0.3%	1.1%
Males	2.0	4.4%	17.3%	23.8%
Females	43.0	95.6%	82.7%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	1.3%	1.4%
Bachelors	36.0	80.0%	74.1%	73.6%
Masters	9.0	20.0%	23.9%	24.3%
Doctorate	0.0	0.0%	0.7%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	4.0	8.9%	4.0%	7.0%
1-5 Years Experience	9.0	20.0%	17.3%	28.9%
6-10 Years Experience	6.0	13.3%	18.8%	19.0%
11-20 Years Experience	18.0	40.0%	37.8%	29.3%
Over 20 Years Experience	8.0	17.8%	22.1%	15.7%
Number of Students per Teacher	16.3	n/a	15.1	15.1

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Staff Information

Total Students: 734
 Grade Span: PK - 05
 School Type: Elementary

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	1.0	6.3	6.3
Average Years Experience of Principals with District	1.0	4.1	5.4
Average Years Experience of Assistant Principals	1.0	7.1	5.3
Average Years Experience of Assistant Principals with District	1.0	5.3	4.7
Average Years Experience of Teachers:	11.7	13.6	11.1
Average Years Experience of Teachers with District:	5.9	6.6	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$50,075	\$45,948	\$47,218
1-5 Years Experience	\$51,615	\$51,962	\$50,408
6-10 Years Experience	\$54,076	\$54,468	\$52,786
11-20 Years Experience	\$56,913	\$57,483	\$56,041
Over 20 Years Experience	\$63,324	\$63,962	\$62,039
Average Actual Salaries (regular duties only):			
Teachers	\$56,007	\$56,934	\$54,122
Professional Support	\$58,721	\$64,178	\$64,069
Campus Administration (School Leadership)	\$77,337	\$83,903	\$78,947
Instructional Staff Percent:	n/a	67.8%	64.5%
Contracted Instructional Staff (not incl. above):	0.3	6.0	6,043.6

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Staff Information

Total Students: 734
 Grade Span: PK - 05
 School Type: Elementary

Program Information	----- Campus -----		District	State
	Count	Percent		
Student Enrollment by Program:				
Bilingual/ESL Education	3	0.4%	3.2%	19.7%
Career & Technical Education	0	0.0%	28.9%	26.3%
Gifted & Talented Education	44	6.0%	7.1%	8.1%
Special Education	57	7.8%	7.4%	9.6%
Teachers by Program (population served):				
Bilingual/ESL Education	0.0	0.0%	0.1%	6.4%
Career & Technical Education	0.0	0.0%	5.7%	4.9%
Compensatory Education	4.0	8.9%	4.2%	2.7%
Gifted & Talented Education	0.0	0.0%	0.0%	2.0%
Regular Education	39.1	86.9%	77.1%	71.4%
Special Education	1.9	4.2%	12.9%	9.1%
Other	0.0	0.0%	0.0%	3.6%

- '^' Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.
- '*' Indicates results are masked due to small numbers to protect student confidentiality.
- '**' When only one student disability group is masked, then the second smallest student disability group is masked regardless of size.
- '***' Due to changes in the evaluation of SAT/ACT results (for 2017-18 the best result was used, rather than the most recent), 2016-17 SAT/ACT results are not comparable and, where applicable, are not shown.
- '-' Indicates there are no students in the group.
- 'n/a' Indicates data reporting is not applicable for this group.
- '?' Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

[Link to: PEIMS Financial Standard Reports 2017-18 Financial Actual Report](#)

2018-19 Texas Academic Performance Report

District Name: **MONTGOMERY ISD**

Campus Name: **KEENAN EL**

Campus Number: **170903107**

2019 Accountability Rating: **A**

Distinction Designations:

Top 25 Percent: Comparative Academic Growth

Top 25 Percent: Comparative Closing the Gaps

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District Name: MONTGOMERY ISD
 Campus Name: KEENAN EL
 Campus Number: 170903107

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus STAAR Performance

Total Students: 769
 Grade Span: EE - 05
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)	
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2019	76%	89%	89%	-	73%	91%	-	-	-	*	100%	*	90%	87%	70%	*
	2018	77%	88%	88%	-	82%	90%	*	-	-	100%	80%	*	89%	87%	81%	*
At Meets Grade Level or Above	2019	45%	58%	62%	-	55%	64%	-	-	-	*	60%	*	65%	53%	45%	*
	2018	43%	53%	48%	-	18%	52%	*	-	-	60%	60%	*	48%	48%	19%	*
At Masters Grade Level	2019	27%	36%	41%	-	36%	41%	-	-	-	*	60%	*	44%	30%	20%	*
	2018	25%	35%	29%	-	9%	32%	*	-	-	20%	20%	*	28%	32%	10%	*
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2019	79%	90%	95%	-	100%	95%	-	-	-	*	80%	*	95%	93%	85%	*
	2018	78%	88%	91%	-	73%	94%	*	-	-	100%	60%	*	91%	90%	81%	*
At Meets Grade Level or Above	2019	49%	61%	69%	-	58%	72%	-	-	-	*	80%	*	75%	53%	45%	*
	2018	47%	56%	52%	-	27%	55%	*	-	-	60%	60%	*	53%	48%	43%	*
At Masters Grade Level	2019	25%	34%	39%	-	17%	42%	-	-	-	*	60%	*	46%	20%	20%	*
	2018	23%	29%	27%	-	0%	29%	*	-	-	40%	40%	*	26%	29%	24%	*
Grade 4 Reading																	
At Approaches Grade Level or Above	2019	75%	86%	87%	*	70%	92%	*	-	-	71%	75%	*	90%	82%	67%	*
	2018	73%	86%	86%	*	82%	86%	-	-	-	*	57%	*	88%	84%	80%	-
At Meets Grade Level or Above	2019	44%	58%	58%	*	20%	64%	*	-	-	29%	38%	*	56%	63%	29%	*
	2018	46%	58%	58%	*	64%	55%	-	-	-	*	14%	*	51%	68%	30%	-
At Masters Grade Level	2019	22%	30%	30%	*	10%	35%	*	-	-	0%	25%	*	31%	29%	14%	*
	2018	24%	30%	28%	*	36%	25%	-	-	-	*	0%	*	25%	34%	0%	-
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2019	75%	87%	88%	*	70%	90%	*	-	-	100%	63%	*	90%	84%	81%	*
	2018	78%	87%	86%	*	82%	87%	-	-	-	*	25%	*	85%	89%	73%	-
At Meets Grade Level or Above	2019	48%	60%	55%	*	30%	58%	*	-	-	57%	38%	*	54%	58%	33%	*
	2018	49%	58%	51%	*	55%	48%	-	-	-	*	0%	*	46%	58%	23%	-
At Masters Grade Level	2019	28%	36%	34%	*	10%	37%	*	-	-	29%	13%	*	36%	29%	14%	*
	2018	27%	33%	25%	*	27%	20%	-	-	-	*	0%	*	25%	24%	3%	-
Grade 4 Writing																	
At Approaches Grade Level or Above	2019	67%	77%	78%	*	60%	83%	*	-	-	57%	63%	*	78%	78%	67%	*
	2018	63%	71%	72%	*	55%	73%	-	-	-	*	14%	*	77%	66%	50%	-
At Meets Grade Level or Above	2019	35%	43%	48%	*	20%	53%	*	-	-	29%	50%	*	44%	57%	19%	*
	2018	39%	48%	55%	*	36%	55%	-	-	-	*	0%	*	52%	59%	23%	-
At Masters Grade Level	2019	11%	13%	12%	*	0%	14%	*	-	-	0%	25%	*	11%	14%	0%	*
	2018	11%	11%	9%	*	9%	10%	-	-	-	*	0%	*	6%	14%	3%	-
Grade 5 Reading^																	
At Approaches Grade Level or Above	2019	86%	95%	94%	*	89%	95%	-	-	-	*	50%	*	96%	91%	91%	*
	2018	84%	92%	92%	*	79%	96%	*	*	-	80%	60%	-	96%	84%	79%	*
At Meets Grade Level or Above	2019	54%	68%	72%	*	67%	71%	-	-	-	*	20%	*	68%	77%	43%	*
	2018	54%	68%	64%	*	36%	70%	*	*	-	80%	20%	-	66%	61%	42%	*

District Name: MONTGOMERY ISD
 Campus Name: KEENAN EL
 Campus Number: 170903107

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus STAAR Performance

Total Students: 769
 Grade Span: EE - 05
 School Type: Elementary

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
At Masters Grade Level	2019	29%	40%	46%	*	44%	45%	-	-	-	*	0%	*	41%	55%	17%	*
	2018	26%	34%	28%	*	29%	28%	*	*	-	40%	0%	-	32%	21%	11%	*
Grade 5 Mathematics^																	
At Approaches Grade Level or Above	2019	90%	95%	95%	*	89%	96%	-	-	-	*	40%	*	97%	91%	96%	*
	2018	91%	96%	99%	*	100%	99%	*	*	-	100%	80%	-	100%	97%	95%	*
At Meets Grade Level or Above	2019	58%	68%	73%	*	67%	72%	-	-	-	*	20%	*	71%	75%	39%	*
	2018	58%	68%	71%	*	64%	73%	*	*	-	80%	60%	-	73%	66%	58%	*
At Masters Grade Level	2019	36%	46%	46%	*	56%	43%	-	-	-	*	0%	*	42%	52%	9%	*
	2018	30%	37%	42%	*	36%	45%	*	*	-	20%	40%	-	45%	34%	21%	*
Grade 5 Science																	
At Approaches Grade Level or Above	2019	75%	84%	86%	*	67%	87%	-	-	-	*	10%	*	87%	83%	76%	*
	2018	76%	84%	91%	*	79%	92%	*	*	-	100%	60%	-	95%	84%	74%	*
At Meets Grade Level or Above	2019	49%	58%	63%	*	56%	62%	-	-	-	*	0%	*	55%	76%	43%	*
	2018	41%	46%	54%	*	43%	56%	*	*	-	80%	40%	-	53%	55%	32%	*
At Masters Grade Level	2019	24%	28%	29%	*	33%	25%	-	-	-	*	0%	*	21%	43%	14%	*
	2018	17%	19%	22%	*	14%	24%	*	*	-	20%	20%	-	25%	16%	11%	*
All Grades All Subjects																	
At Approaches Grade Level or Above	2019	78%	88%	89%	33%	78%	91%	*	-	-	85%	55%	93%	90%	86%	79%	71%
	2018	77%	87%	88%	86%	79%	90%	43%	*	-	97%	51%	62%	90%	85%	75%	85%
At Meets Grade Level or Above	2019	50%	64%	62%	33%	46%	65%	*	-	-	56%	33%	79%	61%	65%	37%	29%
	2018	48%	61%	56%	57%	43%	58%	0%	*	-	81%	28%	54%	55%	59%	32%	35%
At Masters Grade Level	2019	24%	32%	34%	33%	25%	35%	*	-	-	38%	17%	43%	34%	35%	14%	12%
	2018	22%	29%	26%	29%	21%	27%	0%	*	-	38%	13%	46%	27%	25%	9%	15%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2019	75%	85%	90%	*	77%	93%	*	-	-	86%	70%	80%	92%	87%	77%	67%
	2018	74%	85%	89%	*	81%	91%	*	*	-	93%	65%	60%	91%	85%	80%	63%
At Meets Grade Level or Above	2019	48%	61%	64%	*	47%	67%	*	-	-	50%	35%	80%	63%	66%	39%	33%
	2018	46%	60%	57%	*	39%	59%	*	*	-	79%	29%	60%	55%	60%	30%	13%
At Masters Grade Level	2019	21%	28%	39%	*	30%	40%	*	-	-	29%	22%	40%	38%	39%	17%	0%
	2018	19%	26%	29%	*	25%	29%	*	*	-	43%	6%	60%	28%	29%	6%	13%
All Grades Mathematics																	
At Approaches Grade Level or Above	2019	82%	91%	92%	*	87%	93%	*	-	-	93%	57%	100%	94%	89%	88%	83%
	2018	81%	91%	92%	*	86%	93%	*	*	-	100%	50%	67%	92%	92%	81%	100%
At Meets Grade Level or Above	2019	52%	68%	65%	*	52%	67%	*	-	-	64%	39%	80%	66%	63%	39%	33%
	2018	50%	66%	58%	*	50%	58%	*	*	-	79%	33%	50%	58%	58%	39%	63%
At Masters Grade Level	2019	26%	39%	39%	*	26%	41%	*	-	-	50%	17%	60%	41%	36%	14%	33%
	2018	24%	35%	31%	*	22%	31%	*	*	-	50%	22%	33%	32%	29%	14%	13%
All Grades Writing																	
At Approaches Grade Level or Above	2019	68%	80%	78%	*	60%	83%	*	-	-	57%	63%	*	78%	78%	67%	*
	2018	66%	77%	72%	*	55%	73%	-	-	-	*	14%	*	77%	66%	50%	-
At Meets Grade Level or Above	2019	38%	50%	48%	*	20%	53%	*	-	-	29%	50%	*	44%	57%	19%	*
	2018	41%	52%	55%	*	36%	55%	-	-	-	*	0%	*	52%	59%	23%	-
At Masters Grade Level	2019	14%	19%	12%	*	0%	14%	*	-	-	0%	25%	*	11%	14%	0%	*
	2018	13%	16%	9%	*	9%	10%	-	-	-	*	0%	*	6%	14%	3%	-

District Name: MONTGOMERY ISD
 Campus Name: KEENAN EL
 Campus Number: 170903107

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus STAAR Performance

Total Students: 769
 Grade Span: EE - 05
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)	
All Grades Science																	
At Approaches Grade Level or Above	2019	81%	90%	86%	*	67%	87%	-	-	-	*	10%	*	87%	83%	76%	*
	2018	80%	87%	91%	*	79%	92%	*	*	-	100%	60%	-	95%	84%	74%	*
At Meets Grade Level or Above	2019	54%	65%	63%	*	56%	62%	-	-	-	*	0%	*	55%	76%	43%	*
	2018	51%	61%	54%	*	43%	56%	*	*	-	80%	40%	-	53%	55%	32%	*
At Masters Grade Level	2019	25%	28%	29%	*	33%	25%	-	-	-	*	0%	*	21%	43%	14%	*
	2018	23%	28%	22%	*	14%	24%	*	*	-	20%	20%	-	25%	16%	11%	*

District Name: MONTGOMERY ISD
 Campus Name: KEENAN EL
 Campus Number: 170903107

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus Progress

Total Students: 769
 Grade Span: EE - 05
 School Type: Elementary

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
Grade 4 ELA/Reading	2019	61	64	69	*	55	73	*	-	-	36	64	*	70	66	53	*
	2018	63	58	63	*	78	61	-	-	-	*	71	*	60	69	54	-
Grade 4 Mathematics	2019	65	70	72	*	55	74	*	-	-	64	50	*	75	66	61	*
	2018	65	59	47	*	44	47	-	-	-	*	13	*	52	39	40	-
Grade 5 ELA/Reading	2019	81	83	86	*	93	86	-	-	-	*	78	*	87	85	80	*
	2018	80	78	79	*	81	79	*	*	-	80	*	-	79	79	91	*
Grade 5 Mathematics	2019	83	84	93	*	94	94	-	-	-	*	78	*	93	93	93	*
	2018	81	77	84	*	92	85	*	*	-	70	*	-	86	79	82	*
All Grades Both Subjects	2019	69	74	80	67	71	81	*	-	-	64	69	81	80	78	73	55
	2018	69	71	69	60	76	68	*	*	-	82	52	*	71	66	63	88
All Grades ELA/Reading	2019	68	70	77	*	71	79	*	-	-	50	72	*	78	76	68	70
	2018	69	68	72	*	80	70	*	*	-	86	80	*	71	74	69	*
All Grades Mathematics	2019	70	77	82	*	72	83	*	-	-	77	66	*	83	80	79	40
	2018	70	74	67	*	73	66	*	*	-	79	27	*	71	59	57	*

District Name: MONTGOMERY ISD
 Campus Name: KEENAN EL
 Campus Number: 170903107

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus Prior Year and Student Success Initiative

Total Students: 769
 Grade Span: EE - 05
 School Type: Elementary

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2019	41%	49%	57%	*	*	71%	*	-	-	*	33%	50%	*
	2018	38%	47%	57%	-	*	67%	-	*	-	*	*	45%	*
Mathematics	2019	45%	60%	63%	*	*	65%	*	-	-	*	11%	71%	-
	2018	47%	56%	67%	*	*	68%	-	*	-	*	*	*	*
Student Success Initiative														
Grade 5 Reading														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	78%	90%	92%	*	100%	92%	-	-	-	*	44%	83%	*
Students Requiring Accelerated Instruction														
	2019	22%	10%	8%	*	0%	8%	-	-	-	*	56%	17%	*
STAAR Cumulative Met Standard														
	2019	86%	95%	94%	*	89%	95%	-	-	-	*	50%	91%	*
STAAR Non-Proficient Students Promoted by Grade Placement Committee														
	2018	97%	100%	100%	-	*	*	-	*	-	*	*	*	*
Grade 5 Mathematics														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	83%	93%	94%	*	89%	95%	-	-	-	*	40%	96%	*
Students Requiring Accelerated Instruction														
	2019	17%	7%	6%	*	11%	5%	-	-	-	*	60%	4%	*
STAAR Cumulative Met Standard														
	2019	90%	95%	95%	*	89%	96%	-	-	-	*	40%	96%	*

District Name: MONTGOMERY ISD
 Campus Name: KEENAN EL
 Campus Number: 170903107

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus STAAR Performance
 Bilingual Education/English as a Second Language

Total Students: 769
 Grade Span: EE - 05
 (Current EL 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 EL
STAAR Performance Rate by Subject and Performance Level															
All Grades All Subjects															
At Approaches Grade Level or Above	2019	78%	88%	89%	-	-	-	-	-	63%	63%	-	-	63%	63%
	2018	77%	87%	88%	-	-	-	-	-	82%	82%	-	-	82%	82%
At Meets Grade Level or Above	2019	50%	64%	62%	-	-	-	-	-	38%	38%	-	-	38%	38%
	2018	48%	61%	56%	-	-	-	-	-	24%	24%	-	-	24%	24%
At Masters Grade Level	2019	24%	32%	34%	-	-	-	-	-	13%	13%	-	-	13%	13%
	2018	22%	29%	26%	-	-	-	-	-	0%	0%	-	-	0%	0%
All Grades ELA/Reading															
At Approaches Grade Level or Above	2019	75%	85%	90%	-	-	-	-	-	*	*	-	-	*	*
	2018	74%	85%	89%	-	-	-	-	-	57%	57%	-	-	57%	57%
At Meets Grade Level or Above	2019	48%	61%	64%	-	-	-	-	-	*	*	-	-	*	*
	2018	46%	60%	57%	-	-	-	-	-	0%	0%	-	-	0%	0%
At Masters Grade Level	2019	21%	28%	39%	-	-	-	-	-	*	*	-	-	*	*
	2018	19%	26%	29%	-	-	-	-	-	0%	0%	-	-	0%	0%
All Grades Mathematics															
At Approaches Grade Level or Above	2019	82%	91%	92%	-	-	-	-	-	*	*	-	-	*	*
	2018	81%	91%	92%	-	-	-	-	-	100%	100%	-	-	100%	100%
At Meets Grade Level or Above	2019	52%	68%	65%	-	-	-	-	-	*	*	-	-	*	*
	2018	50%	66%	58%	-	-	-	-	-	57%	57%	-	-	57%	57%
At Masters Grade Level	2019	26%	39%	39%	-	-	-	-	-	*	*	-	-	*	*
	2018	24%	35%	31%	-	-	-	-	-	0%	0%	-	-	0%	0%
All Grades Writing															
At Approaches Grade Level or Above	2019	68%	80%	78%	-	-	-	-	-	*	*	-	-	*	*
	2018	66%	77%	72%	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2019	38%	50%	48%	-	-	-	-	-	*	*	-	-	*	*
	2018	41%	52%	55%	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2019	14%	19%	12%	-	-	-	-	-	*	*	-	-	*	*
	2018	13%	16%	9%	-	-	-	-	-	-	-	-	-	-	-
All Grades Science															
At Approaches Grade Level or Above	2019	81%	90%	86%	-	-	-	-	-	*	*	-	-	*	*
	2018	80%	87%	91%	-	-	-	-	-	*	*	-	-	*	*
At Meets Grade Level or Above	2019	54%	65%	63%	-	-	-	-	-	*	*	-	-	*	*
	2018	51%	61%	54%	-	-	-	-	-	*	*	-	-	*	*
At Masters Grade Level	2019	25%	28%	29%	-	-	-	-	-	*	*	-	-	*	*
	2018	23%	28%	22%	-	-	-	-	-	*	*	-	-	*	*
School Progress Domain - Academic Growth Score															
All Grades Both Subjects	2019	69%	74%	80%	-	-	-	-	-	*	*	-	-	*	*
	2018	69%	71%	69%	-	-	-	-	-	83%	83%	-	-	83%	83%
All Grades ELA/Reading	2019	68%	70%	77%	-	-	-	-	-	*	*	-	-	*	*
	2018	69%	68%	72%	-	-	-	-	-	*	*	-	-	*	*
All Grades Mathematics	2019	70%	77%	82%	-	-	-	-	-	*	*	-	-	*	*
	2018	70%	74%	67%	-	-	-	-	-	*	*	-	-	*	*
Progress of Prior Year STAAR Non-Proficient Students (Percent of Non-Proficient Passing STAAR)															
Reading	2019	41%	49%	57%	-	-	-	-	-	*	*	-	-	*	*
	2018	38%	47%	57%	-	-	-	-	-	*	*	-	-	*	*
Mathematics	2019	45%	60%	63%	-	-	-	-	-	-	-	-	-	-	-
	2018	47%	56%	67%	-	-	-	-	-	*	*	-	-	*	*

District Name: MONTGOMERY ISD
 Campus Name: KEENAN EL
 Campus Number: 170903107

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus STAAR Participation

Total Students: 769
 Grade Span: EE - 05
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2019 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	98%	98%	100%	99%	98%	100%	-	-	100%	96%	98%	100%
Included in Accountability	94%	94%	95%	100%	90%	96%	60%	-	-	100%	89%	90%	62%
Not Included in Accountability													
Mobile	4%	3%	3%	0%	9%	3%	40%	-	-	0%	7%	8%	38%
Other Exclusions	1%	0%	0%	0%	0%	0%	0%	-	-	0%	0%	0%	0%
Not Tested	1%	2%	2%	0%	1%	2%	0%	-	-	0%	4%	2%	0%
Absent	1%	2%	2%	0%	1%	2%	0%	-	-	0%	4%	2%	0%
Other	0%	0%	0%	0%	0%	0%	0%	-	-	0%	0%	0%	0%
2018 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	98%	95%	88%	97%	95%	100%	*	-	100%	80%	100%	100%
Included in Accountability	94%	94%	92%	88%	89%	92%	100%	*	-	95%	80%	93%	100%
Not Included in Accountability													
Mobile	4%	4%	4%	0%	8%	3%	0%	*	-	5%	0%	7%	0%
Other Exclusions	1%	0%	0%	0%	0%	0%	0%	*	-	0%	0%	0%	0%
Not Tested	1%	2%	5%	13%	3%	5%	0%	*	-	0%	20%	0%	0%
Absent	1%	2%	5%	13%	3%	5%	0%	*	-	0%	20%	0%	0%
Other	0%	0%	0%	0%	0%	0%	0%	*	-	0%	0%	0%	0%

District Name: MONTGOMERY ISD
 Campus Name: KEENAN EL
 Campus Number: 170903107

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Attendance, Graduation, and Dropout Rates

Total Students: 769
 Grade Span: EE - 05
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Attendance Rate													
2017-18	95.4%	95.2%	96.2%	96.8%	96.8%	96.1%	*	*	-	96.1%	96.8%	94.9%	96.9%
2016-17	95.7%	95.3%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 7-8)													
2017-18	0.4%	0.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.3%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2017-18	1.9%	0.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.9%	0.6%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	90.0%	97.5%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.8%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.7%	1.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	98.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.3%	98.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	89.7%	93.8%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	1.7%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	4.0%	1.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	3.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.1%	95.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	96.7%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.0%	94.8%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	1.9%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	2.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	96.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	97.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	91.6%	96.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	2.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.2%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	1.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.2%	98.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	98.2%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2016													
Graduated	92.1%	96.2%	-	-	-	-	-	-	-	-	-	-	-

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2018-19 Campus Attendance, Graduation, and Dropout Rates

District Name: MONTGOMERY ISD

Campus Name: KEENAN EL

Campus Number: 170903107

Total Students: 769

Grade Span: EE - 05

School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Received TxCHSE	0.8%	2.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	1.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.9%	98.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	98.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2015													
Graduated	91.8%	93.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	1.0%	3.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.7%	3.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	96.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.3%	96.1%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2018	90.0%	96.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	89.7%	92.5%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2018	68.5%	*	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	88.5%	83.8%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2018	5.0%	10.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	6.0%	33.3%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2018	82.0%	83.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	60.8%	66.7%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2018	86.8%	94.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	85.9%	84.3%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2017-18	37.7%	50.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	87.2%	82.6%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2017-18	4.9%	11.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	7.2%	20.8%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2017-18	81.5%	83.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	56.5%	79.2%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2017-18	85.1%	93.9%	-	-	-	-	-	-	-	-	-	-	-
2016-17	84.0%	83.4%	-	-	-	-	-	-	-	-	-	-	-

District Name: MONTGOMERY ISD
 Campus Name: KEENAN EL
 Campus Number: 170903107

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Graduation Profile

Total Students: 769
 Grade Span: EE - 05
 School Type: Elementary

	Campus Count	Campus Percent	District Count	State Count
Graduates (2017-18 Annual Graduates)				
Total Graduates	-	-	627	347,893
By Ethnicity:				
African American	-	-	22	43,502
Hispanic	-	-	81	173,272
White	-	-	499	107,052
American Indian	-	-	5	1,226
Asian	-	-	10	15,589
Pacific Islander	-	-	1	528
Two or More Races	-	-	9	6,724
By Graduation Type:				
Minimum H.S. Program	-	-	3	5,855
Recommended H.S. Program/Distinguished Achievement Program	-	-	3	3,538
Foundation H.S. Program (No Endorsement)	-	-	37	49,432
Foundation H.S. Program (Endorsement)	-	-	68	16,542
Foundation H.S. Program (DLA)	-	-	516	272,526
Special Education Graduates	-	-	41	25,962
Economically Disadvantaged Graduates	-	-	92	166,956
LEP Graduates	-	-	4	21,359
At-Risk Graduates	-	-	171	144,805

District Name: MONTGOMERY ISD
 Campus Name: KEENAN EL
 Campus Number: 170903107

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus College, Career, and Military Readiness (CCMR)

Total Students: 769
 Grade Span: EE - 05
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
College, Career, and Military Ready Graduates (Student Achievement) ***													
College, Career, or Military Ready (Annual Graduates)													
2017-18	65.5%	79.7%	-	-	-	-	-	-	-	-	-	-	-
College Ready Graduates ***													
College Ready (Annual Graduates)													
2017-18	50.0%	59.3%	-	-	-	-	-	-	-	-	-	-	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2017-18	58.2%	71.6%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	46.0%	58.7%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	42.1%	57.7%	-	-	-	-	-	-	-	-	-	-	-
Dual Course Credits (Annual Graduates)													
Any Subject													
2017-18	20.7%	26.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.9%	21.8%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2017-18	20.4%	16.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	20.1%	13.9%	-	-	-	-	-	-	-	-	-	-	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2017-18	1.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
OnRamps Course Credits (Annual Graduates)													
2017-18	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2017-18	28.7%	48.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	13.2%	11.3%	-	-	-	-	-	-	-	-	-	-	-
Approved Industry-Based Certification (Annual Graduates)													
2017-18	4.8%	3.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	2.7%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2017-18	1.7%	3.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.0%	0.4%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2017-18	38.7%	84.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	17.3%	19.0%	-	-	-	-	-	-	-	-	-	-	-

District Name: MONTGOMERY ISD
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TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus College, Career, and Military Readiness (CCMR)

Total Students: 769
 Grade Span: EE - 05
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
U.S. Armed Forces Enlistment (Annual Graduates)													
2017-18	4.3%	2.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	2.2%	1.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2017-18	2.6%	2.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates with Level I or Level II Certificate (Annual Graduates)													
2017-18	0.6%	0.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-

District Name: MONTGOMERY ISD
 Campus Name: KEENAN EL
 Campus Number: 170903107

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus CCMR-Related Indicators

Total Students: 769
 Grade Span: EE - 05
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
TSIA Results (Graduates >= Criterion) (Annual Graduates)													
Reading													
2017-18	32.1%	50.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	23.4%	32.3%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	23.7%	38.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.8%	27.2%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	18.1%	36.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	12.9%	22.0%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence (Annual Graduates)													
2017-18	58.4%	86.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	50.5%	83.9%	-	-	-	-	-	-	-	-	-	-	-
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2017-18	2.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	3.9%	9.9%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.4%	7.0%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	0.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2018	25.8%	22.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	26.2%	22.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018	15.3%	9.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	15.9%	7.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018	7.3%	4.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	7.2%	4.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018	10.8%	10.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	10.9%	8.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2018	14.5%	16.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	15.0%	17.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2018	50.7%	59.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	49.1%	47.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018	42.5%	68.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	41.3%	59.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018	52.8%	77.2%	-	-	-	-	-	-	-	-	n/a	-	n/a

District Name: MONTGOMERY ISD
 Campus Name: KEENAN EL
 Campus Number: 170903107

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus CCMR-Related Indicators

Total Students: 769
 Grade Span: EE - 05
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2017 Science	51.3%	71.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018 Science	38.0%	59.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017 Social Studies	38.3%	45.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018 Social Studies	44.6%	47.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017 Social Studies	41.4%	36.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
SAT/ACT Results (Annual Graduates) ***													
Tested													
2017-18	74.6%	68.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016-17	73.5%	65.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
At/Above Criterion													
2017-18	37.9%	61.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
Average SAT Score (Annual Graduates) ***													
All Subjects													
2017-18	1036	1131	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts and Writing													
2017-18	521	569	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2017-18	515	561	-	-	-	-	-	-	-	-	n/a	-	n/a
Average ACT Score (Annual Graduates) ***													
All Subjects													
2017-18	20.6	24.0	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2017-18	20.3	24.1	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2017-18	20.6	23.6	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2017-18	20.9	23.6	-	-	-	-	-	-	-	-	n/a	-	n/a

District Name: MONTGOMERY ISD
 Campus Name: KEENAN EL
 Campus Number: 170903107

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus Other Postsecondary Indicators

Total Students: 769
 Grade Span: EE - 05
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Advanced Dual-Credit Course Completion (Grades 9-12)													
Any Subject													
2017-18	43.4%	39.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	37.1%	29.8%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts													
2017-18	17.3%	17.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	16.8%	5.1%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	20.7%	19.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.5%	16.0%	-	-	-	-	-	-	-	-	-	-	-
Science													
2017-18	21.2%	16.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	5.7%	2.0%	-	-	-	-	-	-	-	-	-	-	-
Social Studies													
2017-18	22.8%	23.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	21.8%	21.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2016-17	54.6%	59.0%	-	-	-	-	-	-	-	-	-	-	-
2015-16	54.7%	60.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2016-17	59.2%	73.6%	-	-	-	-	-	-	-	-	-	-	-
2015-16	55.7%	74.1%	-	-	-	-	-	-	-	-	-	-	-

District Name: MONTGOMERY ISD
 Campus Name: KEENAN EL
 Campus Number: 170903107

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus Student Information

Total Students: 769
 Grade Span: EE - 05
 School Type: Elementary

Student Information	----- Campus -----		District	State
	Count	Percent		
Total Students	769	100.0%	8,837	5,416,400
Students by Grade:				
Early Childhood Education	27	3.5%	0.3%	0.3%
Pre-Kindergarten	32	4.2%	1.9%	4.4%
Kindergarten	103	13.4%	6.2%	6.9%
Grade 1	117	15.2%	7.3%	7.1%
Grade 2	113	14.7%	7.1%	7.2%
Grade 3	118	15.3%	6.7%	7.3%
Grade 4	134	17.4%	7.2%	7.6%
Grade 5	125	16.3%	7.6%	7.7%
Grade 6	0	0.0%	8.4%	7.7%
Grade 7	0	0.0%	8.2%	7.5%
Grade 8	0	0.0%	8.7%	7.5%
Grade 9	0	0.0%	8.4%	8.1%
Grade 10	0	0.0%	7.9%	7.4%
Grade 11	0	0.0%	7.4%	6.9%
Grade 12	0	0.0%	6.6%	6.5%
Ethnic Distribution:				
African American	8	1.0%	2.7%	12.6%
Hispanic	87	11.3%	15.4%	52.6%
White	643	83.6%	77.3%	27.4%
American Indian	2	0.3%	0.4%	0.4%
Asian	0	0.0%	1.0%	4.5%
Pacific Islander	0	0.0%	0.1%	0.2%
Two or More Races	29	3.8%	3.0%	2.4%
Economically Disadvantaged	161	20.9%	25.3%	60.6%
Non-Educationally Disadvantaged	608	79.1%	74.7%	39.4%
Section 504 Students	63	8.2%	10.3%	6.5%
English Learners (EL)	7	0.9%	2.3%	19.5%
Students w/ Disciplinary Placements (2017-18)	0	0.0%	1.0%	1.4%
Students w/ Dyslexia	43	5.6%	4.4%	3.6%
At-Risk	145	18.9%	30.4%	50.1%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	69			
By Type of Primary Disability				
Students with Intellectual Disabilities	**	**	37.5%	42.4%
Students with Physical Disabilities	26	37.7%	24.5%	21.9%
Students with Autism	11	15.9%	13.9%	13.7%
Students with Behavioral Disabilities	18	26.1%	22.8%	20.6%
Students with Non-Categorical Early Childhood	*	*	1.2%	1.4%
Mobility (2017-18):				
Total Mobile Students	56	8.9%	10.8%	15.4%

District Name: MONTGOMERY ISD
 Campus Name: KEENAN EL
 Campus Number: 170903107

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus Student Information

Total Students: 769
 Grade Span: EE - 05
 School Type: Elementary

Student Information	----- Campus -----		District	State
	Count	Percent		
By Ethnicity:				
African American	1	0.2%		
Hispanic	11	1.8%		
White	38	6.1%		
American Indian	0	0.0%		
Asian	0	0.0%		
Pacific Islander	0	0.0%		
Two or More Races	6	1.0%		

Student Information	-----Non-Special Education Rates-----			-----Special Education Rates-----		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	2.0%	1.7%	1.7%	50.0%	14.6%	6.2%
Grade 1	2.2%	3.3%	3.1%	0.0%	1.9%	5.5%
Grade 2	1.9%	1.9%	1.8%	0.0%	2.5%	2.3%
Grade 3	0.0%	0.7%	1.1%	0.0%	0.0%	0.9%
Grade 4	0.0%	0.2%	0.5%	0.0%	0.0%	0.5%
Grade 5	0.0%	0.2%	0.5%	0.0%	0.0%	0.6%
Grade 6	-	0.0%	0.4%	-	0.0%	0.5%
Grade 7	-	0.1%	0.6%	-	0.0%	0.6%
Grade 8	-	0.3%	0.4%	-	0.0%	0.7%
Grade 9	-	3.1%	7.2%	-	6.7%	12.7%

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	17.2	17.3	18.9
Grade 1	19.5	19.0	18.8
Grade 2	18.8	19.3	18.7
Grade 3	19.7	17.8	18.9
Grade 4	19.1	17.9	19.2
Grade 5	20.8	22.9	21.2
Grade 6	-	23.5	20.4
Secondary:			
English/Language Arts	-	18.6	16.6
Foreign Languages	-	18.9	18.9
Mathematics	-	21.9	17.8
Science	-	21.3	18.9
Social Studies	-	21.4	19.3

District Name: MONTGOMERY ISD
 Campus Name: KEENAN EL
 Campus Number: 170903107

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Staff Information

Total Students: 769
 Grade Span: EE - 05
 School Type: Elementary

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	70.0	100.0%	100.0%	100.0%
Professional Staff:	57.0	81.4%	66.8%	64.1%
Teachers	49.0	70.0%	55.4%	49.8%
Professional Support	6.0	8.6%	7.9%	10.1%
Campus Administration (School Leadership)	2.0	2.9%	2.6%	3.0%
Educational Aides:	13.0	18.6%	8.2%	10.3%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	1.0	n/a	4.0	4,414.0
Part-time	0.0	n/a	2.0	572.0
Counselors				
Full-time	1.0	n/a	20.0	12,433.0
Part-time	0.0	n/a	0.0	1,097.0
Total Minority Staff:	3.0	4.3%	11.9%	50.4%
Teachers by Ethnicity and Sex:				
African American	0.0	0.0%	1.4%	10.6%
Hispanic	0.0	0.0%	6.0%	27.7%
White	49.0	100.0%	92.0%	58.4%
American Indian	0.0	0.0%	0.2%	0.3%
Asian	0.0	0.0%	0.2%	1.7%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	0.0	0.0%	0.3%	1.1%
Males	0.0	0.0%	17.3%	23.8%
Females	49.0	100.0%	82.7%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	1.3%	1.4%
Bachelors	39.0	79.6%	74.1%	73.6%
Masters	10.0	20.4%	23.9%	24.3%
Doctorate	0.0	0.0%	0.7%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	0.0	0.0%	4.0%	7.0%
1-5 Years Experience	9.0	18.4%	17.3%	28.9%
6-10 Years Experience	11.0	22.4%	18.8%	19.0%
11-20 Years Experience	21.0	42.9%	37.8%	29.3%
Over 20 Years Experience	8.0	16.3%	22.1%	15.7%
Number of Students per Teacher	15.7	n/a	15.1	15.1

District Name: MONTGOMERY ISD
 Campus Name: KEENAN EL
 Campus Number: 170903107

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Staff Information

Total Students: 769
 Grade Span: EE - 05
 School Type: Elementary

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	7.0	6.3	6.3
Average Years Experience of Principals with District	7.0	4.1	5.4
Average Years Experience of Assistant Principals	11.0	7.1	5.3
Average Years Experience of Assistant Principals with District	11.0	5.3	4.7
Average Years Experience of Teachers:	12.9	13.6	11.1
Average Years Experience of Teachers with District:	5.4	6.6	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	-	\$45,948	\$47,218
1-5 Years Experience	\$51,003	\$51,962	\$50,408
6-10 Years Experience	\$54,449	\$54,468	\$52,786
11-20 Years Experience	\$56,732	\$57,483	\$56,041
Over 20 Years Experience	\$62,035	\$63,962	\$62,039
Average Actual Salaries (regular duties only):			
Teachers	\$56,033	\$56,934	\$54,122
Professional Support	\$57,301	\$64,178	\$64,069
Campus Administration (School Leadership)	\$83,129	\$83,903	\$78,947
Instructional Staff Percent:	n/a	67.8%	64.5%
Contracted Instructional Staff (not incl. above):	0.5	6.0	6,043.6

District Name: MONTGOMERY ISD
 Campus Name: KEENAN EL
 Campus Number: 170903107

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Staff Information

Total Students: 769
 Grade Span: EE - 05
 School Type: Elementary

Program Information	----- Campus -----		District	State
	Count	Percent		
Student Enrollment by Program:				
Bilingual/ESL Education	7	0.9%	3.2%	19.7%
Career & Technical Education	0	0.0%	28.9%	26.3%
Gifted & Talented Education	24	3.1%	7.1%	8.1%
Special Education	69	9.0%	7.4%	9.6%
Teachers by Program (population served):				
Bilingual/ESL Education	0.0	0.0%	0.1%	6.4%
Career & Technical Education	0.0	0.0%	5.7%	4.9%
Compensatory Education	5.0	10.2%	4.2%	2.7%
Gifted & Talented Education	0.0	0.0%	0.0%	2.0%
Regular Education	40.0	81.6%	77.1%	71.4%
Special Education	4.0	8.2%	12.9%	9.1%
Other	0.0	0.0%	0.0%	3.6%

- '^' Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.
- '*' Indicates results are masked due to small numbers to protect student confidentiality.
- '**' When only one student disability group is masked, then the second smallest student disability group is masked regardless of size.
- '***' Due to changes in the evaluation of SAT/ACT results (for 2017-18 the best result was used, rather than the most recent), 2016-17 SAT/ACT results are not comparable and, where applicable, are not shown.
- '-' Indicates there are no students in the group.
- 'n/a' Indicates data reporting is not applicable for this group.
- '?' Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

[Link to: PEIMS Financial Standard Reports 2017-18 Financial Actual Report](#)



MONTGOMERY
Independent School District

MONTGOMERY I.S.D.

2018-2019

PEIMS Financial Standard Report



2017-2018 Actual Financial data

Totals for Montgomery ISD (170903)

Total Enrolled Students in Membership: 8,730

	<u>District</u>			<u>State</u>		
	General Fund	%	Per Student	All Funds	%	Per Student
Receipts						
Total Revenue	67,620,089	100.00%	7,746	95,225,587	100.00%	10,908
Local Tax	55,658,512	82.31%	6,376	74,050,258	77.76%	8,482
Other Local and Intermediate	2,350,842	3.48%	269	7,186,707	7.55%	823
State	8,987,167	13.29%	1,029	9,765,916	10.26%	1,119
Federal	623,568	0.92%	71	4,222,706	4.43%	484
Total Receipts	70,018,545	100.00%	8,020	97,624,043	100.00%	11,183
Total Revenue	67,620,089	96.57%	7,746	95,225,587	97.54%	10,908
Recapture	2,398,456	3.43%	275	2,398,456	2.46%	275
Total Other Resources	0	0.00%	0	0	0.00%	0
Fund Balances (for ISDs)						
Total Fund Balance**	11,613,836	17.18%	1,330	28,230,889	29.65%	3,234
Nonspendable Fund Balance	9,400	0.01%	1	9,400	0.01%	1
Restricted Fund Balance	0	0.00%	0	16,263,607	17.08%	1,863
Committed Fund Balance	4,000,000	5.92%	458	4,353,446	4.57%	499
Assigned Fund Balance	0	0.00%	0	0	0.00%	0
Unassigned Fund Balance	7,604,436	11.25%	871	7,604,436	7.99%	871
Disbursements						
Total Expenditures	67,456,780	100.00%	7,727	164,041,091	100.00%	18,791
BY OBJECT	67,456,780	100.00%	7,727	164,041,091	100.00%	18,791
Payroll (Objects 6100)	56,298,291	83.46%	6,449	58,908,500	35.91%	6,748
Other Operating (Objects 6200-6400)	11,158,490	16.54%	1,278	26,934,552	16.42%	3,085
Debt Service (Objects 6500)	0	0.00%	0	21,645,064	13.19%	2,479
Capital Outlay (Objects 6600)	-1	0.00%	0	56,552,975	34.47%	6,478

BY FUNCTION (Objects 6100-6400 only)

Debt Service (71)	0		0	0		0	0		0
Facilities Acquisition & Construction (81)	6,861		1	11,669,055		1,337	467,408,659		87
Total Operating Expenditures	67,449,920	100.00%	7,726	74,173,997	100.00%	8,496	53,007,735,811	100.00%	9,844
Instruction (11,95)	42,106,834	62.43%	4,823	44,481,136	59.97%	5,095	29,573,638,083	55.79%	5,492
Instructional Res Media (12)	691,530	1.03%	79	691,530	0.93%	79	605,950,802	1.14%	113
Curriculum/Staff Develop (13)	303,438	0.45%	35	313,477	0.42%	36	1,174,310,004	2.22%	218
Instructional Leadership (21)	663,380	0.98%	76	701,845	0.95%	80	833,658,903	1.57%	155
School Leadership (23)	3,750,264	5.56%	430	3,750,264	5.06%	430	3,099,426,611	5.85%	576
Guidance Counseling Svcs (31)	2,382,289	3.53%	273	2,603,946	3.51%	298	1,926,098,691	3.63%	358
Social Work Services (32)	0	0.00%	0	0	0.00%	0	142,409,113	0.27%	26
Health Services (33)	727,613	1.08%	83	727,613	0.98%	83	536,700,538	1.01%	100
Transportation (34)	4,028,131	5.97%	461	4,028,131	5.43%	461	1,570,586,301	2.96%	292
Food (35)	0	0.00%	0	3,369,105	4.54%	386	2,825,048,050	5.33%	525
Extracurricular (36)	1,318,687	1.96%	151	1,986,063	2.68%	227	1,610,863,870	3.04%	299
General Administration (41,92)	2,129,923	3.16%	244	2,173,056	2.93%	249	1,787,695,433	3.37%	332
Plant Maint/Operation (51)	7,419,699	11.00%	850	7,419,699	10.00%	850	5,547,616,328	10.47%	1,030
Security/Monitoring (52)	656,719	0.97%	75	656,719	0.89%	75	505,751,521	0.95%	94
Data Processing Services (53)	1,156,273	1.71%	132	1,156,273	1.56%	132	1,009,632,415	1.90%	187
Community Services (61)	115,140	0.17%	13	115,140	0.16%	13	258,349,148	0.00%	48
Total Disbursements	70,511,204	100.00%	8,077	167,095,515	100.00%	19,140	76,425,568,379	100.00%	14,193
Total Expenditures	67,456,780	95.67%	7,727	164,041,091	98.17%	18,791	70,292,451,357	100.00%	13,054
Recapture	2,398,456	3.43%	275	2,398,456	2.46%	275	2,068,522,423	2.63%	384
Total Other Uses	0	0.00%	0	0	0.00%	0	3,402,247,277	4.45%	632
Intergovernmental Charge	655,968	0.93%	75	655,968	0.39%	75	662,347,322	1.25%	123
Program Expenditures									
Operating Expenditures - Program	51,785,583	100.00%	5,932	54,390,574	100.00%	6,230	39,129,628,714	100.00%	7,267
Regular	34,826,936	67.25%	3,989	35,499,052	65.27%	4,066	23,408,623,199	59.82%	4,347
Gifted and Talented	2,297,992	4.44%	263	2,298,963	4.23%	263	396,918,069	1.01%	74
Career and Technical	2,713,872	5.24%	311	2,759,166	5.07%	316	1,595,080,075	4.08%	296
Students with Disabilities	8,068,900	15.58%	924	9,368,449	17.22%	1,073	6,228,755,783	15.92%	1,157
Accelerated Education	1,397,822	2.70%	160	1,520,607	2.80%	174	1,729,817,631	4.42%	321
Bilingual	101,375	0.20%	12	108,985	0.20%	12	624,626,340	1.60%	116
Nondisc Alt Ed-AEP Basic Serv	0	0.00%	0	0	0.00%	0	156,186,644	0.40%	29
Disc Alt Ed-DAEP Basic Serv	220,043	0.42%	25	220,043	0.40%	25	223,139,912	0.57%	41

Disc Alt Ed-DAEP Supplemental	0	0.00%	0	0	0.00%	0	27,092,836	0.07%	5
T1 A Schoolwide-St Comp>=40%	161,448	0.31%	18	618,114	1.14%	71	2,061,367,635	5.27%	383
Athletics/Related Activities	1,105,596	2.13%	127	1,105,596	2.03%	127	1,059,340,400	2.71%	197
High School Allotment	235,119	0.45%	27	235,119	0.43%	27	568,417,706	1.45%	106
Prekindergarten	656,480	1.27%	75	656,480	1.21%	75	1,050,262,484	2.68%	195

	<u>District</u>	<u>State</u>
Instructional Expenditure Ratio	64.8%	62.7%

Tax Rates

2017 (current tax year) Tax Rates

Maintenance and Operations	1.0400	1.0933
Interest and Sinking Funds	0.3300	0.2108
Total Tax Rate	1.3700	1.3041

2016 Tax Year State Certified Property Values

	Amount	Percent	Amount	Percent
Property Value	5,287,722,689	N/A	2,220,042,195,073	N/A
Property Value per pupil	605,696	N/A	436,998	N/A
Property Value by category:				
Business	470,891,502	7.98%	892,180,729,305	35.47%
Residential	5,172,601,607	87.69%	1,479,753,710,535	58.82%
Land	244,927,722	4.15%	65,281,339,904	2.60%
Oil and Gas	547,990	0.01%	64,143,342,124	2.55%
Other	10,030,516	0.17%	14,174,456,770	0.56%

Unassigned Fund Balance percentage of total budgeted expenditures

2017-2018 School Districts' General Fund Unassigned Fund Balance***	7,604,436	12,575,271,982
2017-2018 School Districts' General Fund Total Budgeted Expenditures	67,386,846	45,316,911,612
2017-2018 School Districts' Percent of Total Budgeted Expenditures	11.3%	27.7%

** 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.

**TEXAS EDUCATION AGENCY
2017-2018 PEIMS Actual Financial Data by Campus**

School Campus: Montgomery H S
Campus Number: 170903002 Total Membership: 2,648

District: MONTGOMERY ISD

	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Total Expenditures	17,827,394	100.00	6,732	18,791,276	100.00	7,096
Operating-Payroll	14,799,448	83.02	5,589	15,427,999	82.10	5,826
Other Operating	3,202,835	17.97	1,210	3,538,166	18.83	1,336
Non-Operating(EQUIPT/Supplies)	-174,889	-0.98	-66	-174,889	-0.93	-66
Expenditures by Function (Objects 6100-6400 Only)						
Total Operating Expenditures	18,002,283	100.00	6,798	18,966,165	100.00	7,162
Instruction (11,95) *	12,783,305	71.01	4,828	13,043,576	68.77	4,926
Instructional Res/Media (12) *	86,803	0.48	33	86,803	0.46	33
Curriculum/Staff Develop (13) *	134,091	0.74	51	134,091	0.71	51
Instructional Leadership (21) *	179,244	1.00	68	179,244	0.95	68
School Leadership (23) *	1,038,615	5.77	392	1,038,615	5.48	392
Guidance/Counseling Svcs (31) *	876,942	4.87	331	881,021	4.65	333
Social Work Services (32) *	0	0.00	0	0	0.00	0
Health Services (33) *	164,307	0.91	62	164,307	0.87	62
Food (35) **	0	0.00	0	506,796	2.67	191
Extracurricular (36) *	1,043,144	5.79	394	1,235,880	6.52	467
Plant Maint/Operation (51) ***	1,695,832	9.42	640	1,695,832	8.94	640
Security/Monitoring (52) ***	0	0.00	0	0	0.00	0
Data Processing Svcs (53)***	0	0.00	0	0	0.00	0
Program expenditures by Program (Objects 6100-6400 only)						
Total Operating Expenditures	15,263,307	100.00	5,764	15,527,657	100.00	5,864
Regular	8,964,306	58.73	3,385	9,019,265	58.09	3,406
Gifted & Talented	1,104,815	7.24	417	1,105,786	7.12	418
Career & Technical	2,579,451	16.90	974	2,624,745	16.90	991
Students with Disabilities	1,937,802	12.70	732	2,093,587	13.48	791
Accelerated Education	375,390	2.46	142	382,731	2.46	145
Bilingual	4,628	0.03	2	4,628	0.03	2

*Please refer to sections 1.4.1 through 1.4.2.1 of Module 1 in the Financial Accountability System Resource Guide (FASRG) and Appendix A.6 of the FAR Appendices for information concerning requirements for accounting for expenditures by campus.

**Please note that, in many instances, expenditures under function codes 34-99 are not directly attributable to a specific campus. It is recommended that district-level data

(<http://tea.texas.gov/financialstandardreports/>) be used for the analysis of costs reported by comparable school districts.

School Campus: Montgomery H S District: MONTGOMERY ISD

Campus Number: 170903002 Total Membership: 2,648

	General Fund	%	Per Student	All Funds	%	Per Student
Nondisc Altred-AEP Basic Serv	0	0.00	0	0	0.00	0
Disc Altred-DAEP Basic Serv	67,561	0.44	26	67,561	0.44	26
Disc Altred-DAEP Supplemental	0	0.00	0	0	0.00	0
T1 A Schoolwide-St Comp >=40%	0	0.00	0	0	0.00	0
Athletic Programming	0	0.00	0	0	0.00	0
High School Allotment	229,354	1.50	87	229,354	1.48	87
Prekindergarten	0	0.00	0	0	0.00	0

*Please refer to sections 1.4.1 through 1.4.2.1 of Module 1 in the Financial Accountability System Resource Guide (FASRG) and Appendix A.6 of the FAR Appendices for information concerning requirements for accounting for expenditures by campus.

**Please note that, in many instances, expenditures under function codes 34-99 are not directly attributable to a specific campus. It is recommended that district-level data

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Note: Some amounts may not total due to rounding.

**TEXAS EDUCATION AGENCY
2017-2018 PEIMS Actual Financial Data by Campus**

School Campus: Lake Creek H S
Campus Number: 170903004 Total Membership: 0

District: MONTGOMERY ISD

	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Total Expenditures	921,350	100.00	0	942,818	100.00	0
Operating-Payroll	758,672	82.34	0	776,693	82.38	0
Other Operating	162,678	17.66	0	166,125	17.62	0
Non-Operating(Equipt/Supplies)	0	0.00	0	0	0.00	0
Expenditures by Function (Objects 6100-6400 Only)						
Total Operating Expenditures	921,350	100.00	0	942,818	100.00	0
Instruction (11,95) *	498,682	54.13	0	500,377	53.07	0
Instructional Res/Media (12) *	0	0.00	0	0	0.00	0
Curriculum/Staff Develop (13) *	11,369	1.23	0	11,369	1.21	0
Instructional Leadership (21) *	0	0.00	0	0	0.00	0
School Leadership (23) *	194,527	21.11	0	194,527	20.63	0
Guidance/Counseling Svcs (31) *	61,213	6.64	0	69,050	7.32	0
Social Work Services (32) *	0	0.00	0	0	0.00	0
Health Services (33) *	4,924	0.53	0	4,924	0.52	0
Food (35) **	0	0.00	0	8,489	0.90	0
Extracurricular (36) *	26,050	2.83	0	29,497	3.13	0
Plant Maint/Operation (51) ***	124,585	13.52	0	124,585	13.21	0
Security/Monitoring (52) ***	0	0.00	0	0	0.00	0
Data Processing Svcs (53)***	0	0.00	0	0	0.00	0
Program expenditures by Program (Objects 6100-6400 only)						
Total Operating Expenditures	523,836	100.00	0	533,368	100.00	0
Regular	312,816	59.72	0	312,816	58.65	0
Gifted & Talented	29,890	5.71	0	29,890	5.60	0
Career & Technical	111,045	21.20	0	111,045	20.82	0
Students with Disabilities	59,216	11.30	0	68,748	12.89	0
Accelerated Education	5,104	0.97	0	5,104	0.96	0
Bilingual	0	0.00	0	0	0.00	0

*Please refer to sections 1.4.1 through 1.4.2.1 of Module 1 in the Financial Accountability System Resource Guide (FASRG) and Appendix A.6 of the FAR Appendices for information concerning requirements for accounting for expenditures by campus.

**Please note that, in many instances, expenditures under function codes 34-99 are not directly attributable to a specific campus. It is recommended that district-level data

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School Campus: Lake Creek H S District: MONTGOMERY ISD

Campus Number: 170903004 Total Membership: 0

	General Fund	%	Per Student	All Funds	%	Per Student
Nondisc Altied-AEP Basic Serv	0	0.00	0	0	0.00	0
Disc Altied-DAEP Basic Serv	0	0.00	0	0	0.00	0
Disc Altied-DAEP Supplemental	0	0.00	0	0	0.00	0
T1 A Schoolwide-St Comp >=40%	0	0.00	0	0	0.00	0
Athletic Programming	0	0.00	0	0	0.00	0
High School Allotment	5,765	1.10	0	5,765	1.08	0
Prekindergarten	0	0.00	0	0	0.00	0

*Please refer to sections 1.4.1 through 1.4.2.1 of Module 1 in the Financial Accountability System Resource Guide (FASRG) and Appendix A.6 of the FAR Appendices for information concerning requirements for accounting for expenditures by campus.

**Please note that, in many instances, expenditures under function codes 34-99 are not directly attributable to a specific campus. It is recommended that district-level data

(<http://tea.texas.gov/financialstandardreports/>) be used for the analysis of costs reported by comparable school districts.

Note: Some amounts may not total due to rounding.

**TEXAS EDUCATION AGENCY
2017-2018 PEIMS Actual Financial Data by Campus**

School Campus: Montgomery J H
Campus Number: 170903042 Total Membership: 1,142

District: MONTGOMERY ISD

	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Total Expenditures	6,666,954	100.00	5,838	7,080,017	100.00	6,200
Operating-Payroll	5,838,186	87.57	5,112	6,170,240	87.15	5,403
Other Operating	793,652	11.90	695	874,661	12.35	766
Non-Operating(Equipt/Supplies)	35,116	0.53	31	35,116	0.50	31
Expenditures by Function (Objects 6100-6400 Only)						
Total Operating Expenditures	6,631,838	100.00	5,807	7,044,901	100.00	6,169
Instruction (11,95) *	4,974,763	75.01	4,356	5,017,617	71.22	4,394
Instructional Res/Media (12) *	98,157	1.48	86	98,157	1.39	86
Curriculum/Staff Develop (13) *	26,782	0.40	23	26,782	0.38	23
Instructional Leadership (21) *	79,247	1.19	69	79,247	1.12	69
School Leadership (23) *	456,140	6.88	399	456,140	6.47	399
Guidance/Counseling Svcs (31) *	214,115	3.23	187	300,290	4.26	263
Social Work Services (32) *	0	0.00	0	0	0.00	0
Health Services (33) *	79,569	1.20	70	79,569	1.13	70
Food (35) **	0	0.00	0	228,508	3.24	200
Extracurricular (36) *	83,704	1.26	73	139,230	1.98	122
Plant Maint/Operation (51) ***	619,361	9.34	542	619,361	8.79	542
Security/Monitoring (52) ***	0	0.00	0	0	0.00	0
Data Processing Svcs (53)***	0	0.00	0	0	0.00	0
Program expenditures by Program (Objects 6100-6400 only)						
Total Operating Expenditures	5,928,773	100.00	5,192	6,057,802	100.00	5,305
Regular	4,248,265	71.66	3,720	4,268,428	70.46	3,738
Gifted & Talented	518,563	8.75	454	518,563	8.56	454
Career & Technical	9,542	0.16	8	9,542	0.16	8
Students with Disabilities	748,577	12.63	655	854,332	14.10	748
Accelerated Education	323,783	5.46	284	326,683	5.39	286
Bilingual	0	0.00	0	211	0.00	0

*Please refer to sections 1.4.1 through 1.4.2.1 of Module 1 in the Financial Accountability System Resource Guide (FASRG) and Appendix A.6 of the FAR Appendices for information concerning requirements for accounting for expenditures by campus.

**Please note that, in many instances, expenditures under function codes 34-99 are not directly attributable to a specific campus. It is recommended that district-level data

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School Campus: Montgomery J H District: MONTGOMERY ISD

Campus Number: 170903042 Total Membership: 1,142

	General Fund	%	Per Student	All Funds	%	Per Student
Nondisc Altied-AEP Basic Serv	0	0.00	0	0	0.00	0
Disc Altied-DAEP Basic Serv	80,043	1.35	70	80,043	1.32	70
Disc Altied-DAEP Supplemental	0	0.00	0	0	0.00	0
T1 A Schoolwide-St Comp >=40%	0	0.00	0	0	0.00	0
Athletic Programming	0	0.00	0	0	0.00	0
High School Allotment	0	0.00	0	0	0.00	0
Prekindergarten	0	0.00	0	0	0.00	0

*Please refer to sections 1.4.1 through 1.4.2.1 of Module 1 in the Financial Accountability System Resource Guide (FASRG) and Appendix A.6 of the FAR Appendices for information concerning requirements for accounting for expenditures by campus.

**Please note that, in many instances, expenditures under function codes 34-99 are not directly attributable to a specific campus. It is recommended that district-level data

(<http://tea.texas.gov/financialstandardreports/>) be used for the analysis of costs reported by comparable school districts.

Note: Some amounts may not total due to rounding.

**TEXAS EDUCATION AGENCY
2017-2018 PEIMS Actual Financial Data by Campus**

School Campus: Oak Hills J H District: MONTGOMERY ISD

Campus Number: 170903043 Total Membership: 1,021

	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Total Expenditures	6,928,784	100.00	6,786	7,433,205	100.00	7,280
Operating-Payroll	5,923,886	85.50	5,802	6,377,566	85.80	6,246
Other Operating	970,797	14.01	951	1,021,538	13.74	1,001
Non-Operating(Equipt/Supplies)	34,101	0.49	33	34,101	0.46	33
Expenditures by Function (Objects 6100-6400 Only)						
Total Operating Expenditures	6,894,683	100.00	6,753	7,399,104	100.00	7,247
Instruction (11,95) *	5,048,461	73.22	4,945	5,234,135	70.74	5,126
Instructional Res/Media (12) *	108,870	1.58	107	108,870	1.47	107
Curriculum/Staff Develop (13) *	26,380	0.38	26	26,380	0.36	26
Instructional Leadership (21) *	88,613	1.29	87	88,613	1.20	87
School Leadership (23) *	475,549	6.90	466	475,549	6.43	466
Guidance/Counseling Svcs (31) *	284,445	4.13	279	341,284	4.61	334
Social Work Services (32) *	0	0.00	0	0	0.00	0
Health Services (33) *	59,692	0.87	58	59,692	0.81	58
Food (35) **	0	0.00	0	226,882	3.07	222
Extracurricular (36) *	34,972	0.51	34	69,998	0.95	69
Plant Maint/Operation (51) ***	767,701	11.13	752	767,701	10.38	752
Security/Monitoring (52) ***	0	0.00	0	0	0.00	0
Data Processing Svcs (53)***	0	0.00	0	0	0.00	0
Program expenditures by Program (Objects 6100-6400 only)						
Total Operating Expenditures	6,092,010	100.00	5,967	6,334,523	100.00	6,204
Regular	3,883,347	63.74	3,803	3,898,682	61.55	3,818
Gifted & Talented	642,468	10.55	629	642,468	10.14	629
Career & Technical	13,834	0.23	14	13,834	0.22	14
Students with Disabilities	1,198,002	19.67	1,173	1,425,009	22.50	1,396
Accelerated Education	279,944	4.60	274	279,944	4.42	274
Bilingual	1,976	0.03	2	2,147	0.03	2

*Please refer to sections 1.4.1 through 1.4.2.1 of Module 1 in the Financial Accountability System Resource Guide (FASRG) and Appendix A.6 of the FAR Appendices for information concerning requirements for accounting for expenditures by campus.

**Please note that, in many instances, expenditures under function codes 34-99 are not directly attributable to a specific campus. It is recommended that district-level data

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School Campus: Oak Hills J H District: MONTGOMERY ISD

Campus Number: 170903043 Total Membership: 1,021

	General Fund	%	Per Student	All Funds	%	Per Student
Nondisc Altied-AEP Basic Serv	0	0.00	0	0	0.00	0
Disc Altied-DAEP Basic Serv	72,439	1.19	71	72,439	1.14	71
Disc Altied-DAEP Supplemental	0	0.00	0	0	0.00	0
T1 A Schoolwide-St Comp >=40%	0	0.00	0	0	0.00	0
Athletic Programming	0	0.00	0	0	0.00	0
High School Allotment	0	0.00	0	0	0.00	0
Prekindergarten	0	0.00	0	0	0.00	0

*Please refer to sections 1.4.1 through 1.4.2.1 of Module 1 in the Financial Accountability System Resource Guide (FASRG) and Appendix A.6 of the FAR Appendices for information concerning requirements for accounting for expenditures by campus.

**Please note that, in many instances, expenditures under function codes 34-99 are not directly attributable to a specific campus. It is recommended that district-level data

(<http://tea.texas.gov/financialstandardreports/>) be used for the analysis of costs reported by comparable school districts.

Note: Some amounts may not total due to rounding.

**TEXAS EDUCATION AGENCY
2017-2018 PEIMS Actual Financial Data by Campus**

School Campus: Montgomery El District: MONTGOMERY ISD

Campus Number: 170903103 Total Membership: 876

	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Total Expenditures	5,316,670	100.00	6,069	5,764,148	100.00	6,580
Operating-Payroll	4,788,007	90.06	5,466	5,088,488	88.28	5,809
Other Operating	507,936	9.55	580	654,933	11.36	748
Non-Operating(Equipt/Supplies)	20,727	0.39	24	20,727	0.36	24
Expenditures by Function (Objects 6100-6400 Only)						
Total Operating Expenditures	5,295,943	100.00	6,046	5,743,421	100.00	6,556
Instruction (11,95) *	4,126,492	77.92	4,711	4,382,501	76.30	5,003
Instructional Res/Media (12) *	71,457	1.35	82	71,457	1.24	82
Curriculum/Staff Develop (13) *	22,741	0.43	26	22,741	0.40	26
Instructional Leadership (21) *	59,820	1.13	68	59,820	1.04	68
School Leadership (23) *	346,108	6.54	395	346,108	6.03	395
Guidance/Counseling Svcs (31) *	207,741	3.92	237	218,883	3.81	250
Social Work Services (32) *	0	0.00	0	0	0.00	0
Health Services (33) *	85,676	1.62	98	85,676	1.49	98
Food (35) **	0	0.00	0	136,546	2.38	156
Extracurricular (36) *	0	0.00	0	43,781	0.76	50
Plant Maint/Operation (51) ***	375,908	7.10	429	375,908	6.55	429
Security/Monitoring (52) ***	0	0.00	0	0	0.00	0
Data Processing Svcs (53)***	0	0.00	0	0	0.00	0
Program expenditures by Program (Objects 6100-6400 only)						
Total Operating Expenditures	4,920,035	100.00	5,616	5,187,186	100.00	5,921
Regular	3,961,536	80.52	4,522	3,997,889	77.07	4,564
Gifted & Talented	2,086	0.04	2	2,086	0.04	2
Career & Technical	0	0.00	0	0	0.00	0
Students with Disabilities	632,937	12.86	723	651,159	12.55	743
Accelerated Education	1,780	0.04	2	1,780	0.03	2
Bilingual	49,009	1.00	56	52,462	1.01	60

*Please refer to sections 1.4.1 through 1.4.2.1 of Module 1 in the Financial Accountability System Resource Guide (FASRG) and Appendix A.6 of the FAR Appendices for information concerning requirements for accounting for expenditures by campus.

**Please note that, in many instances, expenditures under function codes 34-99 are not directly attributable to a specific campus. It is recommended that district-level data

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School Campus: Montgomery El District: MONTGOMERY ISD

Campus Number: 170903103 Total Membership: 876

	General Fund	%	Per Student	All Funds	%	Per Student
Nondisc Alted-AEP Basic Serv	0	0.00	0	0	0.00	0
Disc Alted-DAEP Basic Serv	0	0.00	0	0	0.00	0
Disc Alted-DAEP Supplemental	0	0.00	0	0	0.00	0
T1 A Schoolwide-St Comp >=40%	92,881	1.89	106	302,004	5.82	345
Athletic Programming	0	0.00	0	0	0.00	0
High School Allotment	0	0.00	0	0	0.00	0
Prekindergarten	179,806	3.65	205	179,806	3.47	205

*Please refer to sections 1.4.1 through 1.4.2.1 of Module 1 in the Financial Accountability System Resource Guide (FASRG) and Appendix A.6 of the FAR Appendices for information concerning requirements for accounting for expenditures by campus.

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Note: Some amounts may not total due to rounding.

**TEXAS EDUCATION AGENCY
2017-2018 PEIMS Actual Financial Data by Campus**

School Campus: Stewart Creek El
Campus Number: 170903104 Total Membership: 813

District: MONTGOMERY ISD

	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Total Expenditures	4,879,075	100.00	6,001	5,491,655	100.00	6,755
Operating-Payroll	4,387,712	89.93	5,397	4,829,411	87.94	5,940
Other Operating	469,168	9.62	577	640,049	11.65	787
Non-Operating(Equipt/Supplies)	22,195	0.45	27	22,195	0.40	27
Expenditures by Function (Objects 6100-6400 Only)						
Total Operating Expenditures	4,856,880	100.00	5,974	5,469,460	100.00	6,728
Instruction (11,95) *	3,788,698	78.01	4,660	4,171,170	76.26	5,131
Instructional Res/Media (12) *	79,935	1.65	98	79,935	1.46	98
Curriculum/Staff Develop (13) *	20,935	0.43	26	20,935	0.38	26
Instructional Leadership (21) *	58,484	1.20	72	58,484	1.07	72
School Leadership (23) *	273,267	5.63	336	273,267	5.00	336
Guidance/Counseling Svcs (31) *	168,669	3.47	207	168,669	3.08	207
Social Work Services (32) *	0	0.00	0	0	0.00	0
Health Services (33) *	132,721	2.73	163	132,721	2.43	163
Food (35) **	0	0.00	0	151,236	2.77	186
Extracurricular (36) *	0	0.00	0	78,872	1.44	97
Plant Maint/Operation (51) ***	334,171	6.88	411	334,171	6.11	411
Security/Monitoring (52) ***	0	0.00	0	0	0.00	0
Data Processing Svcs (53)***	0	0.00	0	0	0.00	0
Program expenditures by Program (Objects 6100-6400 only)						
Total Operating Expenditures	4,522,709	100.00	5,563	4,905,181	100.00	6,033
Regular	3,565,942	78.85	4,386	3,594,694	73.28	4,422
Gifted & Talented	156	0.00	0	156	0.00	0
Career & Technical	0	0.00	0	0	0.00	0
Students with Disabilities	594,163	13.14	731	625,232	12.75	769
Accelerated Education	43,201	0.96	53	114,789	2.34	141
Bilingual	38,329	0.85	47	41,849	0.85	51

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School Campus: Stewart Creek El
 Campus Number: 170903104 Total Membership: 813

District: MONTGOMERY ISD

	General Fund	%	Per Student	All Funds	%	Per Student
Nondisc Altied-AEP Basic Serv	0	0.00	0	0	0.00	0
Disc Altied-DAEP Basic Serv	0	0.00	0	0	0.00	0
Disc Altied-DAEP Supplemental	0	0.00	0	0	0.00	0
T1 A Schoolwide-St Comp >=40%	68,567	1.52	84	316,110	6.44	389
Athletic Programming	0	0.00	0	0	0.00	0
High School Allotment	0	0.00	0	0	0.00	0
Prekindergarten	212,351	4.70	261	212,351	4.33	261

*Please refer to sections 1.4.1 through 1.4.2.1 of Module 1 in the Financial Accountability System Resource Guide (FASRG) and Appendix A.6 of the FAR Appendices for information concerning requirements for accounting for expenditures by campus.

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**TEXAS EDUCATION AGENCY
2017-2018 PEIMS Actual Financial Data by Campus**

School Campus: Lone Star El District: MONTGOMERY ISD

Campus Number: 170903105 Total Membership: 719

	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Total Expenditures	4,607,956	100.00	6,409	4,940,865	100.00	6,872
Operating-Payroll	4,050,456	87.90	5,633	4,247,060	85.96	5,907
Other Operating	533,454	11.58	742	669,759	13.56	932
Non-Operating(Equipt/Supplies)	24,046	0.52	33	24,046	0.49	33
Expenditures by Function (Objects 6100-6400 Only)						
Total Operating Expenditures	4,583,910	100.00	6,375	4,916,819	100.00	6,838
Instruction (11,95) *	3,504,455	76.45	4,874	3,579,252	72.80	4,978
Instructional Res/Media (12) *	84,680	1.85	118	84,680	1.72	118
Curriculum/Staff Develop (13) *	20,157	0.44	28	20,157	0.41	28
Instructional Leadership (21) *	62,091	1.35	86	62,091	1.26	86
School Leadership (23) *	312,142	6.81	434	312,142	6.35	434
Guidance/Counseling Svcs (31) *	111,474	2.43	155	129,359	2.63	180
Social Work Services (32) *	0	0.00	0	0	0.00	0
Health Services (33) *	69,897	1.52	97	69,897	1.42	97
Food (35) **	0	0.00	0	136,256	2.77	190
Extracurricular (36) *	0	0.00	0	103,971	2.11	145
Plant Maint/Operation (51) ***	419,014	9.14	583	419,014	8.52	583
Security/Monitoring (52) ***	0	0.00	0	0	0.00	0
Data Processing Svcs (53)***	0	0.00	0	0	0.00	0
Program expenditures by Program (Objects 6100-6400 only)						
Total Operating Expenditures	4,164,896	100.00	5,793	4,257,578	100.00	5,922
Regular	3,265,687	78.41	4,542	3,294,421	77.38	4,582
Gifted & Talented	14	0.00	0	14	0.00	0
Career & Technical	0	0.00	0	0	0.00	0
Students with Disabilities	723,545	17.37	1,006	787,493	18.50	1,095
Accelerated Education	102,624	2.46	143	102,624	2.41	143
Bilingual	0	0.00	0	0	0.00	0

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School Campus: Lone Star El District: MONTGOMERY ISD

Campus Number: 170903105 Total Membership: 719

	General Fund	%	Per Student	All Funds	%	Per Student
Nondisc Altied-AEP Basic Serv	0	0.00	0	0	0.00	0
Disc Altied-DAEP Basic Serv	0	0.00	0	0	0.00	0
Disc Altied-DAEP Supplemental	0	0.00	0	0	0.00	0
T1 A Schoolwide-St Comp >=40%	0	0.00	0	0	0.00	0
Athletic Programming	0	0.00	0	0	0.00	0
High School Allotment	0	0.00	0	0	0.00	0
Prekindergarten	73,026	1.75	102	73,026	1.72	102

*Please refer to sections 1.4.1 through 1.4.2.1 of Module 1 in the Financial Accountability System Resource Guide (FASRG) and Appendix A.6 of the FAR Appendices for information concerning requirements for accounting for expenditures by campus.

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**TEXAS EDUCATION AGENCY
2017-2018 PEIMS Actual Financial Data by Campus**

School Campus: Madeley Ranch El
Campus Number: 170903106 Total Membership: 747

District: MONTGOMERY ISD

	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Total Expenditures	4,590,520	100.00	6,145	4,856,732	100.00	6,502
Operating-Payroll	4,121,431	89.78	5,517	4,305,297	88.65	5,763
Other Operating	451,619	9.84	605	533,965	10.99	715
Non-Operating(Equipt/Supplies)	17,470	0.38	23	17,470	0.36	23
Expenditures by Function (Objects 6100-6400 Only)						
Total Operating Expenditures	4,573,050	100.00	6,122	4,839,262	100.00	6,478
Instruction (11,95) *	3,528,291	77.15	4,723	3,606,731	74.53	4,828
Instructional Res/Media (12) *	76,851	1.68	103	76,851	1.59	103
Curriculum/Staff Develop (13) *	19,600	0.43	26	19,600	0.41	26
Instructional Leadership (21) *	60,205	1.32	81	60,205	1.24	81
School Leadership (23) *	295,150	6.45	395	295,150	6.10	395
Guidance/Counseling Svcs (31) *	204,246	4.47	273	221,631	4.58	297
Social Work Services (32) *	0	0.00	0	0	0.00	0
Health Services (33) *	65,630	1.44	88	65,630	1.36	88
Food (35) **	0	0.00	0	134,076	2.77	179
Extracurricular (36) *	0	0.00	0	36,311	0.75	49
Plant Maint/Operation (51) ***	323,077	7.06	432	323,077	6.68	432
Security/Monitoring (52) ***	0	0.00	0	0	0.00	0
Data Processing Svcs (53)***	0	0.00	0	0	0.00	0
Program expenditures by Program (Objects 6100-6400 only)						
Total Operating Expenditures	4,249,973	100.00	5,689	4,345,798	100.00	5,818
Regular	3,315,026	78.00	4,438	3,360,106	77.32	4,498
Gifted & Talented	0	0.00	0	0	0.00	0
Career & Technical	0	0.00	0	0	0.00	0
Students with Disabilities	714,957	16.82	957	765,702	17.62	1,025
Accelerated Education	144,512	3.40	193	144,512	3.33	193
Bilingual	0	0.00	0	0	0.00	0

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School Campus: Madeley Ranch El
 Campus Number: 170903106

Total Membership: 747

District: MONTGOMERY ISD

	General Fund	%	Per Student	All Funds	%	Per Student
Nondisc Altied-AEP Basic Serv	0	0.00	0	0	0.00	0
Disc Altied-DAEP Basic Serv	0	0.00	0	0	0.00	0
Disc Altied-DAEP Supplemental	0	0.00	0	0	0.00	0
T1 A Schoolwide-St Comp >=40%	0	0.00	0	0	0.00	0
Athletic Programming	0	0.00	0	0	0.00	0
High School Allotment	0	0.00	0	0	0.00	0
Prekindergarten	75,478	1.78	101	75,478	1.74	101

*Please refer to sections 1.4.1 through 1.4.2.1 of Module 1 in the Financial Accountability System Resource Guide (FASRG) and Appendix A.6 of the FAR Appendices for information concerning requirements for accounting for expenditures by campus.

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**TEXAS EDUCATION AGENCY
2017-2018 PEIMS Actual Financial Data by Campus**

School Campus: Keenan El District: MONTGOMERY ISD

Campus Number: 170903107 Total Membership: 758

	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Total Expenditures	4,783,814	100.00	6,311	5,082,032	100.00	6,705
Operating-Payroll	4,272,251	89.31	5,636	4,426,009	87.09	5,839
Other Operating	490,090	10.24	647	634,550	12.49	837
Non-Operating(Equipt/Supplies)	21,473	0.45	28	21,473	0.42	28
Expenditures by Function (Objects 6100-6400 Only)						
Total Operating Expenditures	4,762,341	100.00	6,283	5,060,559	100.00	6,676
Instruction (11,95) *	3,658,139	76.81	4,826	3,717,560	73.46	4,904
Instructional Res/Media (12) *	77,564	1.63	102	77,564	1.53	102
Curriculum/Staff Develop (13) *	19,521	0.41	26	19,521	0.39	26
Instructional Leadership (21) *	62,229	1.31	82	62,229	1.23	82
School Leadership (23) *	289,991	6.09	383	289,991	5.73	383
Guidance/Counseling Svcs (31) *	228,926	4.81	302	228,926	4.52	302
Social Work Services (32) *	0	0.00	0	0	0.00	0
Health Services (33) *	59,925	1.26	79	59,925	1.18	79
Food (35) **	0	0.00	0	132,568	2.62	175
Extracurricular (36) *	0	0.00	0	106,229	2.10	140
Plant Maint/Operation (51) ***	366,046	7.69	483	366,046	7.23	483
Security/Monitoring (52) ***	0	0.00	0	0	0.00	0
Data Processing Svcs (53)***	0	0.00	0	0	0.00	0
Program expenditures by Program (Objects 6100-6400 only)						
Total Operating Expenditures	4,396,295	100.00	5,800	4,455,716	100.00	5,878
Regular	3,193,606	72.64	4,213	3,231,837	72.53	4,264
Gifted & Talented	0	0.00	0	0	0.00	0
Career & Technical	0	0.00	0	0	0.00	0
Students with Disabilities	971,756	22.10	1,282	992,691	22.28	1,310
Accelerated Education	114,976	2.62	152	114,976	2.58	152
Bilingual	138	0.00	0	393	0.01	1

*Please refer to sections 1.4.1 through 1.4.2.1 of Module 1 in the Financial Accountability System Resource Guide (FASRG) and Appendix A.6 of the FAR Appendices for information concerning requirements for accounting for expenditures by campus.

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School Campus: Keenan El District: MONTGOMERY ISD

Campus Number: 170903107 Total Membership: 758

	General Fund	%	Per Student	All Funds	%	Per Student
Nondisc Altied-AEP Basic Serv	0	0.00	0	0	0.00	0
Disc Altied-DAEP Basic Serv	0	0.00	0	0	0.00	0
Disc Altied-DAEP Supplemental	0	0.00	0	0	0.00	0
T1 A Schoolwide-St Comp >=40%	0	0.00	0	0	0.00	0
Athletic Programming	0	0.00	0	0	0.00	0
High School Allotment	0	0.00	0	0	0.00	0
Prekindergarten	115,819	2.63	153	115,819	2.60	153

*Please refer to sections 1.4.1 through 1.4.2.1 of Module 1 in the Financial Accountability System Resource Guide (FASRG) and Appendix A.6 of the FAR Appendices for information concerning requirements for accounting for expenditures by campus.

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**TEXAS EDUCATION AGENCY
2017-2018 PEIMS Actual Financial Data by Campus**

School Campus: Lincoln El District: MONTGOMERY ISD

Campus Number: 170903102 Total Membership: 0

	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Total Expenditures	378,914	100.00	0	428,875	100.00	0
Operating-Payroll	246,326	65.01	0	251,603	58.67	0
Other Operating	132,588	34.99	0	177,272	41.33	0
Non-Operating(Equipt/Supplies)	0	0.00	0	0	0.00	0
Expenditures by Function (Objects 6100-6400 Only)						
Total Operating Expenditures	378,914	100.00	0	428,875	100.00	0
Instruction (11,95) *	153,382	40.48	0	197,753	46.11	0
Instructional Res/Media (12) *	7,213	1.90	0	7,213	1.68	0
Curriculum/Staff Develop (13) *	0	0.00	0	0	0.00	0
Instructional Leadership (21) *	0	0.00	0	0	0.00	0
School Leadership (23) *	68,505	18.08	0	68,505	15.97	0
Guidance/Counseling Svcs (31) *	11,690	3.09	0	11,690	2.73	0
Social Work Services (32) *	0	0.00	0	0	0.00	0
Health Services (33) *	5,235	1.38	0	5,235	1.22	0
Food (35) **	0	0.00	0	5,277	1.23	0
Extracurricular (36) *	0	0.00	0	313	0.07	0
Plant Maint/Operation (51) * **	132,889	35.07	0	132,889	30.99	0
Security/Monitoring (52) * **	0	0.00	0	0	0.00	0
Data Processing Svcs (53)* **	0	0.00	0	0	0.00	0
Program expenditures by Program (Objects 6100-6400 only)						
Total Operating Expenditures	154,032	100.00	0	198,403	100.00	0
Regular	113,709	73.82	0	158,080	79.68	0
Gifted & Talented	0	0.00	0	0	0.00	0
Career & Technical	0	0.00	0	0	0.00	0
Students with Disabilities	26,520	17.22	0	26,520	13.37	0
Accelerated Education	6,508	4.23	0	6,508	3.28	0
Bilingual	7,295	4.74	0	7,295	3.68	0

*Please refer to sections 1.4.1 through 1.4.2.1 of Module 1 in the Financial Accountability System Resource Guide (FASRG) and Appendix A.6 of the FAR Appendices for information concerning requirements for accounting for expenditures by campus.

**Please note that, in many instances, expenditures under function codes 34-99 are not directly attributable to a specific campus. It is recommended that district-level data

(<http://tea.texas.gov/financialstandardreports/>) be used for the analysis of costs reported by comparable school districts.

School Campus: Lincoln El District: MONTGOMERY ISD

Campus Number: 170903102 Total Membership: 0

	General Fund	%	Per Student	All Funds	%	Per Student
Nondisc Altied-AEP Basic Serv	0	0.00	0	0	0.00	0
Disc Altied-DAEP Basic Serv	0	0.00	0	0	0.00	0
Disc Altied-DAEP Supplemental	0	0.00	0	0	0.00	0
T1 A Schoolwide-St Comp >=40%	0	0.00	0	0	0.00	0
Athletic Programming	0	0.00	0	0	0.00	0
High School Allotment	0	0.00	0	0	0.00	0
Prekindergarten	0	0.00	0	0	0.00	0

*Please refer to sections 1.4.1 through 1.4.2.1 of Module 1 in the Financial Accountability System Resource Guide (FASRG) and Appendix A.6 of the FAR Appendices for information concerning requirements for accounting for expenditures by campus.

**Please note that, in many instances, expenditures under function codes 34-99 are not directly attributable to a specific campus. It is recommended that district-level data (<http://tea.texas.gov/financialstandardreports/>) be used for the analysis of costs reported by comparable school districts.

Note: Some amounts may not total due to rounding.



MONTGOMERY
Independent School District

MONTGOMERY I.S.D.

2018-2019

District Accreditation Status



2018-2019 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 2018-2019 are listed below:

Show/Hide columns:

[CDN](#) | [Name](#) | [ESC](#) | [District Type](#) | [2014 FIRST Rating](#) | [2014 Accountability Rating](#) | [2015 FIRST Rating](#) | [2015 Accountability Rating](#) | [2016 FIRST Rating](#) | [2016 Accountability Rating](#) | [2017 FIRST Rating](#) | [2017 Accountability Rating](#) | [2018 FIRST Rating](#) | [2018 Accountability Rating](#) | [2018-2019 Accreditation Status](#) | [Reason For Status](#) | [Notes](#)

Show entries

Search:

CDN	Name	ESC	2018 FIRST Rating	2018 Accountability Rating	2018-2019 Accreditation Status	Reason For Status	Notes
170903	MONTGOMERY ISD	6	A - Superior	B	ACCREDITED		



MONTGOMERY
Independent School District

MONTGOMERY I.S.D.

2018-2019

Campus Performance Objectives

2018-2019 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:

Montgomery High School

Lake Creek High School

Montgomery Junior High School

Oak Hills Junior High School

Montgomery Elementary School

Stewart Creek Elementary School

Lone Star Elementary School

Madeley Ranch Elementary School

Keenan Elementary School

Lincoln Elementary School

Montgomery Independent School District

Montgomery High School

2019-2020 Campus Improvement Plan

Accountability Rating: A



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

Together we will focus on student learning, provide a safe and supportive learning environment, and build positive relationships within our school and school community.

Core Beliefs

Montgomery High School believes that all students can learn.

Montgomery High School believes that every student can graduate.

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

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Montgomery High School is a successful high school, with a total enrollment estimated enrollment of 1,561.

Ethnicity	Number	Percent
White	1195	76.55%
Hispanic	213	13.65%
African American	90	5.76%
Asian	30	1.92%
American Indian/Alaskan	25	1.60%
Hawaiian Islander	8	0.51%
Total Enrollment	1775	100.00%

The high school has 377 economically disadvantaged students which represents 24.15% of the population.

We have a growing At-Risk population of 573 students, 36.70% of the population. This is broken down into grade level groups with there being 137 at risk 9th graders, 164 at risk 10th graders, 140 at risk 11th graders, and 132 at risk 12th graders.

Demographics Strengths

Our student body is very active and involved in sports, clubs, and service organizations. Students feel a strong sense of community within the school building. The student section at most athletic events is large and extremely spirited. Over the past 3 years the attendance at school sponsored dances has increased from 1000 students to 1600 students, and our Homecoming football game student section is almost overflowing. We are proud of the commitment our students have made to be a part of the culture of Montgomery High School.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Students have failing grades on their transcript, so they are behind in credits for graduation. **Root Cause:** We have a growing number of students who have not been successful in one or more classes due to disengagement and classroom disconnect.

Student Academic Achievement

Student Academic Achievement Summary

Montgomery High School received the highest rating of Met Standard and Received an overall 90 points for the 2018-2019 school year. This constitutes the A rating that were shooting to receive. The score is based on 70% from either Domain I or II whichever is greater and 30% from Domain III.

Domain I - Student Achievement - 40% STAAR Scores, 40% College, Career, Military Readiness, 20% Graduation Rates - Total Score - 92

Domain II - School Progress - 79 This represents a C score and we would like to see improvement in this area

This is based on the growth of students from 8th grade Math to Algebra and English I to English II STAAR tests. This will always be the lower of the Domains so won't be counted in accountability. This issue is that all advanced math students get the growth measure in 8th grade, so the sample size for 9th grade math is smaller and harder to hit. We will continue to work on making sure students are learning and mastering content.

Domain III - Closing the Gaps - 86 - This represents a B Score

This domain is focused on helping all students succeed. This data indicates the improvement needed. One of our performance objectives targets this Domain. We are working to shift from a focus on teaching to a focus on learning.

Student Academic Achievement Strengths

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 continues to grow, leading to more students obtaining college credit while still in high school. In addition, through our CTE Programs, students are able to graduate with certifications that can lead straight to employment. Many of our students take the SAT/ACT and have a post-graduation plan in place.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: When scores are broken down into sub-populations, it becomes evident that we are struggling to reach our African American, Special Education, and Low Socio Economic populations. **Root Cause:** These populations do not always respond to traditional teaching methods.

School Processes & Programs

School Processes & Programs Summary

Montgomery High School serves our student population of 1800 students with the following staff:

- 1 Principal
- 4 Assistant Principals
- 1 Lead Counselor
- 3 Counselors
- 1 Nurse
- 1 Diagnostician
- 1 504 Coordinator
- 1 College and Career Coordinator
- 110 Teachers
- 3 Classroom Aides
- 15 Administrative Aides

The MHS Leadership Team is made up of the Principals, Counselors and Department Chairs. The department chairs work to handle the administrative and instructional needs of the teachers. We meet as the Leadership Team to determine ways the principals and counselors can assist the department chairs with their teachers' needs.

Our teachers are broken into teams and have time to meet and plan built into their day. These meetings are scheduled through the department chair and each department has an administrative liaison who meets with those teams throughout the year for support.

School Processes & Programs Strengths

Our teacher teams work very well together. They meet to plan their lessons and to discuss student needs. The department chairs are innovative thinkers who work to find strategies that will help make the teachers' classroom time effective and efficient. The Leadership team is committed to supporting all teachers and students, so that Montgomery High School can continue its history of excellence.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Student data is not always used to guide lesson plan development. **Root Cause:** Teachers don't always analyze the individual assessment data for their classes and alter instruction to match the assessment outcomes.

Perceptions

Perceptions Summary

The Home of the Bears, Montgomery High School, is a part of the culture of this town. With the addition of Lake Creek High School, the community now has two high schools and there are now Lions in the mix. It will be important for Montgomery High School to focus on building strong ties to our school community and to our feeder schools in order to keep the traditions of MHS intact.

Perceptions Strengths

Montgomery High School has an active student body and parents support our groups by attending all school events and activities. We have an active PTO that supports our teachers and most teachers are happy to work at the high school. In a recent survey, 92% of teachers stated that they felt supported by their administration. We are working on improving communication with parents and teachers by using technology such as Remind and School Messenger. School Announcements will now be displayed continuously in the cafeteria on our new screens.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Public perception of the high school is that we are not always student friendly because of our policies and procedures. **Root Cause:** Policies and procedures are necessary to keep things running smoothly.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- Campus and/or district planning and decision making committee(s) meeting data

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain

Student Data: Assessments

- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment 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
- Special education/non-special education population including discipline, progress and participation data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data

Student Data: Behavior and Other Indicators

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

Employee Data

- Professional learning communities (PLC) data
- Campus department and/or faculty meeting discussions and data
- TTESS data

Parent/Community Data

- Parent surveys and/or other feedback

Goals

Revised/Approved: September 17, 2019

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 approach standard , 75% will meet standard, and 30% will master standard on STAAR EOC assessments.

Evaluation Data Source(s) 1: STAAR Scores
Accountability Tables

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Teachers will choose Essential Learning Standards for each subject each grading period to create a full Scope and Sequence.	Principals, Department Chairs; Teachers	MAC (Montgomery Aligned Curriculum) documents				
2) Create and administer common assessments addressing the Essential Learning Standards through Eduphoria.	Principals, Department Chairs, Teachers	Common Assessments				
3) Utilize PLC time to analyze common assessment data and state assessment data to determine curriculum efficiency for all learners.	Principals, Department Chairs, Teachers	Data based decision making				
4) Review Accountability data, expectations, and strategies for success with entire staff during staff development.	Principals	Teachers work together as a school to earn an A on Accountability				
5) Vertically and horizontally align Advanced Courses to promote students reaching Masters Standard on STAAR EOC assessments.	Principals, Department Chairs, AP Teachers	30% of tests earning Masters Level				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
6) Refine program that requires every student to write in every class every six weeks.	Principals, Department Chairs	Increased Writing Abilities				
7) Counselors will conduct individual student scheduling meetings to ensure students are in classes that meet their learning needs.	Counselors, Principals	Student Success in classes				
8) Monitor Failure Rate by Teacher, Subject, and Department each grading period; have Student Success meetings with teachers above 10% failure rate.	Principals	To measure effectiveness of chosen Essential Learning Standards.				
9) Offer exam exemptions in certain EOC tested subject areas for students who attain the meets and masters standard.	Principals, Department Chairs	Incentivize Students to Perform at their best level on the EOC test.				
10) Incorporate ACT/SAT preparation strategies in classrooms to help students reach the meets or masters standard.	Principals, Department Chairs	Increased Content Mastery				

 = Accomplished
 = Continue/Modify
 = 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: MHS will increase STAAR EOC scores by 5% in the approaches and meets standard category across individual student populations with a strong focus on Special Education, Economically Disadvantaged, and African American students.

Evaluation Data Source(s) 2: STAAR scores
Accountability Tables

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Provide staff development and training to all staff on the use of Eduphoria to analyze student data with a focus on identifying students' demographic information.	Principals, TIMS	Data driven decision making				
2) Provide EOC Prep and Remediation for students who did not meet or approached standards during the previous year testing administration.	Teachers, Principals, Counselors	To show growth in student progress.				
3) Provide ESOL support for LEP students to increase performance in all courses and on state assessments.	Principals, Counselors, ESL Coordinator	Increase in TELPAS and STAAR scores				
4) Provide ESL training for teachers that teach English Learners.	ESL Coordinator	Increase in TELPAS and STAAR scores of identified students.				
5) Create a Bear Learning Lab that focuses on reading and math intervention for students who have been unable to master content in those areas.	Principals	Increase content mastery and classroom success.				
6) Formulate a comprehensive RtI initiative including a Student Success Committee to identify struggling students and address their individual learning needs.	Principals, Student Success Committee	Student success for all students.				
7) Provide PLC period to Special Education Co-Teachers to allow their involvement in subject area planning to increase their ability to serve the students in their classes.	Principals, Department Chairs	Increase Special Education Achievement				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
8) Analyze individual student population data during Student Success meetings with teachers who have a higher than 10% failure rate to devise alternate strategies for student learning.						

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

Performance Objective 3: MHS will increase the College, Career, Military Readiness (CCMR) score to 85.

Evaluation Data Source(s) 3: Accountability Tables
CCMR Table

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Counselors will hold individual student scheduling meetings to increase CCMR by identifying students who would benefit from Dual Credit, Advanced Placement, ROTC, Workforce Certifications, etc.	Principals, Counselors, Department Chairs, Teachers	Ensure all students have a CCMR point.				
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, Principals, Counselors	SAT/ACT Reports				
3) Create spreadsheet to track CCMR data for students beginning with their 9th grade year; encourage post secondary preparedness in students that have not acquired CCMR point.	College and Career Counselor	All students earn CCMR point.				
4) Provide up-to-date information on careers, certifications, colleges and financial aid through the College and Career Center.	College and Career Counselor	Post Secondary Preparedness				
5) Continue to offer the TSI test on campus for students to qualify for dual credit classes and earn CCMR credits.	College and Career Counselor	All students earn CCMR point.				
6) Organize Curriculum Fair for 8th grade students to assist in their decision making about post secondary plans.	College and Career Counselor	Students make informed decisions about their future career and choose classes to support that goal.				
7) Organize Curriculum Fair for 8th grade students to assist in their decision making about post secondary plans.	College and Career Counselor	Students make informed decisions about their future career and choose classes to support that goal.				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
8) Coordinate Military Recruiter visits in the cafeteria throughout the school year and promote participation in the ROTC program.	College and Career Counselor	Target students interested in military service.				


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 than 1%.

Evaluation Data Source(s) 4: Attendance Rate, Drop Out and Leaver Reports, Accountability Report

Summative Evaluation 4:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Identify students who are At-Risk of dropping out and provide mentor teachers to monitor attendance, grades, and behavior.	Principals, Counselors, Mentor Teachers	Reduce the number of students who do not earn credit for courses				
2) Create Student Success team to monitor Failure Rate by Student and identify students who have failed multiple subjects each grading period to develop ways to help the student recover credit and be successful in future grading periods.	Principals, Department Chairs, Counselors, 504 Coordinator, Diagnostician	Improved grades, improved attendance for at risk students				
3) Maintain 4 year graduation rate by providing additional credit recovery options through Compass Lab, Texas Tech High School, and Bear Learning Lab for students.	Principals, Compass Teacher, and Counselors	Course completion rate of students in Compass or Texas Tech, 4 year graduation rate, decrease in number of drop outs				
4) Monitor Leaver Report weekly; make contact to encourage students to return to school or obtain GED. File on students that are under age 19.	Principals, Registrar, MISD Officers	Reduction in Drop out Rate				
5) Truancy Prevention Plan: Measure 1: Meeting with students after 5 absences. Measure 2: Contacting parents by phone and letter, and holding Attendance Meetings with parents Measure 3: Truancy Check by MISD Police after 8 absences. Measure 4: File on students after 10 absences.	Principals, Attendance Clerks	Decrease habitual attendance problems that lead to dropping out.				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
6) Identify and serve students who qualify for services and supports under the McKinney-Vento Act (homeless status).	Principal, Counselors, Registrar, Director of Special Programs	Inclusive environment for all students				
7) Teachers and students will participate in Kevin Atlas motivational program in August and we will implement his character videos throughout the school year at lunches.	Teachers, Counselors, Principals	Help build community and encourage students to commit to graduation.				
8) Counselors will create group counseling sessions addressing bullying, depression, anxiety, grief/loss, etc. and publicize the meeting dates and times to reach students needing assistance in these areas.	Counselors	Address concerns of students that lead to their disenchantment with school.				
9) Counselors will host new student breakfasts throughout the year and assign new student ambassadors to help those students acclimate to their new school.	Counselors	Connect students to the school .				
						

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 and anti-bullying strategies.	Principals and Counselors	Provide support to our At-Risk students				
2) Update students, staff, and parents on student code of conduct.	Principals	Safe and Orderly Learning Environment				
3) Work with District Police and local law enforcement to enforce rules that ensure the safety of all students.	Principals	Safe and orderly learning environment				
4) Provide information to students on suicide prevention, conflict resolution, dating violence prevention, sexual abuse of children, and anti-bullying strategies.	Counselors	Create an inclusive, safe learning environment for all students.				
5) Review Discretionary DAEP Placements of all students to ensure that positive behavior supports are implemented.	Principals	Give students a chance to learn from mistakes rather than just receive consequences.				
6) Train employees on hazardous materials, blood-borne pathogens, sexual harassment, drug/alcohol abuse, and integrated pest management.	Principal, Nurse, HR	Teachers are prepared for emergency situations.				
7) Update staff on fire, disaster, lock-down, evacuation, and other emergency drills.	Principals	Successful drills throughout the year; prepared staff in the event of an emergency.				

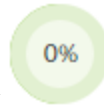
Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
8) Limit outside access to the building using controlled access to lock outside doors during instruction; select doors will be open at designated times for student entry. Keep classroom doors locked at all times.	Principals	Limit access to building to provide safe learning environment for our students and staff				
9) MHS will work to implement a Digital Citizenship Curriculum.	Principals, counselors, teacher and student leaders.	Students will become more committed to an inclusive environment.				
10) Lock East Side parking lot gates and monitor cars that enter and exit the parking lots to maintain campus safety.	Principals and Parking Lot Attendant	Minimize traffic in and out of parking lot.				
11) MISD Police will train all staff in Active Shooter Drills during Staff Development, prior to the start of the school year.	Principals	Teachers will be trained on what to do in the event of an emergency				



= Accomplished



= Continue/Modify



= 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 technology to inform students and parents of school events and activities.


Evaluation Data Source(s) 1: Updated websites, Parent Survey

Summative Evaluation 1:

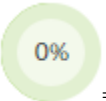
Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Teachers will create and update websites bimonthly to provide students and parents with lessons, assignments, and useful resources.	Principals	Students and parents will be aware of what is happening on a daily basis in the classroom; students will be prepared for college format of LMS.				
2) MHS will utilize campus website, marquee in front of the school, SchoolMessenger and other forms of social media to inform community of upcoming events and acknowledge accomplishments of students and staff.	Campus Communication Specialist, Principals	Improve parent and community involvement				
3) MHS will utilize the TV screens in the cafeteria to communicate upcoming events and student accomplishments.	Campus Communication Specialist	Keep students informed.				




= Accomplished



= Continue/Modify



= 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 use 21st Century Learning activities to enhance the learning environment.

Evaluation Data Source(s) 2: Teacher Observation and Walk through data

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) TIMS will provide Tech Tuesday and after school training for integrating technology into the curriculum.	TIMS	Improve technology instruction in classrooms.				
2) Incorporate BYOD activities to increase student engagement.	Principals	Engaged learners				
3) Utilize Turnitin.com for writing assignments to reduce plagiarism.	Department Chairs	Program Usage				
4) Teachers will utilize Google Classroom and Office 365 to enhance instruction and gather student response data.	Principals	Engaged Learners and Immediate Student Feedback				


 = Accomplished
  = Continue/Modify
  = 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: Spreadsheets with Teacher data

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.	Principals, Department Chairs, Teachers	Data driven decisions to guide instruction				
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	Streamline processes				
5) Send out the Bear Necessities e-mail weekly to keep teachers informed of policies, procedures, and events.	Principal	Disseminate information concisely and timely.				
						


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: MHS will raise the overall attendance rate by 1%.


Evaluation Data Source(s) 1: Attendance Data

Summative Evaluation 1:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) SchoolMessenger will send daily e-mails to parents when students are absent to inform and encourage documentation for all absences.	Attendance Clerk	Increase ADA by documenting absences.				
2) MHS will have a Final Exam Exemption policy that incentivizes students to attend school.	Principals	Increase ADA.				
3) MHS will host a Sweet Treat Celebration for students several times throughout the year to reward students with perfect attendance.	Attendance Clerk, Principals	Increase ADA.				




= Accomplished



= Continue/Modify



= 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: MHS will seek monetary support from the community and clubs for campus initiatives to enhance the learning environment.


Evaluation Data Source(s) 2: Budget

Summative Evaluation 2:

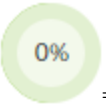
Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) MHS will reach out to community partners like the Chamber of Commerce to garner financial support for campus initiatives.	Principals	Lessen cost of initiatives.				
2) Utilize class funds to support chosen philanthropic projects that benefit the school.	Principal, Finance Secretary	Ability to do projects we might not have otherwise been able to fund.				




= Accomplished



= Continue/Modify



= 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: MHS will update facilities and classrooms to enhance the learning environment.


Evaluation Data Source(s) 1: Photos of classrooms and facilities.

Summative Evaluation 1:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) MHS will purchase new desks and tables for classrooms to create a more inviting and functional instructional area.	Principals	Better student engagement				
2) Add branding and logos throughout the common areas of the school to build student morale.	Principals	Make the school more relevant and inviting.				
3) Repurpose the East Campus Library to be a learning commons to meet student learning needs.	Principal	Give students a place to work.				




= Accomplished



= Continue/Modify



= 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.	Principals	Teachers will want to stay at MHS				
2) Provide Mentors and Buddies to all new teachers.	Principals	Teachers will feel supported at MHS throughout the year				
3) Hold teacher celebrations quarterly to foster team building Burgers for Lunch Cocoa Bar Coke Floats	Principals and Counselors	Teacher Rapport				
						


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.	Principal	Quality Applicants				
2) Participate in Montgomery Job Fair with multiple representatives from our school to meet potential applicants.	Principals	Quality Applicants				
3) Coordinate with HR to ensure that candidates are highly qualified.	Principals	100% Highly Qualified staff				




= Accomplished



= Continue/Modify



= 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 SchoolMessenger, Twitter, Remind, and other 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	Improved perception of communication at MHS				
2) Promote positive communication between the school, home, and community through campus websites, the campus Marquee, Twitter, Remind, and other social media platforms.	Principal, Webmaster, Coaches and Sponsors	Website				
3) Coordinate school announcements with PTO to include all announcements in PTO Blast.	Receptionist, Principal's secretary	Email Blast				
4) Principal Newsletter will be sent quarterly.	Principal	Improved school to parent communication				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue

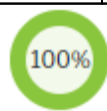
Goal 8: MISD will encourage and promote a climate that fosters parental participation in the education of our children.

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 scheduled PTO meetings and give brief overview of what is happening on our campus; assist the PTO in finding speakers for their meetings.	Principal, Other staff guests as requested	Sign in sheets				
2) Encourage staff to join PTO.	Principal	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				
6) Invite parents to participate in individual student scheduling meetings.	Counselors	Parent involvement in the educational process.				



= Accomplished



= Continue/Modify



= No Progress



= Discontinue

Montgomery Independent School District
Lake Creek High School
2019-2020 Campus Improvement Plan

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Lake Creek High School is a first year high school, with a total enrollment of 910 students. The school has 9th, 10th and 11th graders. Lake Creek HS will be 9-12 in 2019-2020.

Campus Profile Data

Ethnicity	Percent
White	77.91%
Hispanic	15.38%
African American	1.65%
Asian	1.76%
American Indian/Alaskan	1.21%
Multi-Racial	1.87%
Hawaiian/Pacific Islander	.22%
Total Enrollment	910

LCCHS has 124 At Risk students, which is 13% of our total population and 210 Eco. Disadvantaged students, which is 23% of our total enrollment.

Demographics Strengths

The majority of students at Lake Creek High School perform well in their courses and on state assessments. Enrollment in Advanced Placement and Dual Credit classes is growing continues 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. Lake Creek High School will be a SAT center in the Spring of '19.

Student Academic Achievement

Student Academic Achievement Summary

Students who transferred to LCHS from MHS earned scores to help the high school receive the rating of Met Standard for the 2017-2018 School Year.

Scores were well above the Target Scores in the all 4 Indexes that were measured. When all high school students are measured as a whole group, the scores were outstanding.

The 2017-2018 overall STAAR scores for high school students were:

Domain 1= Student Achievement = 90 (A)

Domain 2= School Progress= 81 (B) for Academic Growth & 73 (C) for Relative Performance

Domain 3= Closing the Gaps= 83 (B)

Overall Score: 88

Student Academic Achievement Strengths

Our overall data of an 88 allows us to predict where our students are performing. Domain I of Student Achievement was the highest area for high school student scores, which was a 90. We must build on this Domain to help us improve the other areas.

Our High School students perform well in their courses and on state assessments.

Enrollment in Advanced Placement and Dual Credit classes continues 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.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: We received an 83 in the Closing the Gaps Domain and need more students scoring in the "Masters" category. **Root Cause:** We must focus on better serving students from our subgroups including SPED, LEP, African American, Hispanic, and White student groups.

Problem Statement 2: We received a 73 in the Relative Performance Domain and need to increase this domain to receive a score of 85 or higher. **Root**

Cause: We must use our Low Socio student data to guide our instruction and assessment of this student group.

School Processes & Programs

School Processes & Programs Summary

- We will continue to provide the Buddy/Mentor program for new staff members.
- New staff will meet w/ administration & counseling throughout the year.
- Staff celebrations support our efforts to provide a collegial and caring staff.
- Administrative Coaching Days supports our mission.

Perceptions

Perceptions Summary

LCCHS focus will be on creating a campus culture and a customer service approach that best fits our clientele and their needs. Establishing a school family and creating our own LCCHS traditions will be a priority area for our campus during the 2018-2019 school year. Stand w/ the Lions, Student Orientations, Back to School PTO Brunch and our day one Pep Rally are exciting cultural events that got us off to a great start in our first year. Our staff is doing a book study w/ "The Present."

Perceptions Strengths

LCCHS has had a lot of community, District, and parent support throughout the building and opening of the new campus. We already have a strong parent presence and an active PTO Board that has done a fantastic job of helping us prepare for the new school year and welcome our students and staff to their new school home.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- 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
- 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 Data: Student Groups

- STEM/STEAM 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
- Campus department and/or faculty meeting discussions and data

Goals

Revised/Approved: September 17, 2019

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; T-TESS Observations and Campus-implemented Walk-thrus; 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 Lake Creek High School, based on student data.	Principal; AP w/ Curriculum Department Chairs; Teachers; Administrative Liaisons	Utilized Summer planning and Core PLCs; Updated Scope and Sequence documents in MAC;				
Comprehensive Support 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, A Team, Instructional Technologist, Department Chairs, Teachers	PLC Agendas and sign in sheets, common assessments				

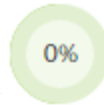
Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
3) Utilize common assessment data and state assessment data to analyze curriculum efficiency for all learners.	AP w/ Curriculum, Department Chairs, Instructional Technologist	Common Assessment Data Reports				
4) Review Accountability expectations and strategies for success with entire staff.	Principal, AP w/ Curriculum	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, AP w/ Curriculum	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.	AP w/ Curriculum, Department Chairs, Admin Liaisons	student data reports, scope and sequence				
7) Provide class for GT identified students to complete projects based on interest.	AP w/ Curriculum, GT Teacher	Projects				
8) Increase participation in Dual Credit Classes by increasing course offerings and streamlining registration and testing process.	DC Counselor, AP w/ Curriculum	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.	AP w/ Curriculum, AP Counselor	Course enrollment				



= Accomplished



= Continue/Modify



= 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
Comprehensive Support Strategy 1) Provide staff development and training to all staff on the use of Eduphoria to analyze student data, including demographics.	Instructional Technologist, TIMS, AP w/ Curriculum, DC's	Student Data Reports				
Comprehensive Support Strategy 2) Provide Study Skills Classes to increase student success with all courses; students assigned to class will be identified by specific criteria.	CAP Team, 504 Coordinator, Department Chairs	Failure Rate Report				
3) Provide EOC Prep and Remediation Classes for students who did not achieve Level II during the previous year.	AP w/ Curriculum, Counselors, Administrative Liaisons	Student Data Reports				
Comprehensive Support Strategy 4) Provide ESOL classes for LEP students to increase performance in all courses and on state assessments.	AP w/ Curriculum, ESL Coordinator, LOTE DC	Failure Rate Reports, Student Data Reports				
Comprehensive Support Strategy 5) Provide writing intervention period to SPED students in ELA, who did not meet Level II performance on STAAR the previous year.	AP w/ Curriculum & Lead Counselor	Student Schedules				




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.	AP w/ Curriculum, College and Career Counselor & Aide, 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, AP w/ Curriculum	SAT/ACT Reports				
3) Utilize Career Cruiser Program data to help students identify endorsement based on strengths.	College and Career Counselor & Aide	Endorsements				
4) Provide up-to-date information on careers, certifications, colleges and financial aid through the College and Career Center.	College and Career Counselor & Aide	College and Career Website Student Sign in Sheets				
						

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 than 1%. (Currently 0.6 % based on 16-17 MHS 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
Comprehensive Support Strategy 1) Identify students who are At-Risk and provide mentor teachers to monitor attendance, grades, and behavior (RtI).	Principal, Assistant Principals, Counselors, Mentor Teachers	Failure Reports, Attendance Reports, Discipline Reports				
Comprehensive Support Strategy 2) Create Student Success team to monitor RtI interventions and student progress.	Principal, Department Chairs, Counselors, Admin Liaisons, 504 Coordinators	Improved grades, improved attendance for at risk students				
Comprehensive Support Strategy 3) Lake Creek will have its first senior class in School Year 2019-2020. We will provide at-risk students with the opportunity to regain credit through additional credit recovery options through Compass Lab and Texas Tech Online High School.	AP w/ Curriculum, Compass Teacher and Counselors	Course completion rate of students in Compass or Texas Tech, 4 year graduation rate, decrease in number of leavers in junior class over SY 18-19				
Comprehensive Support Strategy 4) Monitor Failure Rate by Teacher, Subject, and Department each grading period; have Student Success meetings with teachers above 10% failure rate.	Principal, A Team, Counselors	6 Week Failure Reports, Student Academic Success Plans				
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.	AP w/ that assignment, Assistant Principals, MISD Police Officers, Registrar	Leaver Report, Reduction in Drop out Rate				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
6) CAP Team will participate in a Saturday Round Up (Sept. 12th) to recover drop outs.	Principal, Assistant Principals, Counselors, MISD Police, Teacher Volunteers	Leaver Report, Percentage of students re-enrolled, Completion Rate				
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 to Court System, DISTRICT INITIATIVE	Assistant Principals, Attendance Clerk, Teachers	Increase attendance rate from 94.7% to 96.5%.				
8) Daily calls will be made to absent students through School Messenger.	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
  = No Progress
  = Discontinue


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

Performance Objective 5: Continue implementation and documentation of student accommodations in Special Education and under Section 504 to ensure that all our students have the opportunity to succeed.


Evaluation Data Source(s) 5:

Summative Evaluation 5:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Add additional trainings during staff development to assist teachers in implementing and documenting accommodations. Provide teachers with mentors to assist them when needed.	Principal, APs, 504 Coordinator, Diagnostician, Special Education teachers, Counselors	Increased student achievement				




= Accomplished



= Continue/Modify



= 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. TRAINING LED BY COUNSELORS DURING BACK TO SCHOOL IN-SERVICE	Principal, Assistant Principals, Counselors	Sign in Sheets				
2) Update students, staff, and parents on student code of conduct	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.	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, Assistant Principals	Presentation dates				
5) Review Discretionary DAEP Placements of all students to ensure that positive behavior supports are implemented.	Assistant Principals & Campus Behavior Coordinator	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				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
7) Update staff on fire, disaster, lock-down, evacuation, and other emergency drills.	Designated Assistant Principal	Agenda				
8) Keep outside doors and classroom doors locked at all times.	Assistant Principal over Safety & Security; All AP's	Monitor regularly				
9) Maintain Tardy Station to assign tardies and associated consequences.	Assistant Principals & Admin. Assistants	Google Docs Spreadsheet				
10) Train staff on the trends involving teenage use of e-cigarette/ vaping devices and how to detect usage during the school day.	All staff	Reduced occurrence and referrals of vaping devices.				
11) Train staff and students on the before-school and after-school supervision expectations.	Principal, Assistant Principals, Coaches/Sponsors/Directors	Increased compliance				
						

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: LCHS will use websites to inform students and parents of school events and activities. Mobile Labs will be shared throughout departments along w/ our fixed lab spaces.

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.	CAP Team, Instructional Technologist	Lesson Plans, Walk Throughs				
2) Lake Creek will utilize campus website to inform community of upcoming events and acknowledge accomplishments of students and staff.	Webmaster, Principal					

100% = Accomplished
 → = Continue/Modify
 0% = 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: LCHS 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, AP w/ Curriculum	Sign in sheets				
2) Utilize SMART Board and SMART notebook to increase student engagement.	A Team, Instructional Technologist, DC's & TIMS	Walk Throughs				
3) Incorporate BYOD activities to increase student engagement.	A Team	Walk Throughs				
4) Utilize Turnitin.com for writing assignments to reduce plagiarism.	AP w/ Curriculum, Department Chairs	Program Usage				




= Accomplished



= Continue/Modify



= 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: LCHS 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.	AP w/ Curriculum, TIMS, DC's & Teachers	Data Reports/binders				
3) Utilize Eduphoria and Office 365 to distribute IEP and 504 documentation.	Director of SPED, SPED DC, 504 Coordinator & Secretary	Teacher signatures in Eduphoria				
4) Use Office 365 Forms to collect teacher responses, complete online parking, and etc.	Principal, Assistant Principals, Financial Clerk	Office 365				
						


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 4: LCHS will develop and implement a campus-wide cell-phone use policy for classrooms that minimizes distractions and maximizes student achievement.


Evaluation Data Source(s) 4:

Summative Evaluation 4:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Utilize information from the CIT Cell Phone Use sub-committee. Establish permanent cell phone locations for each classroom when cell phones are not in use.	Principal, Assistant Principals	Minimized distractions and loss of instruction. Reduced cell phone referrals.				




= Accomplished



= Continue/Modify



= 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:

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 and review previous year expenditures to ensure effective use of budgeted monies.	Principal Principal Secretary Finance department	Budget allocations				


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

Performance Objective 1: LCHS 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) Lake Creek HS will hold new student breakfast, each grading period, to welcome new students, inform them of activities and clubs, and encourage involvement on our campus.	AP w/ STUCO, 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



= No Progress



= Discontinue

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

Performance Objective 2: LCHS will establish a system of beautifying and maintaining the campus grounds.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) LCHS will use information gathered from the CIT Beautification sub-committee to foster community collaboration on way to beautify the campus and maintain an environment that is aesthetically pleasing.	Principal, CIT, Beautification sub-committee	Campus beautification				


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

Performance Objective 1: LCHS 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.	AP w/ Curriculum & rotate specialists throughout the year	Sign in sheets retention of new teachers				
2) Provide Mentors and Buddies to all new teachers.	Principal, AP w/ Curriculum	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, Assistant Principals, Counselors	Teacher Rapport				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue

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

Performance Objective 2: LCHS 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.	AP w/ Curriculum	Quality Applicants				
2) Participate in Montgomery Job Fair with multiple representatives from our school to meet potential applicants.	Principal, AP's, Counselors & DC's	Quality Applicants				
3) Coordinate with HR to ensure that candidates are highly qualified.	AP w/ Curriculum	100% Highly Qualified staff				

100% = Accomplished
 → = Continue/Modify
 0% = No Progress
 ✗ = Discontinue

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


Performance Objective 1: Lake Creek HS will utilize all resources to communicate with the public: Website, Marquee, Schoolmessenger, Twitter, Instagram, & Facebook


Evaluation Data Source(s) 1:


Summative Evaluation 1:


High Priority


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.	CAP, Instructional Technologist	Monitor spreadsheet				
4) Coordinate school announcements with PTO to include all announcements in PTO Blast.	Receptionist, Principal's secretary	Email Blast				



 = Accomplished

 = Continue/Modify

 = 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: LCHS 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: Principal meetings w/ PTO President & PTO Board. Attend all PTO meetings. Provide speakers w/ relevant topics.

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 & other staff upon request	Sign in sheets				
2) Encourage staff to join PTO.	Principal	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, Soph. Camp, Jr. Camp & Schedule Pick up before school starts to prepare students and parents for the year to come. Vitaly important every year, but especially in this first year!	Principals, Counselors	Attendance				
5) Provide a variety of Parent Meetings on relevant topics, such as Transition to High School, Advanced Course Offerings, HB5, and 1st year High Schools.	Counselors and Principals	Attendance				

Comprehensive Support 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	Lake Creek will have its first senior class in School Year 2019-2020. We will provide at-risk students with the opportunity to regain credit through additional credit recovery options through Compass Lab and Texas Tech Online High School.
1	4	4	Monitor Failure Rate by Teacher, Subject, and Department each grading period; have Student Success meetings with teachers above 10% failure rate.

State Compensatory

Personnel for Lake Creek High School:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Daniella Stowers	Teacher	Special Topics	1
David James	Teacher	DAEP & ISS	1
Freddie Maynard	Teacher	DAEP & ISS	1
Ricky McDougald	Teacher	truancy & ISS	1

Campus Improvement Team

Committee Role	Name	Position
Administrator	Phil Eaton	Principal
Non-classroom Professional	Kathy Miller	Assistant Principal
District-level Professional	Meredith Burg	Member
Administrator	Bill Tommaney	Assistant Principal
Business Representative	Butch Milks	Business Representative
Parent	Bryan Rennell	Parent
Parent	Angela Downs	Parent
Community Representative	Shane Plaissance	Community Representative
Non-classroom Professional	Jo Hawk	Counselor
Classroom Teacher	Sarah Boyles	Classroom Teacher
Classroom Teacher	Lindsay Duke	Classroom Teacher
Classroom Teacher	Noelle Lee	Classroom Teacher
Classroom Teacher	Alison Rice	Classroom Teacher
Classroom Teacher	Susan Poppell	Classroom Teacher
Classroom Teacher	Kelly Westmoreland	Classroom Teacher
Administrator	Chris Stowe	Assistant Principal

Montgomery Independent School District

Montgomery Junior High School

2019-2020 Campus Improvement Plan



Mission Statement

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

Vision

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

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Montgomery Junior High is a 12 year old campus, grades 6-8 in Montgomery ISD with an enrollment of 1151 students. The 3 gradelevels on our campus have a student enrollment of: 396- 6th graders, 364- 7th graders and 391- 8th graders with 590 female and 561 male students.

MJH is composed of the following student population: MJH 6th, 7th, and 8th grade campus for 2018-2019 was 4.17% African American, .70% Asian, 12.68% Hispanic, 2.26% Two or More Races, and 79.58% White.

Additionally, Montgomery Junior Highs demographic groups include 24.07% Economically Disadvantaged (277), 36.32% At-Risk (418), 9.64% GT (111), 6% (70) of our students receive Special Education services, .70% ESL (8), .78% LEP (9). T

Current Staff at MJH: 3 Administrators, 70 teachers, 10 Instructional Aides, 13 Support Staff, 1 Librarian, 2 Maintenance, 1 Diagnostician, 1 Nurse, 1 housed custodian 9 cafeteria staff

Demographics Strengths

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

1. Families continue to move into our area because of our schools and community.
2. The campus mentoring program supports and helps retain new teachers to the profession/school/district.
3. 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.
4. The campus continues to provide high-quality and on-going professional development/trainings such as Lead4ward and Character Strong and give opportunities for teacher/teams collaboration of instruction and best practices during in-service days and throughout the year.
5. Students new to Montgomery JH are welcomed into the school. We hold a new student meeting with new students during schedule pickup to ensure the support continues. We have a new student breakfast each 6 weeks for any new students that have entered MJH.

6. We have a strong 504/Dyslexia/Special Education program. Meetings are held once a year to update and make accommodations/modifications to student learning needs.
7. RTI is monitored by our campus RTI teacher and principal each six weeks. Meetings are held with teachers of RTI students to review grades, behaviors, and TIERS.
8. Our PTO is very involved and wants to support all staff and students.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Parents of culturally diverse students are for the most part disengaged from MJH. **Root Cause:** Language barriers, work schedules prevents them from being involved. Lack of knowledge of tools MISD provides to assist their students with success.

Student Academic Achievement

Student Academic Achievement Summary

Below is the student achievement rates reflective in the three year trend comparing 2019, 2018, 2017 STAAR results for MJH:

STAAR	2019			2018			2017		
	APPR	Meets	Mast	APPR	Meets	Mast	APPR	Meets	Mast
8th Reading	86%	66%	35%	85%	52%	29%	82%	57%	29%
2nd Admin	91%			90%			90%		
8th Math	96%	86%	49%	92%	74%	35%	90%	73%	31%
2nd Admin	97%			93%			94%		
8th Soc. St.	85%	52%	31%	80%	47%	28%	72%	36%	22%
8th Science	88%	65%	35%	82%	60%	34%	83%	57%	19%
7th Reading	83%	56%	35%	83%	58%	32%	80%	48%	26%
7th Math	86%	55%	18%	86%	50%	21%	75%	43%	12%
7th Writing	79%	53%	21%	80%	55%	22%	76%	46%	16%
6th Reading	74%	42%	18%	76%	46%	21%	MIS	MIS	MIS
6th Math	90%	62%	34%	86%	55%	22%	MIS	MIS	MIS
Alg. EOC	100%	100%	90%	100%	97%	82%	100%	99%	86%

From our data analysis, we have identified the following areas as we will focus on and need improvement this coming school year.

- 6th grade reading decreased in percentage - staffing concern - team was dissolved/moved around
- 7th grade tested subject areas did not show much growth in STAAR levels
- We have appealed 60 writing papers on our 7th grade STAAR test because of concern with grading/rubric from TEA

Last year was the first year MJH used data analysis as a fundamental process and we will continue improving and showing growth in data analysis this year. At in-service we will have training sessions with new coaches on Eduphoria data reports and analysis information to drive our instruction in the classroom. Data monitoring and common assessments will be implemented again this year to analyze growth and progress each 6 weeks. Students will be targeted for intervention and acceleration. Our goal is to be at 90% or above in approach, 50% in meets and 30% or above in masters. Each 6 weeks administration will meet with grade level teachers to discuss individual students, academic progress, student behaviors, student needs.

MJH also supplemented 6-8 grade curriculum with Maneuvering the Middle math which we believe had a large part in student math academic progress. In addition, 8th grade social studies implemented a supplemental program from Lowman Consulting in all 8th grade history classes that we believe was a large part of our success on the 8th STAAR test.

Student Academic Achievement Strengths

100% of students passed the STAAR Algebra I End of Course test, 100% passed Meets level, and 90% passed Masters level.

8th grade SSI Math and Reading scores are 90% or greater approach level. Both increased in the meets and masters levels.

All students increased in the meets and masters level from last years STAAR scores.

7th grade: 20 students met the qualifications to participate in the Duke Talent Search program. From those students, they are offered the opportunity to take SAT/ACT. 6 students were state recognized.

8th grade: 82 students took the PSAT.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: STAAR data reveals that 6th grade reading decreased again from 2017 to 2018. **Root Cause:** Staffing concerns on that grade level team. Team was dissolved or relocated. New teaching staff will be concentrating on analyzing data from current STAAR results/information.

School Processes & Programs

School Processes & Programs Summary

The leadership Academy was implemented with 7th graders this past year and was a success. We will continue to grow this program and add 6th grade next year in order to continue building student leaders on our campus.

We are excited to utilize our new Instructional Coaches to assist all of our core staff members this year in reading, math, science and social studies.

Our campus will create a student tech training team. Those students will be trained in computer basics so they can assist in labs and classrooms as needed.

A student Library Advisory Board will be created this year to assist with programming and purchasing.

MJH teams will continue to be trained by Lead4ward at the Lead4ward conference. 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.

Student progress will continue to be monitored every three/six weeks when progress reports and report cards are finalized. RTI teacher collaborates with teachers each 6 weeks on student progress. In addition, the LPAC team will meet 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.

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. 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.

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

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 grade level 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 for student fun and involvement.

School Processes & Programs Strengths

Collaborative teamwork and strong mentoring program

100% Highly Qualified Staff

New teacher/Mentor meetings scheduled throughout the year with mentor administrator

Teachers working on their masters or who are looking at becoming an administrator are given opportunities to take part in many administrative leadership positions on the campus.

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

Variety of technology used

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Curriculum/Scope and Sequence not online and accessible to parents for secondary **Root Cause:** Need for instructional coach/curriculum guidance/direction to implement and facilitate teams to achieve

Perceptions

Perceptions Summary

MJH strives to have a positive school climate. Campus training will focus on promoting a caring climate that emphasizes on building connections with our students to maximize learning.

Our student council is very involved in leading the participation of all school activities, holiday celebrations and school monthly programs.

All students, faculty and staff participate in safety drills monthly.

Students are given a variety of clubs and activities to have fun and be involved in such as Destination Imagination, Science Club, Robotics Club, Student Council, FCA, TAFE Club, Thespian Troupe, Bleacher Creatures, Service Club, Book Club, Harry Potter Club, Anime 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. Staff are selected by students for "Staff of the Month."

Perceptions Strengths

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

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.

Always celebrating and affirming teachers, staff, and students in a wide variety of ways each year.

We focus on top candidates when interviewing for positions. Most are all referrals because they want to be at MJH.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Classroom discipline sent to the office that could be handled better by the teacher/staff **Root Cause:** Need for classroom discipline training/methods and positive relationships/connections with certain teachers

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- 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
- Federal Report Card Data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- Texas English Language Proficiency Assessment System (TELPAS) results
- PSAT and/or ASPIRE
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Compass Learning accelerated reading assessment data for Grades 6-8 (TEA approved statewide license)
- Local diagnostic math assessment data
- Observation Survey results

Student Data: Student Groups

- STEM/STEAM data
- Dyslexia 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
- Student surveys and/or other feedback

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Budgets/entitlements and expenditures data

Goals

Revised/Approved: September 17, 2019

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 approach standards on STAAR, 60% on meets, and 35% on masters

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 Teachers Administration RTI Coordinator Counselor	Classroom unit assessments Universal Screener 3xyear for Math/STAR Eduphoria data STAAR data/results Report card grades				
<p>Comprehensive Support Strategy TEA Priorities Build a foundation of reading and math</p> <p>2) Continue the summer/in-service curriculum alignment with core teams to provide data on effectiveness through implementation and student results on common assessments/benchmarks.</p>	ELA, Math, Science, History Team Leaders Remediation teachers Administration	Benchmark/common assessment results Lesson Plans Scope and Sequence Report card grades				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p>Comprehensive Support Strategy Additional Targeted Support Strategy TEA Priorities Build a foundation of reading and math 3) Focus on Eco Dis., ESL, SpEd., and At-Risk student sub group data from common assessments/STAAR to determine needs and offer ELA/Math remediation-tutorials before and after school for students that need additional assistance in subjects.</p>	All Teachers Administration Counselors Remediation teacher	List of student with deficiencies STAAR results Common Assessments Universal Screeners Report Cards/RTI				
<p>Comprehensive Support Strategy Additional Targeted Support Strategy TEA Priorities Build a foundation of reading and math 4) 6-8 grade teachers from each core subject will attend the Lead4ward Professional Development to learn STAAR data and learning skills to motivate students to engage with content, review priority TEKS, leverage content strategies to engage learners, and empower students to analyze and take ownership in their writing. They will continue to focus on the Power Standards from Lead4ward. 6, 7, 8 grade Social Studies teachers will be trained by Lowman Consulting on 8th STAAR categories/skills. MISD will provide Professional development training on the new ELA adoption curriculum this school year for 6,7,8 ELA teachers.</p>	All core Team leaders Administration	Increased STAAR scores and progress Writing grades increase Report cards grades				
<p>TEA Priorities Build a foundation of reading and math 5) A reading lab ELA specialist will begin using a research based small group pull out program for all ELA students in the remediation lab that are in TIER 2 of RTI, have failed STAAR the previous year, or are in the bottom 10% on the beginning of year ELA screener.</p>	Reading Lab Specialist Principal ELA teachers	STAAR results Report card grades increased Common Assessment grade increased				

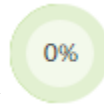
Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p>TEA Priorities Build a foundation of reading and math Recruit, support, retain teachers and principals</p> <p>6) New MISD ELA and Math Secondary Coaches will begin facilitating meetings to design and implementing a online scope and sequence for math, ELA, social studies and science with all core teams involved in creating throughout this school year.</p>	Math and ELA Coach Administration	Online MISD Secondary Scope and Sequence Common curriculum for all secondary campuses Aligned Curriculum				
7) 6, 7, 8 grade ELA classes will continue to develop strong student writings through PEEL and BENT shop planner box (pre-writing strategies).	ELA Teachers	Common Writing Assessment STAAR Writing test				
8) This year, the MJH leadership team will have a book study on Achievement for All: Keys to Educating Middle Grades Students in Poverty by Ruby Payne, Ph D. We will discuss helping students in poverty, the developmental processes, identifying resources and interventions, and developing expertise in teachers and administrations with these particular students.	Principal Team leaders	Higher scores on STAAR Higher scores on report cards Student attitude to achieve and perform Stronger student/teacher connections and relationships				



= Accomplished



= Continue/Modify



= 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



= 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) Continue class meetings each year to discuss major school rules, procedures, Bulling, student conduct, and consequences. In addition, implementing a meeting mid year to reinforce and review student conduct, rules, procedures, expectations.	Principal Assistant Principals	Reduction in discipline referrals				
2) A counselor and campus officer will continue the Leadership Academy and add two groups consisting of 7th and 8th graders in 2019-2020 school year.	Counselors students Campus Officer	Discipline records Counseling feedback students making positive choices Staff survey				
3) Student Council and Service Club will implement Anti Bully and Character strong activities and announcements throughout the school year.	Administration Student Council Sponsor Service Club Sponsor	Decrease in Bully reports Increase in positive student choices				
4) MISD police will train all staff on active shooter training this year during in-service and follow up on a training the second semester with all staff.	Administration MISD Chief of Police	Safe and secure school No intruders past vestibule or inside school Staff understanding of safety procedures				
5) Service Club, NJHS, and Student Council will fundraise this year for classroom safety resources: door window cover, Lock down magnetic door release, door stopper.	Administration	Make our campus more safe and secure. Prevent intruders from getting inside the classroom				
						


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) Continue to use MISD attendance procedure. Contact parents and visit with students regarding attendance after excessive absences each 6 weeks.	Assistant Principals	Student attendance monitored regularly STAAR				
2) Students with perfect attendance each 6 weeks will be acknowledged on Bear Buzz, daily announcements and have their name in a drawing for a Chiller Bee gift coin.	Attendance Clerk Administration	Increase student attendance at end of year report				

 = Accomplished

 = Continue/Modify

 = 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) Identify and serve students who qualify for services and supports under the McKinney-Vento Act (homeless status).	Counselors, Registrar, Director of Special Programs	Student Residency Questionnaires, Free & reduced roster				
2) Monitor attendance each 6 weeks, consulting with parent and student regarding attendance concerns.	Administration	Increase in attendance % Decrease in drop out %				

 = Accomplished

 = Continue/Modify

 = 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) Continue to survey teachers for best technology practices and tools. Monitor technology wants and needs for classroom instructional purposes and student learning.	Classroom teachers	Develop 21st century technology student				

 = Accomplished

 = Continue/Modify

 = 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) Three computer labs , 4 laptop carts, and 3 student computers in each classroom are available to teachers for instructional purposes and learning. In addition, we have a reading and math computer lab for student remediation.	Administrators Teachers	Teacher feedback Administrator feedback TIM feedback				

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) 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				
2) We will meet with all teams to review new copy policy and budget demands regarding new copy machines and cost. No more copy room volunteers due to wasted paper. Budgets are now set with copy paper included to hopefully assist with reduction of paper waste.	Administration Team Leaders Teachers	Copy bill decrease				
3) Principal and Finance personnel will meet with team leaders and club sponsors at in-service to review new budgets to allow opportunity to adjust and decrease allocations for new school year.	Principal Campus finance dept	Adjustment opportunities for campus year Club and team timely adjustment				
						

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
TEA Priorities Recruit, support, retain teachers and principals 1) Monitor regularly short term and long term needs for student growth and facility capacity due to LOE on MJH campus this year.	Principal Registrar	Enrollment numbers PEIMS report				
TEA Priorities Connect high school to career and college 2) We will continue to monitor the PLTW engineering pathway and Computer Science to review need for addition of more PLTW classes to prepare students for their high school years and future career plans.	Administrators	Teacher feedback Observations Walk-Throughs Student enrollment				
3) 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				
4) We will monitor student attendance each 6 weeks and reward student with perfect attendance. They will be named on the Bear Buzz and daily announcements and be placed in a drawing for Chiller Bee gift coins each 6 weeks.	AP's Attendance Clerk	High daily attendance rate Increase in student learning and grades				


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
TEA Priorities Recruit, support, retain teachers and principals 1) Continue a weekly email staff 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				
TEA Priorities Recruit, support, retain teachers and principals 2) Principal will meet one on one with each teachers throughout the year as well as attend team meetings weekly to analyze data, review needs, and communicate campus needs. Department Head meeting will take place once a six weeks to address any needs and update teams on campus wide activities/events.	Principal AP's	High standards/expectations Informed staff administrative attendance Organized/well run campus				



100% = Accomplished
 ➔ = Continue/Modify
 0% = 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 MISD Mentor and Buddy program on campus provided to assist any new or transferring teacher the support, information and encouragement needed to help be successful.	Principal Assistant Principals Mentor Teachers	Teacher feedback Meetings with all new teachers on a regular basis 100% quality staff				





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, Campus Social Media, Monthly Parent letters, School Reach System, and the PTO email blast.	Principal Tech Media Assistant Principals PTO	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				
<p>TEA Priorities</p> <p>Connect high school to career and college</p> <p>3) MJH and MHS will host a Curriculum night to inform and educate upcoming 6th, 7th and 8th grade parents about our campus, curriculum, extra curricular activities, and clubs.</p>	Faculty and Staff Administration	Teacher and parent feedback Parent and PTO volunteers				
<p>TEA Priorities</p> <p>Connect high school to career and college</p> <p>4) Assorted MJH Elective and Core classes invite parent professionals through out the school year to speak on behalf of their profession presenting information on specific professions and pathways to the students.</p>	Administrators Teachers	Connecting student to pathway and careers of their interest				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p>TEA Priorities</p> <p>Connect high school to career and college</p> <p>5) MJH now provides life changing educational tours and opportunities for students and parents during the summer months with EF Educational tours to Washington D.C. and Europe. Each year is a new country to visit and experience. Students are able to get high school credit hours through these educational tours.</p>	Principal Teacher Tour Sponsor	Global Citizens High School credit Student education opportunities				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>						

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) 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				
2) 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				
3) Campus Social Media will be used to promote school events, student learning, celebrations, and activities at MJH.	Administration	Parent participation Parent positive feedback				
TEA Priorities Recruit, support, retain teachers and principals 4) MJH Parents are encouraged to be involved, volunteer, and participate in 8th Grade Celebration, Incoming 6th Grade Pep Rally and Curriculum Fair, 6th and 7th grade Curriculum Fair, Meet the Teacher, Schedule Pickup, PTO, Booster Clubs, Athletics- concession stand, parent professional days, and club sponsored trips.	Administration	Parent/School Partnership Student success -academically/Socially				

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

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	2	Continue the summer/in-service curriculum alignment with core teams to provide data on effectiveness through implementation and student results on common assessments/benchmarks.
1	1	3	Focus on Eco Dis., ESL, SpEd., and At-Risk student sub group data from common assessments/STAAR to determine needs and offer ELA/Math remediation-tutorials before and after school for students that need additional assistance in subjects.
1	1	4	6-8 grade teachers from each core subject will attend the Lead4ward Professional Development to learn STAAR data and learning skills to motivate students to engage with content, review priority TEKS, leverage content strategies to engage learners, and empower students to analyze and take ownership in their writing. They will continue to focus on the Power Standards from Lead4ward. 6, 7, 8 grade Social Studies teachers will be trained by Lowman Consulting on 8th STAAR categories/skills. MISD will provide Professional development training on the new ELA adoption curriculum this school year for 6,7,8 ELA teachers.

State Compensatory

Personnel for Montgomery Junior High School:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Allison Mittag	Teacher	Fast-Forward	1
Breanne Moore	Teacher	Reading Lab	1
Brenda Beaven	Teacher	Math Lab	1
Carrie Dodson	Teacher	DAEP	1
Cheryl Hartner	Teacher	Math Lab	1
Jay Isaac	Teacher	Math Lab	1
Jean Lahue	Paraprofessional	Learning Lab/Mentor Liason	1
Jennifer Bever	Teacher	Math Lab	1
Kerri Johnson	Teacher	DAEP	1
Larry Buss	Teacher	DAEP	1
Melanie Whitehead	Teacher	DAEP	1
Michelle Schaeffle	Teacher	Math Lab	1
Phyllis Teasdale	Teacher	DAEP	1
Shannon Elliott	Teacher	DAEP	1
Stacy Greer	Paraprofessional	Reading Lab	1
Stephanie Broussard	Teacher	DAEP	1
Stephanie Lindwall	Teacher	DAEP	1
Steven Meeker	Teacher	Math Lab	1

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Teri Traylor	Teacher	RTI	1

Campus Advisory Committee

Committee Role	Name	Position
Administrator	Angie Chapman	Principal
Administrator	Scott See	Assitant Principal
Business Representative	Martha Ellis	2019-2020 Member
Classroom Teacher	Melissa Gilsdorf	Sped Team
Classroom Teacher	Amanda Fancher	Elective teacher
Classroom Teacher	LeaAnn Marks	ELA teacher
Community Representative	Allison Yancey	2019-2020 Community Member
District-level Professional	Stephanie Lowry	MISD Instructional Coach
Non-classroom Professional	Barbara Gagliano	Counselor
Paraprofessional	Jean Lahue	Math Lab Paraprofessional
Parent	Jennifer Ellis	parent
Administrator	Kevin Winfield	Assistant Principal

Montgomery Independent School District

Oak Hills Junior High

2019-2020 Campus Improvement Plan

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Demographic Summary

Oak Hills JH is a 2 year old campus with grades 6-8 in MISD with an enrollment of 1033 students.

17% Hispanic, 1% Asian, 2% African American, 2% multi-race, 77% White, 1% Indian or Hawaiian and less than 1% American Indian.

We currently have 96 on staff at OHJH: 3 Administrators, 2 Counselors, 65 teachers, 11 Instructional Aides, 5 Support Staff, 1 Librarian, 2 Maintenance, 1 Diagnostician, 1 Nurse

Demographics Strengths

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

1. Enrollment has remained steady with not as much anticipated growth this last school year.
2. The attendance rate at OHJH remains strong. We have a 96% attendance rate and we continue to look for means of improving that.
3. 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 OHJH 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 to assist new students through their first week of school, and hold a new student meeting with new students to ensure the support continues.

6. We recognize that there has been little change in our demographics, but that doesn't prevent staff from working to reach all of our students in the classroom.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Our Special Education population along with our number of students who have qualified for 504 continues to grow. Balancing classes that challenges all of our students and still provide the necessary support is a challenge, but will be a priority. **Root Cause:** Student identification in these areas is growing faster than the student population that enables us to easily support identified students.

2019 Accountability Report Card

EL Proficiency (10%)

Student Success (10%)

* To find the Scale Score for Relative Performance, click on the link below

and enter the Raw Score and the % EcoDis from Fall 2018 into the Scaled Score Conversion

Tool

<https://tea.texas.gov/2018scalingresources.aspx>

Overall Score

92

Overall Letter Grade

A

Student Academic Achievement Strengths

We continue to see an increase in our students that participate and qualify in the Duke Talent Search program.

100% of students passed the STAAR Algebra I EOC test and only 2 of our students did not master the test.

Writing is an area where we would like to see more growth and we had a great start to that this year with an 11% increase in the number of students who mastered the 7th grade writing test.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: 6th and 7th grade Math scores fell off this year and is not an honest reflection of the work that our teachers and our students do in the classroom. **Root Cause:** We have to be prepared to make adjustments each year to the different students that walk into our classrooms and not get caught doing the same thing each year.

School Processes & Programs

School Processes & Programs Summary

- We will continue to provide the Buddy/Mentor program for new staff members.
- We will continue to send small groups of staff to Capturing Kids Hearts and will work to have our entire campus attend a training.
- Safety is a bigger part of our campus vision and we will work to send administrators to trainings during the school year.
- We will continue and increase the number of students in our Leadership Academy this school year.

School Processes & Programs Strengths

Through the programs mentioned above our staff are more prepared to challenge our students in the classroom, but most importantly be prepared to provide any resource and the necessary time to see them be successful. Campus safety and "see something say something" will continue to be a priority and communicated with staff and students. Bth counselors will conduct the Leadership Academy this year with each having a group in the fall and one in the spring.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: We want our students to understand respect for others as much as respect for themselves. **Root Cause:** Students are learning more about respect for others and themselves from what they see on social media rather than real life experiences at school with staff and other students.

Perceptions

Perceptions Summary

Oak Hills Junior High strives to provide a nurturing and safe learning community that promotes self-discipline and excellence. We are committed to strengthening positive and respectful interpersonal relationships while simultaneously creating a legacy of innovative and computational thinkers who will ultimately become engaged 21st century citizens.

Perceptions Strengths

OHJH has a strong parent involvement and has created a strong campus culture of high expectations with a student-centered environment. Parent participation in all campus events has been great, and feedback from parents supports that they are comfortable being at OHJH and with the overall experience their child has at OHJH as a learner.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- 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
- Federal Report Card Data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI) data for Grades 5 and 8

Student Data: Student Groups

- STEM/STEAM data
- Dyslexia 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

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate

Support Systems and Other Data

- Budgets/entitlements and expenditures data
- Other additional data

Goals

Revised/Approved: September 17, 2019

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 achieve or master 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 Lowman Consulting				
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				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
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				
4) Implementation of successful accelerated reading/math labs	ELA/Math Teachers Remediation Teacher Administration	Data collection on progress Collaboration with teachers				



100% = Accomplished
 → = Continue/Modify
 0% = 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 students 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



= 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 2019 System Safeguards Report


Summative Evaluation 3:

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

 = 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 2019 System Safeguards Report

Summative Evaluation 4:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
Comprehensive Support 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				
Comprehensive Support Strategy 2) The 6th-8th grade ELA and special ed teams 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				

100% = Accomplished
 → = Continue/Modify
 0% = 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 2019 System Safeguards Report

Summative Evaluation 5:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
Comprehensive Support Strategy 1) The 6th-8th grade science teams 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				
Comprehensive Support 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



= 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 2019 System Safeguards Report

Summative Evaluation 6:


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



= 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

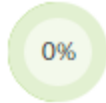
Evaluation Data Source(s) 7: Texas Education Agency 2018 System Safeguards Report


Summative Evaluation 7:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
Comprehensive Support Strategy 1) The 6th-8th grade Social Studies teachers will introduce 8th grade TEKS through daily warm-ups.	7th grade S.S. teacher Co-teacher	8th grade STAAR test Unit assessment Warm up test Lowman Consulting				
Comprehensive Support Strategy 2) The 6th-8th grade Social Studies 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

 = 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) Continued 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					
5) Counselors will work with district police to create and promote a Leadership Academy for 7th grade students.	Principal, Assistant Principals, Counselors, District Police	Student recognition on campus and with Keenan Elementary students and staff				
6) Continue to implement and research safety procedures specifically geared towards bullying. Specifically, more lock down drills along with "chaos" drills. We will stress "see something , say something" to our students and staff.	Principal	safer school environment				


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
7) Send staff members to Texas School Safety Conference.	Principal	New ideas and more resources to provide a safe learning environment for campus.				
Funding Sources: 255 Title II A - 1500.00						

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				
3) Weekly awards for perfect attendance will be granted through a drawing for gift cards, each Friday to each lunch throughout the school year.	Principal Assistant Principal	Student Attendance Reports				
4) End of the year - perfect attendance drawing (Big Prize) 1st Semester and End of Year	Assistant Principals Attendance Clerk	Recognize the students who make the effort to be here each day.				
Funding Sources: 461 Campus Activity - 500.00						
						


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.	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



= 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:

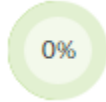
Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Schedule regular discipline team meetings to review campus concerns, establish campus expectations, and discuss the discipline ladder to ensure behavior is improving and changes are made as needed.	Principal Assistant Principal	Meeting Agendas Action Plan from meetings				
2) Utilize district DAEP program for severe or persistent behavior problems.	Assistant Principal	DAEP reports				
3) Implement campus "Big 3"	staff	School wide expectations for students and staff that stress 3 behaviors we would like to see.				




= Accomplished



= Continue/Modify



= 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 to 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 instructional technology may include: Smart Boards, Tablets, pod casting, web page, social media, phone apps. and other topics upon staff request.	Administration TIM	Web pages Classroom observations				




= Accomplished



= Continue/Modify



= 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) Teachers will schedule use of the three computer labs and three laptop carts to maximize student use of instructional technology in their classrooms.	Administrators Teachers	Teacher feedback Administrator feedback TIM feedback				
3) Provide classrooms with additional student laptops. Currently have 3 in a room. Work with one department at a time to increase that number to 5 per class in one department.	Principal	Easier access to classroom resources and activities.				
Funding Sources: 461 Campus Activity - 10000.00						


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

 = 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) Principal will meet with Department Chairs and Club Sponsors to discuss how we are reaching out and involving our business community partners in programs	Principal Department Chairs	More community involvement with our programs				

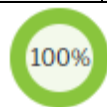
Goal 5: MISD will monitor growth and plan for an orderly, systemic process to ensure quality programs and facilities.

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) Regularly monitor 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 STEM, Fine Arts, electives and extracurricular classes 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



= 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.

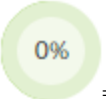
Evaluation Data Source(s) 1: Teacher feedback/survey.


Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) The Principal will send out a weekly email blast and REMIND 101 message of upcoming activities, events and important dates and information to keep staff informed.	Principal	Informed staff From Mr. Williams				
2) Administrators attend faculty and department head meetings and PLCs to analyze data, review needs, and communicate campus needs.	Principal AP's	Agenda Informed staff administrative attendance				
3) Administration maintains "open door policy" and is visible on campus	Faculty	Family Atmosphere				

 = Accomplished

 = Continue/Modify

 = 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) Teachers will maintain current certifications and PD hours.	Administration	100% HQ staff				
2) Coordinate with the Curriculum Department to provide quality staff development training on identified needs. - child abuse - mental health - technology - discipline - curriculum - safety	Principal Curriculum Director of Secondary Education T.I.M.S. Chief Runnels Counselors	Continued improvement within our identified needs				
3) Continue to offer the 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				


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, the PTO email blast, and social media posts.	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 Positive parent feedback				
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				




100% = Accomplished



= Continue/Modify



0% = 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 (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				



100% = Accomplished → = Continue/Modify 0% = No Progress X = Discontinue

Comprehensive Support 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	The 6th-8th grade ELA and special ed teams 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	The 6th-8th grade science teams 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	The 6th-8th grade Social Studies teachers will introduce 8th grade TEKS through daily warm-ups.
1	7	2	The 6th-8th grade Social Studies 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.

State Compensatory

Personnel for Oak Hills Junior High:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Boone Suttles	Teacher	DAEP	1
Brittany Clopton	Teacher	DAEP	1
Jackie Kollaja	Teacher	DAEP	1
Kim Hignett	Teacher	DAEP	1
Leeann Nispel	Teacher	DAEP	1
Melissa Nordstrom	Teacher	Reading Lab	1
Nicole Petillo	Teacher	DAEP	1
William Abercrombie	Teacher	DAEP	1

Campus Funding Summary

255 Title II A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	7	Texas School Safety Conference		\$1,500.00
Sub-Total					\$1,500.00
461 Campus Activity					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	4			\$750.00
2	2	4	End of Semester/Year Reward		\$500.00
3	2	3	to purchase additional student laptops		\$10,000.00
Sub-Total					\$11,250.00
Grand Total					\$12,750.00

Montgomery Independent School District

Montgomery Elementary School

2019-2020 Campus Improvement Plan



Mission Statement

Beyond excellence in critical academic skills, it is Montgomery Elementary's mission to provide an outstanding education in a secure learning environment where every child is provided an opportunity to excel. Our charge is to collaboratively nurture each child's potential to be a producer of knowledge, a contributor of citizenship, and discoverer of possibilities.

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.

Motto:

Learning to live and loving to learn in a culture where diversity is embraced, adding value is an expectation, and today's learners become tomorrow's leaders.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

CNA team members: Carrie Fitzpatrick, Kristin Sissom, Kelly Lowe, and Jennifer Krikorian each facilitate a CAC committee that plans for activities and evaluates campus needs. Each professional staff member actively participates in one of four core committees throughout the school year.

MES is made up of students whose ages range from 4 to 11 years old in our PreK program through 5th grade. Our enrollment has grown to approximately 430 students with 44 employees. During the 18-19 school year, MES had 41% of enrolled students who qualified for free and/or reduced lunch. Our student demographics were as follows: Multi Racial-22, Hispanic-59, Indian- 1, Asian-1, White-321, and African American-21.

Current Staff Demographic Breakdown is shown in the following chart:

Title	2018-2019
HOMEROOM TEACHERS	23
SPECIAL EDUCATION TEACHERS	3
SPEECH THERAPIST	1
DIAGNOSTICIAN	1
TITLE I TEACHERS	1
LIBRARIAN	1
ART TEACHER	1
MUSIC TEACHER	1
PE TEACHER	1
PARAPROFESSIONALS (SUPPORT STUDENTS IN SPECIAL ED)	2
INSTRUCTIONAL PARAPROFESSIONALS	3
PARAPROFESSIONALS (SECRETARY/RECEPTIONIST/REGISTRAR)	3
PRINCIPAL-1, ASSISTANT PRINCIPAL-1, COUNSELOR -1, NURSE-1	4
INSTRUCTIONAL COACH	1

MES has high participation at all campus events, both during the school day and after hours. 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.

The following activities/events are in place at MES: Family Activity/Curriculum Nights, Open House & Parent Information Night, Book Fairs, Choir Concerts, the Wave Club, Watch DOGS, Pre-K & Kindergarten Camp, Grade Level Music Performances, E-Tracks, and various PTO family nights.

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.

Demographics Strengths

Attendance was a focus on our campus this year in an effort to address the accountability component that was implemented in the 18-19 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. MES also employs a Spring tutor for Math and Reading support in STAAR testing grades.

We continued to expand our GT identification of MES students this year. The TPSP curriculum for gifted learners proved to be successful. Amazing student products were showcased at the end-of-year GT Expo, and we received positive feedback from both parents and students.

Teacher/student ratio remains 22:1 or lower in the majority of the classrooms PK - 4.

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

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

Staff members at MES continue to seek certification in the areas of GT and ESL.

Problem Statements Identifying Demographics Needs

Problem Statement 1: School and Teacher Communication was an area we received feedback regarding potential improvement when surveying our parents. **Root Cause:** MES predominantly utilized school-wide electronic communications throughout the school year. Several parents selected paper notifications and teacher notes as a preferred method of communication. To better meet the needs of our families, we plan to incorporate a better balance of paper and electronic notifications for school-wide events and communication.

Student Academic Achievement

Student Academic Achievement Summary

CNA team members: Carrie Fitzpatrick, Kristin Sissom, Kelly Lowe, and Jennifer Krikorian each facilitate a CAC comsemittee that plans for activities and evaluates campus needs. Each professional staff member actively participates in one of four core committees throughout the school year.

MES uses Common Formative Assessments, DRA, eSTAR/mSTAR, TPRI, QPS, Circle (pre-k) and local Universal Screeners to determine student progress and areas of need. Both the DRA and Math US are administered three times each year.

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, and grade level Common 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. Individual evaluation 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 or push-in models. The English Language Proficiency Standards (ELPS) will be utilized in all classrooms with LEP students.

Writing continues to be our main focus for the 2019-2020 school year. The Instructional coach will support teachers in PK-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 the majority of students earning 4 out of 8 possible points.

2018-2019 STAAR Results

Grade	Test	Met Standard	Adv. Perf.
3	Reading	95%	45%
3	Math	89%	24%
4	Writing	65%	3%
4	Reading	80%	14%
4	Math	79%	33%
5	Reading	96%	45%
5	Math	100%	61%
5	Science	88%	25%

Student Academic 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.

Individual growth was seen among students in all academic areas.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: STAAR Writing scores were low for our 4th Grade students. **Root Cause:** The majority of students passing scored in the "Approaches" category. Of our 68 testers, 65% scored at the "approaches" grade level, 29% scored at the "meets" grade level, and only 3% reached "masters" grade level standard.

Problem Statement 2: 2019 STAAR results show that a majority of students are not performing at rigorous levels as measured by the state assessment. **Root Cause:** Students have a foundation in academics and do well in recall, but higher levels of thinking and multi-step problems prove difficult.

Problem Statement 3: STAAR writing scores showed only 65% of our 4th grade students met the "Approaches Grade Level" standard, 29% at the "Meets Grade Level" standard, and 3% at the "Masters Grade Level" state standard.. **Root Cause:** Students are not writing consistently and are lacking basic writing skills when they enter 4th grade. Staff development regarding specific writing instruction & the Writer's Workshop model, guidance in planning aligned with MAC & the implementation of writing daily with consistency and fidelity will be a focus PreK - 5th grades.

School Processes & Programs

School Processes & Programs Summary

CNA team members: Carrie Fitzpatrick, Kristin Sissom, Kelly Lowe, and Jennifer Krikorian each facilitate a CAC committee that plans for activities and evaluates campus needs. Each professional staff member actively participates in one of four core committees throughout the school year.

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 safety and individual success is 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. Students and teachers feel safe at MES, and the schoolwide use of Conscious Discipline and our character education programs are consistently promoted and well-received.

MES recognizes individual student accomplishments and attendance. Students are also celebrated at the an end-of-year awards program, 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.

The MES theme this year is "Difference Makers." This theme is based on our growth mindset, the dynamics that will come with a new staff and the book "Mindset," which focuses on the power of positive thinking and retraining the way we think about and approach situations. Each teacher and staff member will participate in a book study of the book that will begin 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 I campus that serves approximately 430 students with both ESL and GT 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.

Continued incorporation of an Instructional Coach provides Language Arts and Math support to teachers in the classrooms as well as through needed staff development, opportunities to collaborate about student data, curriculum components, and best instructional practices.

The continued PLC approach will be incorporated to plan for and track student learning to ensure success among all.

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 1-20 years of experience and almost 25% of MES teachers have been in MISD for up to 10 years. Turnover rates remain low.

MES teachers are provided with multiple team planning opportunities 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.

School Processes & Programs Strengths

Training & implementation of Conscious Discipline techniques showed positive results through classroom & campus rewards for positive behavior and strong character. Presentations were scheduled from outside resources concerning good character and strong friendship, and campus participation in school-wide events increased. Parents are consistently involved in disciplinary concerns, and the campus Core Team & RTI Committee was vigilant in data collection and documentation of students with major behaviors that could not be addressed through campus discipline procedures. Additionally, MES had no incidents of Bullying during the 2018-2019 school year.

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

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

MES provides cultural awareness and creative learning opportunities through our Schoolwide Enrichment Model.

An end-of-year parent survey showed participation and positive feedback from the majority participating parents regarding their child's safety at MES, and indicated that most feel welcome to the campus and supported by our staff.

MES provides varied parent involvement activities each year with high attendance & positive feedback. We 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 50 families through our Angel Tree Christmas project. We have also implemented *The Wave Club & Student Council*, which are Community Service Clubs for our 4th & 5th graders; these clubs focus on good character and a "pay it forward" philosophies and complete 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* and the Watch DOGS program. MES implemented a *Parenting Partners* curriculum and training to help educate our parents on school topics and strengthen the relationship between home and school.

- MAC planning/PLC days for team collaboration, curriculum & resource planning
- purchase of new, updated, research-based resources
- implementation and utilization 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 six 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 *TPSP in Kindergarten-5th grades*

- parent surveys reflect positive feedback regarding strong student learning, quality teachers, and effective assessments
- continuation of an Instructional Coach to support teachers in ELA, Math, & Technology instruction
- BOY trainings regarding District-wide resources help 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
- Forethought lesson planning/collaboration
- Vertical team meetings
- Utilization of our Library/Media Specialist to support instructional technology in the classroom
- Science & Social Studies text is used to support literacy development across content areas

Perceptions

Perceptions Summary

CNA team members: Carrie Fitzpatrick, Kristin Sissom, Kelly Lowe, and Jennifer Krikorian each facilitate a CAC comsemittee that plans for activities and evaluates campus needs. Each professional staff member actively participates in one of four core committees throughout the school year.

The MES theme this year is "Difference Makers" based on our study of the book *Mindset* which focuses on the power of positive thinking. Each teacher and staff member will participate in a book study of the book that will begin 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 I campus that serves approximately 430 students with both ESL and GT 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.

Continued incorporation of an Instructional Coach provides Language Arts and Math support to teachers in the classrooms as well as through needed staff development, opportunities to collaborate about student data, curriculum components, and best instructional practices.

The continued PLC philosophy will be supported by our campus this year, and teachers will actively participate in collaborative data meetings to ensure success of all.

Grade level and/or subject area teams meet weekly to plan, discuss resource needs, problem solve, & collaborate. This collaboration encourages 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. 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 7:45 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, 4, and 5 and for students that show content mastery and would benefit from receiving additional enrichment.

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.

Perceptions Strengths

Grade level and/or subject area teams meet weekly to plan, discuss resource needs, problem solve, & collaborate. This collaboration encourages time to work within our MISD curriculum and have a better understanding of grade level/subject area TEKS.

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Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- Campus Performance Objectives Summative Review from previous year
- 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

Student Data: Assessments

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

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Study of best practices

Goals

Revised/Approved: September 17, 2019

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

Performance Objective 1: 90% of all student groups will meet or exceed performance standards on the STAAR test.

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:

Strategy Description	ELEMENTS	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 * Students that 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	2.6	Campus Administrators Classroom Teachers Instructional Coach Title I Interventionist Counselor	RTI Meeting Data STAAR & Universal Screener Data Bimonthly PLC Data Meetings				
Funding Sources: 211 Title I - 0.00							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
2) Plan for assisting preschool children in the transition from early childhood programs through the Camp Kindergarten program & parent orientation.	2.6, 3.1, 3.2	Registrar Campus Administrators Classroom Teachers Instructional Coach Title I Interventionist Counselor	Camp Kindergarten Flyer Agendas Parent Information Night Flyer Sign-in Sheets Registration Numbers				
Funding Sources: 199 General Fund - 0.00, 211 Title I - 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 STAAR * Retention * Failure of STAAR * 9 weeks failure	2.4, 2.5, 2.6	Campus Administrators Classroom Teachers Instructional Coach Title I Interventionist Counselor	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	2.4, 2.6, 3.2	Campus Administrators Classroom Teachers Instructional Coach Title I Interventionist Counselor	Parent Night Flyer & Agenda, Parent surveys, Title I Compacts				
Funding Sources: 211 Title I - 0.00							
5) 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.	2.4	Campus Administrators Classroom Teachers Instructional Coach	Student writing samples & Classroom observations				
Funding Sources: 199 General Fund - 0.00							





Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
6) 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.	2.6	Campus Administrators Classroom Teachers MES Coach	Fitness Gram Report				
	Funding Sources: 199 General Fund - 0.00						
7) Classroom teachers will provide GT services to identified GT students through the use of Texas Performance Standards Project and MAC.	2.5	Campus Administrators Classroom Teachers Instructional Coach Counselor	Lesson plans, Individual student projects, student portfolios				
8) 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	2.4	Campus Administrators Classroom Teachers Instructional Coach	Lesson plans, student writing samples, student progress, PLC meeting agendas & sign-in sheets				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
9) Implement strategies from Schoolwide Enrichment Model (SEM), providing a wide array of learning opportunities for all students.	2.5, 2.6	Campus SEM Liaison Campus Administrators Classroom Teachers Counselor	SEM schedule, student surveys, showcases, parent & student feedback				
10) READING CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT *Maintain focus on teaching in genres for an in-depth understanding and implementation of teaching fiction and nonfiction text bridging reading with writing *Emphasize higher level questioning within each component of Reading Instruction: Reading Aloud and Thinking Together, Shared/Strategic Reading, Guided Reading, and Independent Reading in whole group, flexible groups, and with individual students *Provide leadership, training, and follow-through on the implementation of the Reading Structure, and emphasize higher level questioning within each component of Reading: Reading Aloud and Thinking Together, Shared/Strategic Reading, Guided Reading, and Independent Reading in whole group, flexible groups, and with individual students *Address rigor in the differentiated literacy classroom in grades PK-5 for vertical alignments of Tier I best practices *Re-examine effectiveness and depth of Guided Reading in the K-5 classroom through an in-depth examination of classroom practices and focus on the critical role of texts and the expert teaching in the process of reading *Provide staff development for all language arts teachers in identifying individual academic needs of all student populations and using Differentiated Instruction to develop literacy strategies to modify for identified gifted students and/or close learning gaps, such as vocabulary strategies using graphic organizers,	2.4, 2.5, 2.6	Campus Administrators Classroom Teachers Instructional Coach Title I Interventionist	Universal Screener Data STAAR Data RtI Data Report Card Grades				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Funding Sources: 199 General Fund - 0.00, 211 Title I - 0.00, 199 General Fund SCE - 0.00</p>							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>11) WRITING CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT</p> <p>*Continue to focus on daily writing in every PK-5 classroom in both fiction and nonfiction address the vertical alignment of Writing Workshop Model supported by Benchmark for fidelity and integration of higher level thinking practices. The Units of Study in Writing by Lucy Calkins for grades K- 5 will still be used as a preferred supplement.</p> <p>*Explicitly teach grammar and conventions within the context of the Writers' Workshop model</p> <p>*Continued modeling and utilization of Mentor Sentences</p> <p>*Utilization of the TEA writing rubric to score writing samples and to provide feedback in preparing students for understanding the expected level of writing required on State assessments</p> <p>*Participation in refining practices outlined via a Region VI Writing pilot</p> <p>*Implementation of "Writing Buddies" to build vertical alignment, accountability, and a school-wide community of writers</p>	2.4, 2.5, 2.6	Campus Administrators Classroom Teachers Instructional Coach	STAAR Data Report Card Grades				
<p>Funding Sources: 199 General Fund - 0.00, 211 Title I - 0.00</p>							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>12) MATH CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT</p> <p>*Provide leadership, training, and follow-through on the implementation of Instructional Best Practices for Math</p> <p>*Provide staff development for all math teachers in identifying individual academic needs of all student populations and using Differentiated Instruction to develop math strategies to modify for identified gifted math students and/or close learning gaps, such as vocabulary strategies using graphic organizers, math centers for anchor activities, and use of technology to improve skills, fact fluency, and problem solving strategies</p> <p>*Develop and implement common formative assessments to assist in monitoring achievement, including matching rigor of the questions to the requirement of the TEKS, using data to write and review common assessment items, and focusing on the benefits of teacher collaboration when developing and reviewing common assessments</p> <p>*Emphasis on small group math instruction such as in guided math, tracking individual progress through documentation using anecdotal notes and implementation of effective intervention/enrichment strategies</p> <p>*The expectation and encouragement of all students and all student groups to construct multiple representations of learning in math including the use of manipulative models</p> <p>*Provide strategies and staff development in the integration of the Mathematics Process Standards in daily math instruction for grades K-5</p>	2.4, 2.5, 2.6	<p>Campus Administrators</p> <p>Classroom Teachers</p> <p>Instructional Coach</p> <p>Title I Interventionist</p>	<p>Universal Screener Data</p> <p>STAAR Data</p> <p>RtI Data</p> <p>Report Card Grades</p>				
<p>Funding Sources: 199 General Fund - 0.00, 211 Title I - 0.00, 199 General Fund SCE - 0.00</p>							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
13) SOCIAL STUDIES CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT *Focus on engagement through student centered instructional strategies *Integrate content literacy strategies PK-5 *Emphasize the roles and responsibilities of global citizenship by recognizing the interconnectedness between global issues and the actions and decisions of ordinary citizens *Ensure that teachers plan and implement social studies lessons based on the district scope and sequence outlined in MAC & adopted curricular materials	2.4, 2.5, 2.6	Campus Administrators Classroom Teachers Instructional Coach	8th Grade STAAR Data Report Card Grades				
				Funding Sources: 199 General Fund - 0.00, 211 Title I - 0.00			
14) SCIENCE CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT *Ensure that teachers plan and implement TEKS aligned science lessons using the 5-E lesson model (engage, explore, explain, elaborate, and evaluate) in alignment with the district scope & sequence as outlined in MAC *Improve vocabulary building in Science through the Science Word of the Week (WOW), Science word walls, and the use of Marzano's framework for learning vocabulary words *Implement collaboratively developed science common assessments with TEKS aligned questions that assess at a high level of cognitive complexity *Hands-on opportunities for learning/exploring will be provided via labs K- 5	2.4, 2.5, 2.6	Campus Administrators Classroom Teachers Instructional Coach	STAAR Data Report Card Grades				
				Funding Sources: 199 General Fund - 0.00, 211 Title I - 0.00			
15) An emphasis on small group reading and math instruction, monitoring individual progress through documentation using anecdotal notes, and implementation of effective intervention/enrichments strategies will be incorporated.	2.4, 2.5, 2.6	Campus Administrators Classroom Teachers Instructional Coach	Improved Student Performance Report Card Grades Universal Screener Data STAAR Data (3rd-5th)				
				Funding Sources: 199 General Fund - 0.00, 211 Title I - 0.00			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  = Accomplished </div> <div style="text-align: center;">  = Continue/Modify </div> <div style="text-align: center;">  = No Progress </div> <div style="text-align: center;">  = Discontinue </div> </div>							

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	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Utilize the MISD MAC during weekly planning to ensure TEKS alignment, exemplary lessons, and timeline considerations.	2.5, 2.6	Campus Administrators Classroom Teachers Instructional Coach	Classroom observations Campus & District training/planning sign-in sheets Lesson Plans				
2) Ensure the identification and engagement of GT students.	2.5, 2.6	Campus Administrators Classroom Teachers Counselor	Classroom observations GT Rosters TPSP Products Lesson Plans				
3) Teachers will use Eduphoria to run reports and disaggregate data for Universal Screeners, Common Assessments & STAAR results.	2.6	Campus Administrators Classroom Teachers Instructional Coach	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.	2.4, 2.5, 2.6	Campus Administrators Classroom Teachers Instructional Coach	PLC Agendas & Sign-in sheets, Student success on assessments, teacher feedback, Classroom observations				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
5) Maintain a rigorous curriculum that meets diverse student needs.	2.4, 2.5, 2.6	Campus Administrators Classroom Teachers Instructional Coach Title I Interventionist	Use of Literacy Library resources as per teacher checkout system, student progress in reading comprehension, teacher feedback, purchase orders, and inventory list				
Funding Sources: 211 Title I - 0.00, 199 General Fund - 0.00							
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.	2.4, 2.5, 2.6	Campus Administrators Classroom Teachers Instructional Coach	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: Imagine Learning, iStation, Sumdog, Flocabulary, Fast Forward, and SciLearn to support Math, ELA, and Science TEKS.	2.4, 2.5, 2.6	Campus Administrators Classroom Teachers Instructional Coach Title I Interventionist Counselor	Program reports, student progress, teacher feedback				
8) Increase the percentage of students that "Meet" or "Master" expectations on STAAR tests.	2.4	Campus Administrators Classroom Teachers Instructional Coach Title I interventionist	Common assessment results Title I rosters STAAR results				
9) Establish a vertical alignment of Tier I best practices.	2.4, 2.5, 2.6	Campus Administrators Classroom Teachers Instructional Coach	Individualized Student Data Universal Screener Data RtI Data & Progress Monitoring Report Card Grades STAAR Data (3rd-5th)				

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

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:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Provide intensive, systematic tutoring for identified at-risk students during the day and/or before or after school.	2.4, 2.5, 2.6	Campus Administrators Classroom Teachers Instructional Coach Title I Interventionist RtI Team	Individualized Student Data Universal Screener Data RtI Data & Progress Monitoring Report Card Grades Tutorial logs (3rd-5th) STAAR Data (3rd-5th)				
Funding Sources: 199 General Fund - 0.00, 211 Title I - 0.00, 199 General Fund SCE - 0.00							
2) 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 *Communicating with parents the importance of attendance for student success.	2.5, 2.6, 3.1	Campus Administrators Classroom Teachers Counselor Registrar	Attendance Reports Teacher Documentation Plan For Attendance Incentives				
Funding Sources: 199 General Fund - 0.00, 211 Title I - 0.00, 461 Campus Activity - 0.00							
3) Identify and serve students who qualify for services and supports under the McKinney-Vento Act (homeless status).	2.5, 2.6	Campus Administrators Classroom Teachers Counselor Registrar Director of Special Programs	Student residency questionnaires, free & reduced roster				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
4) RTI committee members will abide by District Retention policy when making placement decisions for struggling students.	2.6	Campus Administrators Classroom Teachers Instructional Coach Title I Interventionist Counselor	RTI meeting notes, Eduphoria data, student placement sheets				
5) Provide mentors to targeted at-risk students.	2.4, 2.5, 2.6	Campus Administrators Classroom Teachers Instructional Coach School Counselor	Individualized Student Data Attendance Records Report Card Grades				
6) Students and staff will participate in Goal setting.	2.4, 2.6	Campus Administrators Classroom Teachers Instructional Coach School Counselor	Individualized Student Data Universal Screener Data RtI Data & Progress Monitoring Report Card Grades STAAR Data (3rd-5th) T-TESS Goal Setting Sheets				
7) Provide motivational activities/programs to promote success and improvement among all students.	2.4, 2.5, 2.6, 3.2	Campus Administrators Classroom Teachers School Counselor	Improved Student Performance Improved Attendance Decreased Behavior & Counseling Referrals				
Funding Sources: 199 General Fund - 0.00, 211 Title I - 0.00							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
8) Provide staff development regarding Special Education services and work with the ARD Committee to determine the most appropriate tests for students with disabilities. *Ensure collaboration between General Education teachers and Special Education teachers to plan and prepare a comprehensive present levels of academic achievement and functional performance (PLAAFP) statement which corresponds to student data *Ensure collaboration between General Education teachers and Special Education teachers to plan and implement individualized goals and objectives that are aligned to enrolled grade level standards, contain the four critical components, and describes the specially designed instruction necessary as a result of the student's disability related needs, develop and implement Functional Behavioral Assessments (FBAs) and Behavior Intervention Plans (BIPs), and follow the Least Restrictive Environment analysis in determining the level of support students with disabilities need in order to access the general education curriculum.	2.4, 2.5, 2.6	Campus Administrators Classroom Teachers	Individualized Student Data Attendance Records Report Card Grades Universal Screener Data STAAR Data (3rd-5th)				
Funding Sources: 199 General Fund Special Ed - 0.00							
9) Provide intensive, systematic, research-based reading instruction to identified dyslexic at-risk students.	2.4, 2.5, 2.6	Campus Administrators Classroom Teachers Dyslexia Teacher	Individualized Student Data Attendance Records Report Card Grades Universal Screener Data STAAR Data (3rd-5th)				
10) Provide RtI through Tier 1 research-based best practices and Tier II and III interventions to facilitate academic improvement for identified students.	2.4, 2.5, 2.6	Campus Administrators Classroom Teachers Instructional Coach School Counselor Title I Interventionist	Improved Student Performance Improved Attendance Decreased Behavior & Counseling Referrals Report Card Grades Universal Screener Data STAAR Data (3rd-5th)				
Funding Sources: 199 General Fund - 0.00, 211 Title I - 0.00							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
11) Review, revise, and implement daily attendance procedures and monthly incentives to meet 98% average attendance.	2.4, 2.5, 2.6	Campus Administrators Classroom Teachers School Counselor	Improved Student Performance Improved Attendance Decreased Behavior & Counseling Referrals Report Card Grades Universal Screener Data STAAR Data (3rd-5th)				
Funding Sources: 199 General Fund - 0.00, 461 Campus Activity - 0.00							
							

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

Performance Objective 1: To provide a safe and orderly school environment conducive to learning for all students and staff.

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

Summative Evaluation 1:

Strategy Description	ELEMENTS	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.	2.5, 2.6, 3.1	Campus Administrators Classroom Teachers Counselor	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.	2.5, 2.6	Campus Administrators Classroom Teachers Counselor	Decrease in # of discipline referrals, classroom observations, teacher feedback				
Funding Sources: 199 General Fund - 0.00							
3) Promote clubs and organizations in areas of interest to promote student involvement in school.	2.5, 2.6	Campus Administrators Classroom Teachers Counselor Club Sponsors	Student Surveys Club/Organization Communications Student Sign-up Sheets Club/Organization 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.	2.5, 2.6	Campus Administrators Classroom Teachers Counselor	Morning Meeting Agendas/Plans, classroom observations, reduction in discipline referrals, teacher feedback				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
5) Conduct fire, lock-downs, evacuation, and emergency drills to ensure the effectiveness of Emergency Operations Plans at the campus level. *All MES students and staff will participate in all required drills. *Professional development will be provided by the MISD police department in appropriate strategies during crisis drills *Practice of the drills will be continuous and varied throughout the school year.	2.6	MISD Police Department Campus Administrators MES Staff	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.	2.5, 2.6	Campus Administrators Classroom Teachers Counselor	Committee meeting sign-in sheets & notes, Approval of Application				
7) Ensure the safety of students by requiring all visitors to sign in with a valid, government issued ID and wear visitor badges in the school	3.1	Campus Administrators MES Staff	Raptor Reports				
Funding Sources: 199 General Fund - 0.00							
8) MES will recognize students who exhibit strong character in the classrooms through the "Bodacious Bearcat" and "Bearcat PRIDE" programs.	2.5, 2.6, 3.1	Counselor Classroom teachers	Student nomination & certificates Campus Activity Calendar				
Funding Sources: 199 General Fund - 0.00, 461 Campus Activity - 0.00							
9) Provide student training in conflict resolution, dating violence prevention as appropriate, and anti-bullying.	2.5, 2.6	Campus Administrators Counselor	Training agendas/flyers Campus Activity Calendar				
10) Involve parents and community members in activities to support a safe school environment	2.5, 3.1, 3.2	Campus Administrators Classroom Teachers School Counselor	Training agendas/flyers campus activity calendar				
Funding Sources: 199 General Fund - 0.00, 461 Campus Activity - 0.00							
11) Teachers will receive mandatory training updates annually (Bullying, CPS, Title I, T-TESS, Handbook, Safety, Health-related updates, etc.)							


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

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	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Teachers will schedule use of a mobile tech cart or sign up for computer lab use to increase student use of instructional technology.	2.5	Campus Administrators Classroom Teachers Instructional Coach	Classroom observations, mobile tech cart/computer lab sign-up sheets				
	Funding Sources: 199 General Fund - 0.00						
2) Campus TIMS will schedule trainings to model and share instructional technology tools and resources.	2.5	TIMS Campus Administrators	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.		Campus Administrators Classroom Teachers TIMS	Teacher websites, EOY Parent survey results				
							

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:

Summative Evaluation 1:


Strategy Description	ELEMENTS	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.		Principal Finance Dept.	Balanced budget Maximized use of funds				
2) Have campus secretary run monthly reports on current budget and sub budget to monitor expenses.		Principal Finance Dept.	Balanced budget				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue


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

Performance Objective 1: Communication between school and district will support improvement of facilities and programs for future student growth.


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

Summative Evaluation 1:

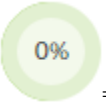
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Communication between Administration, CAC, PTO, and the MISD Maintenance with District Office Administration will occur regularly in order to address campus needs pertaining to growth.		Campus Administrators	Communications to District Office, enrollment data, CAC & PTO Agendas, Effective use of current facilities				




= Accomplished



= Continue/Modify



= 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	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Ensure the appropriate certification and highly qualified requirements for professional and paraprofessionals.	2.4, 2.5	Campus Administrators Director of HR Director of Special Education	Master Schedule Review Action Requests Utilization of SBEC				
2) Provide each grade level/subject area team a half-day for planning & training each nine weeks.	2.5, 2.6	Campus Administrators Classroom Teachers Instructional Coach	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.	2.6	Campus Administrators Classroom Teachers Counselor	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.	2.5	Campus Administrators Classroom Teachers Instructional Coach	Workshop registration, Classroom observations, Teacher feedback, Teacher Self-Report				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>5) HQ Objective: 100% of MISD teachers & instructional aides will be Highly Qualified & ensured to be HQ through the following strategies:</p> <p>* Prior to being hired, certifications will be carefully examined for the position being filled.</p> <p>* 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.</p> <p>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.</p>	2.6	Campus Administrators HR Director Certification Officer	SBEC review, PAKS document				
<p>6) Improve qualifications of teachers by providing opportunities to attend workshops and trainings sessions.</p>	2.5, 2.6	Campus Administrators Classroom Teachers Instructional Coach	Certificates of Completion for Attendance at Professional Development Sessions Classroom Observations Eduphoria T-TESS Documents				
Funding Sources: 199 General Fund - 0.00, 211 Title I - 0.00							
<p>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.</p>	2.4, 2.5, 2.6	Campus Administrators Classroom Teachers Instructional Coach Counselor Director of Special Programs	Training sign-in sheets and agendas, teacher feedback, lesson plans, MAC resources				
<p>8) Recruit and retain highly qualified staff by participating in the MISD applicant screening & campus interview process.</p>	2.5, 2.6	Campus Administrators Classroom Teachers Instructional Coach	Highly Qualified Staff High-yield Instruction				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
9) Provide mentor support for beginning teachers.	2.5, 2.6	Campus Administrators Classroom Teachers	Highly Qualified Staff High-yield Instruction Improved Student Performance Improved Attendance Decreased Behavior & Counseling Referrals Report Card Grades Universal Screener Data STAAR Data (3rd-5th)				

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	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Provide communications regarding campus initiatives, programs, meetings, and activities through a variety of media, including campus website, e- newsletters, email announcements, campus meetings, and other sources.	2.5, 3.1, 3.2	Campus Administrators Classroom Teachers Instructional Coach School Counselor Title I Interventionist	Parent/teacher Written communication Parent Surveys Parent Involvement In Campus Programs/Activities				
Funding Sources: 199 General Fund - 0.00, 211 Title I - 0.00, 461 Campus Activity - 0.00							
2) Campus and teacher websites will be implemented and updated regularly to offer timely communication regarding campus events and information.		Campus Administrators Classroom Teachers TIMS Campus Web Page Liaison	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.	2.5, 2.6	Campus Administrators Instructional Coach Counselor CAC members Classroom Teachers	Survey participation, CNA meeting notes, CAC meeting agendas and notes, Improvement in focus areas				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
4) Build campus partnerships with our business community to support the educational achievement of all students.	2.4, 2.5	Campus Administrators Classroom Teachers School Counselor	Increased Community Involvement Increased Parent Involvement Financial Support To Students				

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	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Provide communications regarding campus initiatives, programs, meetings, and activities through a variety of media, including campus website, e- newsletters, email announcements, campus meetings, and other sources.	2.4, 2.5, 2.6, 3.1, 3.2	Campus Administrators Classroom Teachers Instructional Coach School Counselor Title I Interventionist	School Communications Activity Calendar Parent Sign-in Sheets/Attendance Agendas				
				Funding Sources: 211 Title I - 0.00, 461 Campus Activity - 0.00, 199 General Fund - 0.00			
2) Provide opportunities at school for parents to participate in academic and social events with students.	2.4, 2.6, 3.1, 3.2	Campus Administrators Classroom Teachers Instructional Coach School Counselor Title I Interventionist	School Communications Activity Calendar Parent Sign-in Sheets/Attendance Agendas				
				Funding Sources: 199 General Fund - 0.00, 211 Title I - 0.00, 461 Campus Activity - 0.00			
3) MES will actively recruit PTO members and volunteers to build a strong group of parental stakeholders.	3.1, 3.2	Campus Administrators PTO Executive Board	PTO membership numbers, PTO meeting agendas & minutes, Volunteer Orientation invitation and sign-in sheets				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
4) Build the campus partnerships with our business community to support the educational achievement of all students	3.2	Campus Administrators Classroom Teachers School Counselor	Campus activity calendar				

State Compensatory

Personnel for Montgomery Elementary School:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Amy Edsall	Teacher	Special Education	1
Jennifer Krikorian	Teacher	Instructional Coach	.5
Lori Byrnes	Teacher	Special Education	1

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Chris Reuter	Title Reading & Math		1

Campus Funding Summary

199 General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2			\$0.00
1	1	5			\$0.00
1	1	6			\$0.00
1	1	10			\$0.00
1	1	11			\$0.00
1	1	12			\$0.00
1	1	13			\$0.00
1	1	14			\$0.00
1	1	15			\$0.00
1	2	1			\$0.00
1	2	2			\$0.00
1	2	5			\$0.00
1	3	1			\$0.00
1	3	2			\$0.00
1	3	7			\$0.00
1	3	10			\$0.00
1	3	11			\$0.00
2	1	1			\$0.00
2	1	2			\$0.00
2	1	7			\$0.00
2	1	8			\$0.00

199 General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	10			\$0.00
3	1	1			\$0.00
3	1	2			\$0.00
6	1	6			\$0.00
7	1	1			\$0.00
8	1	1			\$0.00
8	1	2			\$0.00
Sub-Total					\$0.00
199 General Fund SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	10			\$0.00
1	1	12			\$0.00
1	3	1			\$0.00
Sub-Total					\$0.00
199 General Fund Special Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	8			\$0.00
Sub-Total					\$0.00
211 Title I					
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	4			\$0.00
1	1	10			\$0.00

211 Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	11			\$0.00
1	1	12			\$0.00
1	1	13			\$0.00
1	1	14			\$0.00
1	1	15			\$0.00
1	2	5			\$0.00
1	3	1			\$0.00
1	3	2			\$0.00
1	3	7			\$0.00
1	3	10			\$0.00
6	1	6			\$0.00
7	1	1			\$0.00
8	1	1			\$0.00
8	1	2			\$0.00
Sub-Total					\$0.00
461 Campus Activity					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	2			\$0.00
1	3	11			\$0.00
2	1	3			\$0.00
2	1	8			\$0.00
2	1	10			\$0.00
7	1	1			\$0.00
8	1	1			\$0.00
8	1	2			\$0.00

461 Campus Activity					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
				Sub-Total	\$0.00
				Grand Total	\$0.00

Montgomery Independent School District
Stewart Creek Elementary School
2019-2020 Campus Improvement Plan

Mission Statement

Provide a safe, supportive and engaging environment in which students achieve academic success through **intentional** and **purposeful** learning.

Vision

**Stewart Creek Elementary
Trailblazers
Paving the Way for Future Leaders**

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Comprehensive Needs Assessment

Demographics

Demographics Summary

We are Stewart Creek Elementary, one of six elementary schools in Montgomery ISD. We are a school wide Title I campus serving approximately 800 Pre-K through fifth grade students. We have a staff of two administrators, one counselor, one school nurse, three office staff, fifty teachers and eleven instructional aides.

The demographic breakdown of our students based on the 2017 - 2018 Texas Academic Performance Report is as follows:

Ethnicity	% of Enrollment
American Indian	0.1%
Asian	1.8%
African American	2.6%
Hispanic/Latino	23.7%
White	67.9%
Pacific Islander	0.2%
Two or More Races	3.6%
Economically Disadvantaged	41.0%
English Language Learners	8.4%

Demographics Strengths

Stewart Creek Elementary does a great job of engaging with all groups of learners and their families. We have a Dual Language program that addresses the needs of our Hispanic/Latino (our 2nd largest ethnicity) learners, as well as enrich the acquisition of a second language for our English speaking learners.

Each year, our percentage of Economically Disadvantaged students continues to grow. At the end of the 2017 - 2018 school year, Stewart Creek had 41% of our students identified as Economically Disadvantaged, with that group growing to 47% at

the end of the 2019 - 2019 school year (almost double the district percentage). Yet, our school performs just as well, in most areas, as those schools in the district with lower percentages.

We have created a family friendly atmosphere that makes all our students, staff and families feel comfortable visiting.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Our LEP students are under performing compared to all students. **Root Cause:** As compared to our other student groups, we are lacking in materials, support and specific guidelines/accountability for second language acquisition.

Student Academic Achievement

Student Academic Achievement Summary

The students of Stewart Creek Elementary are performing well when compared to district and state levels of achievement. Teachers and administrators use a variety of assessments to measure student growth, including district unit assessments, campus common assessments, universal screeners, DRA levels and state assessments such as, the State of Texas Assessment of Academic Readiness (S.T.A.A.R.) and the Texas English Language Proficiency Assessment System (TELPAS). Below are the results of S.T.A.A.R. performance in Grades 3, 4 and 5 in the areas of Reading, Writing, Math and Science over the past five academic school years.

Assessment	Grade	Year	Approaches	Masters
Reading	3	2019	88%	33%
		2018	91%	21%
		2017	88%	31%
		2016	81%	30%
		2015	92%	31%
	4	2019	84%	22%
		2018	81%	21%
		2017	82%	33%
		2016	86%	31%
		2015	88%	30%
	5	2019	94%	38%
		2018	92%	35%
Math	3	2019	92%	32%
		2018	91%	32%
		2017	92%	29%
		2016	89%	25%
		2015	72%	
	4	2019	94%	37%
		2018	92%	46%
		2017	86%	36%
		2016	93%	33%
		2015	69%	

Assessment	Grade	Year	Approaches	Masters
	5	2019	97%	43%
		2018	92%	35%
Writing	4	2019	70%	8%
		2018	71%	11%
		2017	73%	12%
		2016	85%	23%
		2015	83%	6%
Science	5	2019	80%	23%
		2018	84%	18%

Student Academic Achievement Strengths

The staff of Stewart Creek Elementary create a learning environment for students that is engaging and differentiated. They are accommodating, flexible and purposeful in their instruction. They do a great job with small group instruction and identifying individual student needs. The interventionists on campus work with students in all grades and are very effective in their instruction, filling in academic gaps and identifying possible learning difficulties.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Writing performance on the S.T.A.A.R. test is below campus expectations. **Root Cause:** There has been a lack of consistent writing instruction from one grade level to the next.

Problem Statement 2: Science performance on the S.T.A.A.R. test is below campus expectations. **Root Cause:** There is a lack of hands on, in-depth instruction in science.

School Processes & Programs

School Processes & Programs Summary

Stewart Creek Elementary has a number of programs to serve our students. Programs such as Dual Language, ESL, Special Education, Dyslexia, Gifted and Talented and Pre-K are to better serve the needs of our students. In addition, we are improving each year on Genius Hour as a way for our students to pursue topics of personal interest. We have a strong physical education department, along with music, art and library to round out their education.

Monthly meetings are scheduled with administration, the counselor, interventionists and teachers to address needs of students and to formulate a response to address the needs. Our teachers follow the district scope and sequence (MAC) closely and work as team to plan instruction. When planning instruction and interventions, programs such as Raz Kids, Imagine Learning and more are utilized.

School Processes & Programs Strengths

The strength of our processes and programs come from excellent communication. The staff works together to make decisions about master schedule, school procedures and student expectations to ensure consistency for our students and parents. Grade level teams collaborate to plan daily instruction, addressing the needs of students (through small group instruction and Response to Intervention).

Additionally, our intervention staff and programs have been very successful. We have been able to identify students with the greatest academic needs and serve them in a variety of ways. This has allowed us to assist students in filling academic gaps and show great progress, as well as pinpoint possible learning disabilities.

Perceptions

Perceptions Summary

Stewart Creek Elementary is a great place to attend school. We have an amazing staff that parents trust and believe in what we are doing instructionally for our students. Our goal is for every lesson to be purposeful and and intentional so our students are getting the most out of their instructional day. We vary instruction by utilizing technology, providing hands on activities to increase student engagement and differentiate instruction for our learners.

Perceptions Strengths

SCE has consistent, high expectations for our students both academically and for behavior. We are able to meet these expectations due to a great group of educators that communicate and collaborate with one another frequently and provide support for all members of the staff. Through this collaboration we are able to provide relevant and engaging learning activities for our students.

Our greatest strength is making the families of our school feel welcome each time they step through our doors, as well as creating a safe environment where our students are happy and want to come to school.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: The parents of our students need to be better informed of grade level academic expectations. **Root Cause:** Many of our parents do not attend orientation night, which is the time we inform all of expectations.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local diagnostic math assessment data
- Running Records results

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data

Goals

Revised/Approved: September 17, 2019

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 utilizing MAC and a balanced literacy approach.

Evaluation Data Source(s) 1: 90% of SCE students in 3rd, 4th and 5th grade will meet the Approaches level on on S.T.A.A.R.

Summative Evaluation 1:

Strategy Description	ELEMENTS	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, Interventionists and Instructional Coach.	Increase of student performance on state testing and fewer students in the district bottom 10% for reading.				
Funding Sources: 199 General Fund - 0.00							
2) Provide appropriate differentiated reading instruction for all students, utilizing campus and district interventions, Razz Kids and campus literacy library.		Administration, Teachers, Interventionist and Instructional Coach.	Increase of students performance on state testing and fewer students in the district bottom 10% for reading.				
Funding Sources: 211 Title I - 6000.00, 199 General Fund - 0.00							
3) Utilize Scholastic News and Time for Kids to provide students different forms of non-fiction texts.							
Funding Sources: 211 Title I - 3000.00							
4) Provide additional academic assistance to students in reading.		Classroom teachers and interventionist.	Along with classroom teachers, an interventionist will provide assistance to Tier 2 and Tier 3 students.				

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

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

Performance Objective 2: Incorporate daily problem solving into daily instruction to improve student academic success in mathematics.

Evaluation Data Source(s) 2: 90% of SCE students in 3rd, 4th and 5th grade will meet the Approaches level on S.T.A.A.R.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Utilize the district problem solving model in a balanced math approach.		Administration, Teachers, Interventionists and Instructional Coach.	Increase of student performance on state testing and fewer students in the district bottom 10% for math.				
	Funding Sources: 199 General Fund - 0.00						
2) Provide professional development in the implementation of instructional practices for a balanced math approach to instruction.		Administration and Instructional Coach.	Increase of student performance on state testing and fewer students in the district bottom 10% for math				
	Funding Sources: 199 General Fund - 0.00						
3) Provide additional academic assistance to students in math.		Classroom teachers and interventionists.	Along with classroom teachers, an interventionist will provide assistance to Tier 2 and Tier 3 students.				
	Funding Sources: 211 Title I - 3900.00						


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

Performance Objective 3: Improve student achievement in writing utilizing MAC and a balanced literacy approach.


Evaluation Data Source(s) 3: SCE 4th grade students will improve no less than 5% on the S.T.A.A.R. writing assessment and all other grade levels will show improvement on classroom writing assessments.

Summative Evaluation 3:


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Utilize M.A.C. and Writer's Workshop in daily instruction.		Administration, Teachers, Interventionists and Instructional Coach.	Increase of student performance on state testing and classroom writing assessments.				
2) Provide professional development in the implementation of instructional practices for Writer's Workshop, including mentor sentences for grammar and conventions.		Administration and Instructional Coach.	Increase of student performance on state testing and classroom writing assessments.				




= Accomplished



= Continue/Modify



= 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: Students identified as Gifted and Talented will utilize the Texas Performance Standards Project to select a topic for independent study.


Evaluation Data Source(s) 4: Students identified as Gifted and Talented will present independent study projects for teachers, classmates and guests.

Summative Evaluation 4:


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Provide professional development in the implementation and management of Texas Performance Standards Project.		Administration, Teachers and Instructional Coach.	Presentation of projects with increased depth and knowledge.				
2) Encourage student participation in the District GT Showcase.		Administration, Teachers and Instructional Coach	Presentation of projects with increased depth and knowledge.				




= Accomplished



= Continue/Modify



= 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: Improve ELL achievement in reading, writing and math.

Evaluation Data Source(s) 5: SCE ELLs will improve no less than 2% on campus and state reading, writing and math assessments (S.T.A.A.R./, TELPAS, common assessments and End of Year DRA levels).

Summative Evaluation 5:


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Provide professional development in the implementation of best instructional practices for ELLs.		Administration and Instructional Coach.	Increase of ELL performance on state testing and fewer students in the district bottom 10% for reading, writing and math.				
Funding Sources: 255 Title II A - 0.00, 263 Title III - 0.00							
2) Implementation of best instructional practices for ELLs in daily classroom instruction.		Administration, Bilingual and ESL teachers and Instructional Coach.	Increase of ELL performance on state testing and fewer students in the district bottom 10% for reading, writing and math.				

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

Performance Objective 6: Stewart Creek will improve the school's attendance rate to 97.0%.

Evaluation Data Source(s) 6: SCE will increase the attendance rate 1.05%.

Summative Evaluation 6:

Strategy Description	ELEMENTS	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, Registrar and Teachers.	Increased daily attendance.				
Funding Sources: 461 Campus Activity - 1000.00							
2) Communicate with parents about the importance of school attendance and the effects of excessive absenteeism. MISD will be utilized to help enforce state compulsory attendance laws.		Administration, Counselor, Teachers, Registrar and MISD Police.	Increased daily attendance.				
3) Identify and serve students who qualify for services and supports under the McKinney-Vento Act.		Administration, Counselor, Registrar, Director of Special Programs					
							

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

Performance Objective 7: Stewart Creek will improve the implementation of Genius Hour to provide students with the opportunity to pursue personal interests.

Evaluation Data Source(s) 7: Time allotted in master schedule for Genius Hour.

Summative Evaluation 7:


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Provide professional development for staff on how to implement and manage Genius Hour on a weekly basis.		Administration, Instructional Coach and Campus Innovation Committee.	Improved student engagement on personal interests and academic gains.				
Funding Sources: 199 General Fund SCE - 1200.00							

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

Performance Objective 8: Stewart Creek students will be more involved with hands-on, in-depth learning in the area of Science.

Evaluation Data Source(s) 8: SCE 5th grade students will have at least 85% of all students meeting the Approaches level on S.T.A.A.R.

Summative Evaluation 8:


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Implement Garden Days at Stewart Creek		Administration and classroom teachers.	Increased interest and learning through the garden.				
Funding Sources: 461 Campus Activity - 12000.00							
2) Move and reorganize campus science lab.		Administration	Increased use of science lab by classroom teachers and more hands-on activities for students.				
							

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 and student safety.

Evaluation Data Source(s) 1: Activity calendars and sign in sheets of volunteers.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Integrate Conscious Discipline in daily routine and interaction.		Counselor and Teachers	Students will use strategies from Conscious Discipline to control, manage various situations.				
2) Provide opportunities for fathers and grandfathers of SCE students to become Watch Dogs.		Counselor	Increased school safety and community involvement.				
3) Integrate counseling activities that include Red Ribbon Week, bullying prevention.		Counselor and Teachers	Increased student awareness.				
Funding Sources: 199 General Fund SCE - 500.00							
							

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: Utilize the use of technology by teachers and students to enhance daily instruction and provide differentiation.

Evaluation Data Source(s) 1: Increased use of technology and application to student learning and success.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Provide opportunities for students through to learn and apply various presentation tools.		Administration, Librarian, Instructional Aide, Instructional Coach and T.I.M.	Increased usage of a variety of presentation tools by students in classroom presentations.				
Funding Sources: 211 Title I - 7500.00							
2) Provide professional development through Tech Tuesdays to introduce technology applications that could be used in the classroom to enhance student learning.		Administration, Instructional Coach and T.I.M.	Increased student engagement and academic gains.				
Funding Sources: 199 General Fund SCE - 1000.00, 211 Title I - 7000.00							

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: Comprehensive teaching of research skills/tools taught and reinforced through Specials rotation.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Research skills and tools will be taught in the computer lab/library rotation during students specials time.		Librarian	Increased usage of research tools by students that carry over into Genius Hour and TPSP projects.				

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:

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Create the campus budget based on campus budget allocations and plan accordingly based on previous year expenditures.		Finance Principal	Campus budget reports				
2) Run monthly budget reports to monitor expenses and ensure budgets are balanced.		Principal Principal's Secretary Finance					

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	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Conduct building walkthroughs with Campus Maintenance tech to evaluate building needs or concerns.		Principal Maintenance Assistant Superintendent	Building walkthroughs Work order documentation				

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 reviewed annually to consider comparability and competitiveness with surrounding area employment markets.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
TEA Priorities Recruit, support, retain teachers and principals 1) Begin the hiring process and staff planning early in the Spring to ensure best hires and fill vacancies in a timely manner.		Principal HR department	Interview documentation ARF submission				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							

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 our community.

Evaluation Data Source(s) 1: Parents will be informed of all events and activities at Stewart Creek.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) All school activities taking place during the school day will be published at least a month in advance; allowing for parents to schedule around work commitments.		Administration and Teachers.	Increased parent attendance at school functions/activities taking place during the school day.				

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 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	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Offer a "Settling in at SCE" for those new to Stewart Creek to facilitate the transition to our campus.		Administration, Registrar and Parent Volunteers	Increased participation in school activities from new families to our campus.				
2) Provide Conscious Discipline training to educate Pre-K and Kindergarten parents on strategies for student success in school.		Administration, Counselor and Instructional Coach.	Improved partnership between parents and school.				
3) Offer several evenings for parent/teacher conferences in the first 9 weeks of school.		Administration and Teachers	Parents will have a better understanding of academic and classroom expectations, in order to assist and monitor their child's progress.				
4) Invite and encourage parent participation in the district's Title I Information Night.		Administration and counselor	A better understanding for parents of the Title I program and it's benefits.				
5) Invite and encourage parent participation in the district's Dyslexia Night.		Administration and counselor	Provide a better understanding for parents of students with dyslexia the struggles they face, as well as strategies being utilized at school.				
6) SCE will host an Open House in the Spring semester. Parents will be invited to participate in an interactive tour of the classroom and experience a typical day in the classroom.							
7) SCE will host a Career Day and invite parents to share with our students their jobs and experiences.		Counselor, Administration	Opportunities for parent participation in the education of SCE students.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
8) SCE will promote and celebrate the Dual Language program through annual parent-teacher conferences and a campus-wide Dual Language Family Night.	2.4, 2.6	Principal DL teachers Director of Special Programs	Parent feedback Conference documentation Flyers Parent attendance				
Funding Sources: 211 Title I - 0.00, 263 Title III - 0.00							

State Compensatory

Personnel for Stewart Creek Elementary School:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Wanda Estes	Teacher	Special Education	1

2019-2020 Needs Assessment Team

Committee Role	Name	Position
Parent	Jessica Grace	Parent
Parent	Amy Jones	Parent
Parent	Anna Calderon	Parent
Parent	Amber Harp	Parent
Administrator	Michele Salter	Principal

Campus Funding Summary

199 General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Personnel		\$0.00
1	1	2	LLI, Reading Horizons		\$0.00
1	2	1	M.A.C.		\$0.00
1	2	2			\$0.00
Sub-Total					\$0.00
199 General Fund SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	7	1	Genius Hour Training		\$1,200.00
2	1	3	Materials for Red Ribbon and Bullying		\$500.00
3	1	2	Laptop computers and tablets		\$1,000.00
Sub-Total					\$2,700.00
211 Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Learning A-Z		\$4,000.00
1	1	2	Literacy Library		\$2,000.00
1	1	2	Imagine Learning		\$0.00
1	1	3	Scholastic News and Time for Kids		\$3,000.00
1	2	3	Tutors		\$3,900.00
3	1	1	Laptops for student use		\$7,500.00
3	1	2	Laptop computers and tablets		\$7,000.00
8	1	8	Parent Involvement		\$0.00

211 Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Sub-Total					\$27,400.00
255 Title II A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	5	1	7 Steps to a Language Rich Interactive Classroom		\$0.00
Sub-Total					\$0.00
263 Title III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	5	1			\$0.00
1	5	1	Title 3 Symposium		\$0.00
8	1	8	Parent Involvement		\$0.00
Sub-Total					\$0.00
461 Campus Activity					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	6	1	Awards for incentives		\$1,000.00
1	8	1	Garden Curriculum - paid by SCE PTA		\$12,000.00
Sub-Total					\$13,000.00
Grand Total					\$43,100.00

Montgomery Independent School District

Lone Star Elementary School

2019-2020 Campus Improvement Plan

Accountability Rating: A



The
Leader in Me™

Mission Statement

Lone Star Elementary will provide students with opportunities to excel academically,
demonstrate respect and appreciation for each other,
collaborate effectively for a greater purpose,
and pursue personal strengths.

Vision

Learn each day. Empower others. Accept everyone. Develop your greatness.

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Comprehensive Needs Assessment

Revised/Approved: July 09, 2019

Demographics

Demographics Summary

Lone Star Elementary School is a PK-5th grade campus with an enrollment of 780 students. The specific demographics of the children include:

14% Economically Disadvantaged

84% White

12% Hispanic

1.7% African American

1.3% Two or More Races

Our student population has steadily increased due to growth in surrounding areas and Limited Open Enrollment.

Demographics Strengths

We are 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

May 2019 STAAR Mathematics, Grade 3

	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters	Date Taken
Lone Star Elementary School	111	24	1527	75.63%	88.29%	58.56%	36.04%	05/01/19
Economic Disadvantage	17	20	1415	61.18%	70.59%	23.53%	11.76%	05/01/19
Asian	3	25	1552	77%	100%	66.67%	33.33%	05/01/19
Black/African American	2	15	1332	46.50%	50%	0%	0%	05/01/19
Hispanic	12	22	1480	68.83%	75%	33.33%	16.67%	05/01/19
Two or More Races	3	27	1594	85.67%	100%	66.67%	66.67%	05/01/19
White	91	25	1534	76.79%	90.11%	62.64%	38.46%	05/01/19
Female	61	24	1525	75.90%	90.16%	62.30%	32.79%	05/01/19
Male	50	24	1529	75.30%	86%	54%	40%	05/01/19
LEP	2	16	1341	48.50%	50%	0%	0%	05/01/19
Special Ed Indicator	3	13	1297	40.33%	33.33%	0%	0%	05/01/19

May 2019 STAAR Reading/ELA, Grade 3

	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters	Date Taken
Lone Star Elementary School	111	26	1516	76.88%	91.89%	63.06%	40.54%	05/01/19
Economic Disadvantage	16	22	1432	65.13%	81.25%	25%	12.50%	05/01/19
Asian	3	25	1499	74.33%	66.67%	66.67%	66.67%	05/01/19
Black/African American	2	19	1362	56%	50%	0%	0%	05/01/19
Hispanic	13	23	1437	66.46%	84.62%	38.46%	30.77%	05/01/19
Two or More Races	3	29	1555	85%	100%	100%	66.67%	05/01/19
White	90	27	1530	78.67%	94.44%	66.67%	41.11%	05/01/19

Female	61	27	1541	80.03%	96.72%	70.49%	45.90%	05/01/19
Male	50	25	1485	73.04%	86%	54%	34%	05/01/19
LEP	2	24	1444	70.50%	100%	50%	0%	05/01/19
Special Ed Indicator	2	22	1406	65%	100%	0%	0%	05/01/19

May 2019 STAAR Mathematics, Grade 4

Total Students	Raw Score	Scale Score	Percent Score	Approaches Meets	Masters	Date Taken
Lone Star Elementary School	102	25	1631	72.89%	90.20% 66.67%	38.24% 05/01/19
Economic Disadvantage	11	20	1532	59.45%	72.73% 45.45%	9.09% 05/01/19
Asian	1	32	1822	94%	100% 100%	100% 05/01/19
Hispanic	15	22	1560	64.07%	80% 46.67%	20% 05/01/19
Two or More Races	5	23	1571	66.60%	80% 40%	20% 05/01/19
White	81	25	1645	74.65%	92.59% 71.60%	41.98% 05/01/19
Female	46	23	1577	66.09%	82.61% 50%	23.91% 05/01/19
Male	56	27	1675	78.48%	96.43% 80.36%	50% 05/01/19
LEP	3	13	1393	37.33%	33.33% 0%	0% 05/01/19
Special Ed Indicator	8	15	1449	44.25%	37.50% 25%	25% 05/01/19

May 2019 STAAR Reading, Grade 4

Total Students	Raw Score	Scale Score	Percent Score	Approaches Meets	Masters	Date Taken
Lone Star Elementary School	103	29	1627	80.10%	92.23% 79.61%	51.46% 05/01/19
Economic Disadvantage	12	24	1512	65.75%	75% 58.33%	8.33% 05/01/19
Asian	1	30	1619	83%	100% 100%	0% 05/01/19
Hispanic	16	26	1562	71.31%	81.25% 62.50%	25% 05/01/19
Two or More Races	5	29	1658	80%	80% 80%	40% 05/01/19
White	81	29	1638	81.80%	95.06% 82.72%	58.02% 05/01/19
Female	46	28	1611	77.67%	86.96% 76.09%	39.13% 05/01/19
Male	57	30	1640	82.05%	96.49% 82.46%	61.40% 05/01/19
LEP	3	18	1413	50%	33.33% 0%	0% 05/01/19
Special Ed Indicator	8	19	1459	51.88%	50% 12.50%	12.50% 05/01/19

May 2019 STAAR Writing, Grade 4

	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters	Date Taken
Lone Star Elementary School	102	23	4142	72.86%	90.20%	62.75%	26.47%	05/01/19
Economic Disadvantage	12	20	3777	62.92%	75%	25%	16.67%	05/01/19
Asian	1	28	4786	88%	100%	100%	100%	05/01/19
Hispanic	16	21	3906	65.81%	75%	37.50%	12.50%	05/01/19
Two or More Races	5	25	4283	78%	100%	100%	20%	05/01/19
White	80	24	4173	73.76%	92.50%	65%	28.75%	05/01/19
Female	45	23	4144	72.53%	86.67%	60%	33.33%	05/01/19
Male	57	23	4141	73.12%	92.98%	64.91%	21.05%	05/01/19
LEP	3	15	3312	48%	33.33%	0%	0%	05/01/19
Special Ed Indicator	8	16	3430	49.25%	25%	25%	12.50%	05/01/19

April 2019 STAAR Mathematics, Grade 5

	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters	Date Taken
Lone Star Elementary School	122	27	1696	76.20%	91.80%	68.03%	49.18%	04/01/19
Economic Disadvantage	26	22	1586	62.50%	76.92%	42.31%	23.08%	04/01/19
Asian	1	29	1688	81%	100%	100%	0%	04/01/19
Black/African American	2	22	1597	60%	50%	50%	50%	04/01/19
Hispanic	15	25	1627	68.27%	86.67%	46.67%	26.67%	04/01/19
Two or More Races	1	32	1770	89%	100%	100%	100%	04/01/19
White	103	28	1708	77.50%	93.20%	70.87%	52.43%	04/01/19
Female	61	28	1711	77.52%	95.08%	67.21%	49.18%	04/01/19
Male	61	27	1682	74.87%	88.52%	68.85%	49.18%	04/01/19
LEP	3	20	1536	55%	66.67%	33.33%	0%	04/01/19

Special Ed Indicator	9	18	1513	51.33%	66.67%	11.11%	0%	04/01/19
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May 2019 STAAR Mathematics, Grade 5

	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters	Date Taken
Lone Star Elementary School	11	18	1536	50.36%	45.45%	18.18%	9.09%	05/01/19
Economic Disadvantage	5	14	1452	37.60%	20%	0%	0%	05/01/19
Black/African American	1	9	1382	25%	0%	0%	0%	05/01/19
Hispanic	2	15	1473	41.50%	0%	0%	0%	05/01/19
Two or More Races	1	35	1948	97%	100%	100%	100%	05/01/19
White	7	18	1517	49.86%	57.14%	14.29%	0%	05/01/19
Female	4	22	1620	61%	50%	25%	25%	05/01/19
Male	7	16	1487	44.29%	42.86%	14.29%	0%	05/01/19
LEP	1	14	1459	39%	0%	0%	0%	05/01/19
Special Ed Indicator	2	13	1445	36%	0%	0%	0%	05/01/19

April 2019 STAAR Reading, Grade 5

	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters	Date Taken
Lone Star Elementary School	123	30	1633	78.16%	86.99%	68.29%	45.53%	04/01/19
Economic Disadvantage	25	25	1533	64.64%	64%	40%	12%	04/01/19
Asian	1	36	1787	95%	100%	100%	100%	04/01/19
Black/African American	2	27	1544	70%	100%	50%	0%	04/01/19
Hispanic	15	28	1589	73.33%	80%	60%	33.33%	04/01/19

Two or More Races	2	38	1941	98.50%	100%	100%	100%	04/01/19
White	103	30	1633	78.47%	87.38%	68.93%	46.60%	04/01/19
Female	62	30	1643	80.08%	93.55%	67.74%	43.55%	04/01/19
Male	61	29	1622	76.21%	80.33%	68.85%	47.54%	04/01/19
LEP	3	29	1619	77.33%	100%	66.67%	33.33%	04/01/19
Special Ed Indicator	9	21	1471	54.67%	33.33%	33.33%	11.11%	04/01/19

May 2019 STAAR Reading, Grade 5

	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters	Date Taken
Lone Star Elementary School	16	20	1452	52.44%	56.25%	12.50%	0%	05/01/19
Economic Disadvantage	9	22	1481	57.56%	77.78%	22.22%	0%	05/01/19
Hispanic	3	23	1491	59.33%	100%	0%	0%	05/01/19
White	13	19	1443	50.85%	46.15%	15.38%	0%	05/01/19
Female	4	21	1457	53.75%	75%	0%	0%	05/01/19
Male	12	20	1450	52%	50%	16.67%	0%	05/01/19
Special Ed Indicator	5	19	1438	50.20%	40%	20%	0%	05/01/19

May 2019 STAAR Science, Grade 5

	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters	Date Taken
Lone Star Elementary School	123	28	4152	78.20%	82.93%	60.16%	37.40%	05/01/19
Economic Disadvantage	26	23	3712	64.35%	57.69%	30.77%	11.54%	05/01/19
Asian	1	31	4239	86%	100%	100%	0%	05/01/19
Black/African American	2	20	3453	54.50%	50%	50%	0%	05/01/19
Hispanic	14	26	3965	71.21%	64.29%	35.71%	21.43%	05/01/19

Two or More Races	2	35	4870	95.50%	100%	100%	100%	05/01/19
White	104	29	4176	79.18%	85.58%	62.50%	39.42%	05/01/19
Female	60	28	4147	78.50%	85%	58.33%	36.67%	05/01/19
Male	63	28	4157	77.90%	80.95%	61.90%	38.10%	05/01/19
LEP	3	25	3765	68.33%	66.67%	33.33%	0%	05/01/19
Special Ed Indicator	9	21	3573	59%	44.44%	22.22%	11.11%	05/01/19

Student Academic Achievement Strengths

We continue to be proud of our students' achievement. Our 4th graders exceeded expectations on Writing STAAR due to a solid foundation by former grade level teachers and targeted instruction from their 4th grade teachers. Masters' Grade Level and Student Growth continues to grow under our teachers' diligent efforts.

School Processes & Programs

School Processes & Programs Summary

Lone Star Elementary is proud to be the first campus in MISD to be part of the Franklin Covey Organization's The Leader In Me. Along with many days of training and coaching for our staff, this has provided us with a solid framework to build our programs and student initiatives. The staff and students at our school are committed to the 7 Habits, based on Stephen Covey's Seven Habits of Highly Effective People:

1. Be Proactive;
2. Begin with the End in Mind;
3. Put First Things First;
4. Think Win-Win;
5. Seek First to Understand, Then to be Understood;
6. Synergize; and
7. Sharpen the Saw

All of our students have leadership opportunities in their classrooms as part of this initiative and many have campus roles as well. Each staff member has a specific role in the creation and implementation of our campus vision. Our school is organized with staff taking part in the following areas:

Student Learning; Staff Learning; Family Learning; Shared Leadership; Leadership Environment; Leadership Events; and Aligning Academics. We will continue to focus on the Aligning Academic piece, providing each student in our campus with a Leadership Notebook for personal accountability. Although the items and use of the notebook will differ by grade levels, each child has the following sections: 1. My Self (all about me; personal mission statement); 2. My Habits (the 7 habits information; personal WIGs - Wildly Important Goals); 3. My Data (where students will keep track of their progress on items such as reading levels, sight words, math facts, attendance, etc); 4. My Leadership (roles they are involved in or would like to try out at school or at home); and 5. My Celebrations (personal success, certificates or awards they receive).

Our staff also maintain a Leadership Notebook in order to model and understand the importance of this approach.

School Processes & Programs Strengths

The parents of Lone Star Elementary students have been very supportive for the start of our TLIM journey. We look forward to providing further resources and opportunities to share information and training with them. We believe that these skills and strengths set our students up for many successes in - and out of - the classroom!

Perceptions

Perceptions Summary

The Leader in Me is becoming not just what we do at Lone Star, it is part of who we ARE. Students help greet visitors and coordinated programs in our school. Tribe Day (vertical student enrichment) happens about 8 times per year, and helps create a collaborative spirit, an opportunity for multi-age learning, and student-teacher relationships across the school. Our goal is that students always know there is an adult to help them, but also realize that they have the capacity to make good decisions on their own. We are an inclusive, kind campus, where students want to have the opportunity to help our Life Skills students, our PreK learners, or to be a reading/math buddy to our kindergartners.

Our staff has fully supported The Leader in Me and support the beliefs and instructional opportunities in the classroom.

Parent feedback results from the 2018-19 school year, used for 19-20 planning, includes:

2018-19 Parent Survey Results

1. My child feels safe at school. **YES (97%) NO (3%)**
2. I have an opportunity to be involved to the level I desire. (Watch DOGS, PTA, classroom volunteer, fundraising/donations, at-home supporter) **YES (97%) NO (3%)**
3. The Leader In Me is effective for my child (my child is learning leadership skills, applying the 7 Habits, etc.) **YES (94%) NO (6%)**
4. I would like more TLIM at-home ideas and activities for my family. **YES (59%) NO (41%)**
5. I have opportunities to stay informed about campus events (newsletters, webpage, text reminders, etc.) **YES (100%) NO (0%)**
6. I have opportunities to stay informed about class events (webpage, text reminders, etc.) **YES (94%) NO (6%)**
7. If I have a concern or question, I am responded to in a timely manner (within 24 hour period). **YES (85%) NO (15%)**
8. **TRIBE Goals: Students will work collaboratively and respectfully with all age groups. Students will be familiar with teachers of other grade levels. Common verbiage & lessons will be used throughout the campus for The Leader in Me. Leadership skills will be learned and applied through both planned and natural opportunities. Teachers will cooperatively plan activities unique for their tribe. Relationships between staff/staff, students/students, and students/staff will strengthen. Positive culture will continue on non-tribe days! I think these goals are important for my child's school. YES (100%) NO (0%)**
9. I think the Tribe Day is an effective way to meet the goals listed above. **YES (97%) NO (3%)**
10. Our mission for the children and the staff is that we L.E.A.D: **Learn each day. Empower others. Accept everyone. Develop your greatness. How are we doing? 4.58/5 stars**

Perceptions Strengths

We are proud of the positive, child-centered reputation our campus has achieved. We continue to have newly enrolled families tell us that they selected their home in order to attend Lone Star. It is a responsibility that we take seriously and we go out of our way to make sure that each child and family is given the attention they need in order to be successful. Our staff is open with communication and visible on campus. As we grow and change, we all believe that it is critical that we maintain that focus and deep love for children.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: We will have several new staff members that will need training and understanding of the 7 Habits methodology **Root Cause:** Turnover and staff attrition will continue to make this a yearly need, so this is an opportunity to develop strong training systems.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- 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

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic math assessment data

Student Data: Student Groups

- STEM/STEAM data
- Dyslexia Data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback

- Campus leadership data
- Campus department and/or faculty meeting discussions and data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Goals

Revised/Approved: September 17, 2019





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	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Implement Montgomery Aligned Curriculum in all grade levels and subject to ensure that students receive an appropriate scope and sequence of the TEKS through the use of a balanced literacy program and a balanced math program.	2.4, 2.5, 2.6	Principal, AP, Coach, Teachers	Walkthroughs, evaluations, and lesson plans will show instructional alignment				
2) Teachers will analyze common assessment results, Universal Screener data, and STAAR information to identify students needing targeted Reading and/or Math intervention and meet with administration to discuss plans for success	2.4, 2.5, 2.6	Principal, AP, Coach, Reading Interventionist, Teachers	Student progress, growth, reading & math scores will improve				
Funding Sources: 199 General Fund - 0.00							
3) Implement Balanced Literacy and Balanced Math programs in PK-5 classrooms, address varied needs through small group with differentiated students, and provide teachers training on "The First 20 Days".	2.4, 2.5, 2.6	Principal, Reading Interventionist, Instructional Coach	Progress chart of reading levels				
Funding Sources: 199 General Fund SCE - 0.00							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
4) Implement Strategies from Schoolwide Enrichment Model, providing differentiation and purpose for all students through Tribe Days with vertical grouping.	2.5	Principal, Teachers	Tribe Showcases, Student surveys, parent feedback				
Funding Sources: 199 General Fund - 0.00							
5) Writing across all grade levels will be an area of focus through review and implementation of MAC, PLC planning, teacher-developed assessments, and scheduled administrative review.	2.4						
6) Students will track individual goals and progress in their Leadership Notebooks to show their success and growth.	2.4	Principal Assistant Principal Counselor Teachers	Discussion and sharing of notebooks will lead to celebrations and success, as evidenced through walkthroughs and student success on standard measures.				
7) Grade level goals will be publicly followed and updated on bulletin boards in the hallways.	2.4	Principal Assistant Principal Teachers Aligning Academics Team					
8) Identify students needing targeted reading/math interventions in all grade levels K-5.		Principal Assistant Principal Counselor Instructional Coach Reading Interventionist Teachers	DRA, common assessments, STAAR will show need and growth				
9) Teachers will plan weekly to collaborate and implement research-based strategies and implement MAC according to the timeline.		Principal Instructional Coach Teachers	Teachers will share ideas and develop plans through a PLC model				
 = Accomplished  = Continue/Modify  = 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	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Offer morning intervention time in the computer lab for qualifying students in order to support the classroom instruction	2.4, 2.6	Principal, Counselor, Coach, Teachers, Interventionist	Improvement of student progress, attendance sheets, RTI meeting notes				
2) Make sure that all English Language Learners are appropriately placed in teachers' classrooms who maintain an English as a Second Language certification.	2.4, 2.6	Principal, Counselor, Teachers	Student growth will be evident as reported through TELPAS.				
3) Spring tutors will be hired to assist students in their academic growth for common and state assessments. Tutors will be highly qualified teachers.	2.4, 2.6	Principal, assistant principal, coach, interventionist	Increased progress, attendance sheets, teacher feedback				
4) Teachers will use Eduphoria to read data and plan for instruction based on Universal Screeners, local assessments, and STAAR.	2.4	Principal Assistant Principal Counselor Instructional Coach Reading Interventionist	Improved student performance				
5) The Literacy Library will be used by all ELA teachers in order to provide authentic, on level literature for reading groups.	2.4	Principal Teachers	Reading levels will continue to show growth				



100% = Accomplished → = Continue/Modify 0% = No Progress X = 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	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Students will have the opportunity to compete with other schools in UIL academic events	2.5	Principal Teacher sponsors UIL Coordinator	Student participation rate and result of competition				
2) Gifted/Talented students will be grouped together and their classroom teachers will provide differentiated GT services to identified GT students through the use of the Texas Performance Standards Project, and students will have an opportunity to showcase their product.	2.5	Principal, Instructional Coach GT Coordinator	Project Showcase in the spring will allow students and families to celebrate their product.				
3) Teachers will participate in Professional Learning Communities on a regularly scheduled basis (3 x per 9 weeks), with a PLC time built into the master schedule	2.5	Principal Assistant Principal Counselor Instructional Coach Teachers	Instruction will be aligned and student success will continue to improve.				
4) Instructional Coach will support classroom teachers in Treading, Math, Technology Classroom Management, and Instructional Planning to enhance student learning.	2.5	Principal Instructional Coach	Student discipline and academic success will improve				
5) Students receiving Special Education services will be placed in the least restrictive environment.		Principal Assistant Principal Counselor Diagnostician Teachers	IEP goals and documentation Student progress				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
6) Students within the Dyslexia Intervention Program will receive services in a pull-out program to support classroom instruction.		Principal Assistant Principal Counselor Dyslexia Specialist Teachers	Student progress will continue				
7) Response to Intervention (RTI) will be implemented in each grade level in order to identify, monitor, and support struggling learners.		Principal Assistant Principal Counselor Instructional Coach Reading Interventionist Teachers					

100% = Accomplished
 ➔ = Continue/Modify
 0% = 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	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) 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).	2.5	Principal, PE Teacher SHAC	Fitness Gram Report will show success for LSE Students				
2) Students will receive the required minutes per week of physical activity through PE and the required grade level curriculum.		Principal Assistant Principal PE Teacher	Walkthroughs and lesson plans will identify and monitor appropriate activities.				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue

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

Performance Objective 5: Continue implementation of Dropout Prevention Program in order to reduce the dropout rate to less than 1%.

Evaluation Data Source(s) 5:

Summative Evaluation 5:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Ensure that student attendance is an area of focus by providing monthly incentives, individual student goal setting, and weekly reminders of the importance of coming to school.	2.4	Principal Assistant Principal Counselor Registrar Teachers	Attendance rate will improve				
2) Scheduled meetings to track students who may be at-risk of failure or experiencing other difficulties, in order to streamline and document the support and approaches.	2.6	Counselor Assistant Principal Reading Interventionist Instructional Coach	Student success will improve				
3) Provide staff development and direction to ensure collaboration between general education and special education teachers so that student identification and support are coordinated.	2.6	Principal Assistant Principal Counselor Diagnostician Special Ed Teachers Teachers	Communication and collaboration will increase student performance				
4) Work on special ed master schedule to provide students of special education support from within the department as a whole, not just individual programs.	2.6	Assistant Principal Special Ed Teachers	Student academic support will be provided with greater flexibility and success				
5) Identify and serve students who qualify for services and support under the McKinney-Vento Act for homeless status	2.6	Principal, Counselor, Registrar, Director of Special Programs	Student residency questionnaires, free/reduced roster				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
6) Selected students will work with our MISD Police Chief Runnels and his officers in a Leadership Academy to help foster student success and resilience.	2.6	Counselor Police Chief	Student success will improve and classroom behavior will improve				
7) Students will participate in campus leadership opportunities to help with events, programs, and tutoring.	2.4, 2.5	Principal Teachers Staff	Behavior and academic success will improve				



= Accomplished



= Continue/Modify



= 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	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Develop leadership skills, proactive behaviors, and student roles/"jobs" through the implementation of The Leader in Me process	2.5, 2.6	Principal, AP, Counselor, Teachers	Decrease in discipline reports, increase in academic achievement				
2) Staff and students will participate in required crisis drills, fire drills, evacuation drills, and disaster drills. Professional development will be provided by the MISD police department and practiced/reinforced throughout the school year.		MISD Police Department, Administration, Classroom Teachers	Agenda with documentation; calendar of all drills				
3) Provide CPR/AED First Aid Training to all team leaders and staff that supervise students off campus	2.5	Nurse	Increase in staff awareness and ability; sign in sheets				
4) Combine Red Ribbon Week with Good Choices and Be a Buddy, Not a Bully activities to focus on leadership and opportunity for all students to participate		Principal, Counselor	Decrease in discipline referrals				
5) All teachers and employees will complete certification through the Texas Behavior Support Initiative	2.6	Principal Assistant Principal Staff					
6) Students will participate in Tribe/vertical team days, where classes will work together across grade level for enrichment, problem solving, and co-curricular activities.	2.5	Principal Teachers	Behavior and academic success will improve				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
7) Teachers will implement Conscious Discipline techniques and strategies to help students learn to self-regulate and problem solve.		Principal Assistant Principal Counselor Teachers	Classroom observations and discipline report data will support the decrease of behavior concerns.				
8) Continue to use V-Soft visitor tracking programs to ensure that guests are not a threat.		Principal Office Staff Teachers	Staff will be aware that all visitors must have an identification sticker and guests will meet background check requirements.				
9) Provide mandated training on safety, hazardous materials, blood-borne pathogens, sexual harassment, drug/alcohol abuse, and integrated pest management training to all employees at the start of the school year. Keep training available to employees so they can refer throughout the year.		Principal Counselor Nurse	Staff will understand safety requirements and expectations.				

= Accomplished

 = Continue/Modify

 = 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:


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Maintain instructional expectation that students will create and produce projects using digital recorder, PowerPoint, apps, and/or other educational processes	2.5	Principal, Teachers, TIM	Student progress, classroom visits				
2) Note student and teacher use of technology in formal classroom walkthroughs; maintain grade level laptop carts, a computer lab, and equipment for staff to utilize	2.5	Principal, AP	Classroom walkthroughs				
3) Students will operate and run the morning announcements on live streaming.		Librarian Teachers	Students will have an understanding of the components of video announcements.				
4) Students will use SMART boards as interactive components of their instruction.		Principal Assistant Principal Teachers	Classroom observations will support the student use of these items.				



 = Accomplished

 = Continue/Modify

 = No Progress

 = Discontinue


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

Performance Objective 2: MISD will use technology to enhance instructional practices and advance the technological proficiency in 100% of the instructional departments and schools.


Evaluation Data Source(s) 2:

Summative Evaluation 2:

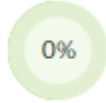
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) All teachers will create and maintain staff webpages in order to communicate expectations and information							
2) Campus TIMS will schedule training per nine-weeks to model and share instructional technology tools and resources.		Principal TIMS	Classroom observations will show increased use of valuable technology				




= Accomplished



= Continue/Modify



= 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:

Summative Evaluation 1:


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Create campus budget with attention to cutting unnecessary expenses. Gather information from teachers and staff to support critical needs.		Principal Secretary Teachers	Budget will show good stewardship of funds				
2) Review operating expenses and accounts each quarter in order to alert staff to upcoming changes or opportunities.		Principal Secretary	Progress throughout the school year with minimal changes needed.				

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:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Work with staff to develop long term goals for the campus, such as cafeteria tables, outside furniture, replacement of recess equipment		Principal Assistant Principal Secretary Maintenance Teachers	Replacement of large items will occur in a rotation so that it is feasible, financially.				
							

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	ELEMENTS	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 needs in order to repair and receive assistance.		Principal Assistant Principal Maintenance	The building will operate in excellent working condition.				

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 reviewed annually to consider comparability and competitiveness with surrounding area employment markets.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	ELEMENTS	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.		HR department Principal Assistant Principal					


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

Performance Objective 2: During the 2019-2020 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:


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Use the Frontline employee tracking system to identify and interview highly qualified candidates for openings at the campus.		Principal Assistant Principal	Strength of instructional staff will be supported by assessment data				
2) Use of the Frontline Applicant system will allow administrators to identify and interview highly qualified candidates for campus openings.		Principal Assistant Principal	Strength of teachers will be supported by classroom data.				




= Accomplished



= Continue/Modify



= 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	ELEMENTS	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 experienced teachers who are new to the district.		Principal Teachers	Participants will be successful within the classroom and on campus.				

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:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
TEA Priorities Recruit, support, retain teachers and principals 1) Campus will participate in the MISD "Teacher of the Year" and "Spirit of Montgomery" program, recognition, and banquet through the nomination process.		Principal Assistant Principal Teachers	Staff will provide input on honorees.				
2) Administrators will provide information on continuing education opportunities to develop leadership capacity for MISD.		Principal	District opportunities and announcements will be shared with staff and mentoring will be provided.				
3) Staff will recognize each other at monthly faculty meetings for 4 pillars: Learn each day. Empower others. Accept everyone. Develop your greatness.		Principal Staff	Culture of professional growth will continue.				
							


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 considered Effective Teachers according state certifications and district criteria.


Evaluation Data Source(s) 5:


Summative Evaluation 5:

Strategy Description	ELEMENTS	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 Human Resource Dept	All positions will be filled appropriately.				
2) All Instructional aides will meet the requirement for the classification of Highly Qualified or participate in the Paraprofessional Assessment of Knowledge and Skills (PAKS) evaluation to earn the classification.		Principals Human Resource Dept	Positions filled appropriately.				

 = Accomplished

 = Continue/Modify

 = No Progress

 = Discontinue


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	ELEMENTS	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 communication system, classroom communication, and parent conferences.		Principal Assistant Principal Teachers	Parent survey will support the communication is successful.				
2) Keep staff informed through LSE Staff Site, a website with weekly blog and updated events, procedures, and information.		Principal	Staff will be up to date and informed.				
3) Request feedback from parents at the end of the year to assess areas of improvement and recognition.		Principal	Use the collected information to guide plans for the school year.				
4) Facilitate communication and involvement opportunities with OHJH and LCHS, sharing information and dates with parents.		Principal	Families will be connected to secondary schools in our feeder pattern.				



 = Accomplished

 = Continue/Modify

 = 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:

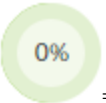
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Offer community driven programs, including but not limited to Meet the Teacher, Open House, Watch DOGS, Tribe Showcase, Book Fair, Lunch with Loved Ones, Leadership Day, and parent reading volunteers	3.2	Principal, AP, Counselor, Teachers	Sign in sheets, attendance				
2) Recruit members for LSE PTA and provide opportunities for parents to assist at the campus.	3.2	Principal, Counselor	Sign in sheets, attendance				
3) Hold an evening "Kindergarten Round Up" in the spring with staff present to answer questions so that incoming kindergartners & families can tour the school.	3.2	Principal Teachers	Attendance will help foster parent connections and communication				
4) Partner with Montgomery Chamber of Commerce to increase volunteerism and coordinate back to school opportunities.		Principal Assistant Principal Secretary	Volunteer opportunities will increase				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue

State Compensatory

Personnel for Lone Star Elementary School:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Kelly Petty	Teacher	Special Education	1
Melissa Kercheval	Teacher	Reading Intervention	1
Melissa Logeman	Teacher	Special Education	1
Stephanie Lowery	Teacher	Instructional Coach	1

Campus Funding Summary

199 General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2			\$0.00
1	1	4			\$0.00
Sub-Total					\$0.00
199 General Fund SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3			\$0.00
Sub-Total					\$0.00
Grand Total					\$0.00

Montgomery Independent School District

Madeley Ranch Elementary School

2019-2020 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.

Make an Impact. Reach Every Student. Empower Minds.

Value Statement

All students deserve the opportunity to discover and cultivate their interests and passions through innovative learning experiences that inspire them to add value to their community and world.

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Comprehensive Needs Assessment

Revised/Approved: July 25, 2019

Demographics

Demographics Summary

Madeley Ranch Elementary School is a campus comprised of students in Pre Kindergarten - 5th grade. MRE has a total enrollment of 736, with students ranging from Prek thru 5th grade. The following data outlines a breakdown of Madeley Ranch's demographics.

Enrollment Numbers indicate:

The enrollment numbers are indicating a stable and moderate growth.

Breakdown by ethnicity, gender, or other category

Student Enrollment	%
Hispanic/Latino	13.39%
American Indian/Alaska	.009%
Asian	0%
Black/African American	1.3%
Hawaiian or Other Pacific	0%
White	81.3%
Two or More Races	3.6%
Male	53.95%
Female	46.04%

Number of students in Special Programs broken down by ethnicity, gender, or category

Program	2013/2014	2014/2015	2015/2016	2016/2017	2017/2018
ESL	1.07%	.97%	.87%	.85%	.007% (7)

Program	2013/2014	2014/2015	2015/2016	2016/2017	2017/2018
GT	6.68%	6.47%	6.29%	6.78%	7.78% (64)
SpEd	4.62%	5.83%	8.22%	6.44%	9% (74)

Data for Special Programs over time

The data looks stable. Our S.E. percentages have increased since adding the Academic & Behavior Learning Environment Program to our campus.

Migrant Student Information

We currently do not have any migrant student population.

Composition of Madeley Ranch Elementary Staff

Title	2016	2016	2017
HOMEROOM TEACHERS	31	31	37
IN-CLASS SUPPORT TEACHERS	2	2	2
SPECIAL ED. SELF CONTAINED TEACHER – FUNCTIONAL ACADEMICS	1	1	1
PRE-SCHOOL PROGRAM Teacher	.5	.5	1
SPEECH THERAPIST	1	1	2
ESL SPECIALIST	1.5 days per week	0	0
ABLE TEACHER SELF CONTAINED	1	1	1
MUSIC TEACHER	1	1	1
PE TEACHER	1	1	1
SP. ED. PARAPROFESSIONALS	6	7	6
PARAPROFESSIONALS	2	3	3
CLERICAL STAFF PARAPROFESSIONALS	3	3	3
LIBRARIAN	1	1	1
ADMINISTRATORS	2	2	2
COUNSELOR	1	1	1
LSSP	.5	.5	.5

Title	2016	2016	2017
Campus Interventionist	1	1	.5

For the 2017/2018 school year, Madeley Ranch Elementary housed 3 programs: ABLE, and ESL, and G.T.

We continued to implement the School Wide Enrichment Model. One day a week, our students attended “E-Tracks” to experience an hour of enrichment of their choice or passion. At the end of each “E-Track” period, students were able to provide a product or service to the community in response to what they learned in their track. In addition, we implemented the House Concept across all grade levels and all classrooms. Students were grouped vertically rather than with students in their grade level, and provided opportunities to work across all grade levels through the house concept.

Demographics Strengths

Student Academic Achievement

Student Academic Achievement Summary

The percentages of the 2019 STAAR Tests for third-fifth grades are as follows

Third Grade:

Reading - 84% at Approaches, 48% Met, and 31% Mastered.

Math - 86% Approaches, 58% Met, and 30% Mastered.

Fourth Grade:

Reading - 83% Approaches, 58% Met, and 32% Mastered

Math - 81% Approaches, 55% Met, and 34% Mastered

Writing - 71% Approaches, 37% Met, and 12% Mastered

Fifth Grade:

Reading - 94% Approaches (cumulative)

Math - 97% Approaches (cumulative)

Science - 88% Approaches, 61% Met, and 32% Mastered

Madeley Ranch will continue to implement a School-wide Enrichment Model (SEM) for the 2018-2019 school year. This program develops a collaborative school culture while providing meaningful, high-level and potentially creative opportunities for students to develop their talents. We will offer an enrichment hour each Friday. MRE will also utilize specific programs in each academic area to increase student success. In reading we will continue using Reading Horizons. We will also continue our development of a Balanced Math Curriculum. This program will include Singapore Math, Kim Sutton, Target the TEKS, and Target the Question. Teachers at MRE will continue to implement the Lucy Calkins writing program for all grade levels as well as Gretchin Bernabei for fourth grade. We will also continue to make certain that all students are instructed using a Balanced Reading approach. We will have a campus wide focus on daily writing and narrowed focus on revision and editing as part of the writing process.

Student Academic Achievement Strengths

Madeley Ranch saw tremendous growth across the board in all subjects areas on STAAR, with students making significant progress. In addition, retentions in grades K-5 are reduced. With the implementation of a sound RTI process and intervention program, students are showing progress and receiving academic help on a daily basis.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Student performance on the 3rd Grade Reading STAAR decreased by 4% **Root Cause:** Foundation in early years (K-2) and reading instruction in need of alignment and structure in line with District standards and scope.

School Processes & Programs

School Processes & Programs Summary

A positive school climate exists when each student feels valued, welcome, challenged, accepted and secure. MRE also strives to have a student centered learning environment and to reach the students through various means. The environment we strive for is one where students feel it is safe to take risks and have peers and adults who they trust. Continually improving the school climate for our students is a committee goal. Many programs and initiatives are in place and can be modified as necessary as we strive to make the culture and climate at MRE productive and encouraging for each of our students.

Listed below are some programs in place for both students and staff alike.

- NEAT – Never Ever Absent or Tardy - This attendance program encourages students to be present each day. Establishes sense of school family and lets them know they are missed when not in attendance.
- Conscious Discipline – Ongoing discipline support that helps facilitate students to feel a part of something with rituals and jobs, resolve problems, and to think and understand their behaviors.
- Classroom Chants/Rituals – most classes have not only a school chant, but an individual routine of some sort that fosters a sense of belonging.
- E-tracks – Teachers and students will continue to have a voice in their preferred E-Track.
- Extra-Curricular Opportunities – Choir, Bible Club, UIL, DI, Safety Patrol in place. There is opportunity to expand our extra-curricular activities.

Teacher Specific Programs:

- Instructional Coach available for wide range of support
- Availability of Master Teacher program

Personnel

The staff at MRE are all highly qualified. We do still need better guidelines, training, and check in time for new teachers and their mentors with the campus coach. We have a highly driven technology staff who focus on continually improving their skills to keep up with 21st Century standards. The communication amongst each grade level is effective due to monthly staff meetings, committee meetings, and team leader meetings. The administrators also communicate on a daily basis through email and weekly reviews. We will continue to have a certified staff on enhancing instruction and providing support in the classroom.

Intervention

Our RTI process has been streamlined and fully implemented, allowing for students to receive the important academic intervention they need, based on universal screeners. In addition, staff continues to be trained on the fidelity and importance of accurate assessment and data driven intervention and instruction. We continue to work on tools and educating parents and staff alike on the importance of intervention in order to accurately identify student needs.

Communication

We have a strong Parent Teacher Organization that is very hands on with the school. They have two big fundraisers each year and contribute all money raised back to the school. The new goal for raising money is to help with technology and supplying all classrooms with IPADS or tablets.

School to Home communication continues to be greatly improved. We currently use the following as tools for communication with parents: Emails, Smore Newsletters, School Messenger for school wide emails and texts, Tuesday Folders, Social Media, Phone Conferences, Scheduled teacher parent conferences, etc.

Lastly, our Watch Dog program, run by school counselor has been a great success. It has encouraged many dads to become more involved in their child's education. We should continue to support this cause in our school and encourage more participation.

School Processes & Programs Strengths

There is a focus to expand instructional strategies to allow for more student facilitated learning. Teacher collaboration is strong. There is a comfort level amongst teachers to share and seek ideas. Our campus is purposeful in viewing children as a “whole child,” combining both academic and emotional well-being.

Students are offered numerous activities outside of the school day to build relationships and create a sense of belonging. UIL, Safety Patrol, Bible Club, DI.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Process for identification of struggling students with possible learning disabilities or academic difficulties continues to be a work in progress. **Root Cause:** RTI process has been implemented, but data driven instruction not effectively taking place.

Perceptions

Perceptions Summary

Teachers at Madeley Ranch are given a voice in decision making. Each grade level team has a team leader, who will attend meetings once or twice per month. These meetings will address needs, concerns, and calendar events. Team leaders will then take the information shared back to their teams.

Conscious Discipline has been fully implemented, and while there are still some teachers trying to find a balance with it, it continues to be a great first step in helping a student work through their frustrations and behavioral concerns. Teachers have constant support from the administrative team in deciding next steps, best practice and working with individual students.

The overall perception of Madeley Ranch according to parent, student and staff survey is positive in some respects and negative in others. . Students like being involved in the various activities the campus offers such as E-Tracks, Career Week, N.E.A.T. Club which is an attendance incentive, and Field Day. Students expressed an extreme dislike of the House Concept, as did parents and staff, stating that it took away from instructional time and limited the social aspects of learning. Teachers expressed concern about the amount of instruction time lost for "House Time," and parents expressed concern about the interactions between students of all grade levels at lunch, recess and specials.

Safety drills are conducted several times throughout the school year to ensure that our students know what to do in the event of an emergency.

The Instructional Coach is a vital part of our campus. Teachers are able to reach out to her when they have a question about curriculum, assessment, resources, etc.

Perceptions Strengths

Teacher voice, natural consequences, opportunities for students to be involved and recognition for effort and attendance.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Parent survey revealed a lack of feedback to parents on how their student is showing progress on a social/emotional level. **Root Cause:** Report cards report on academics & attendance alone.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- 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
- Federal Report Card 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

Revised/Approved: September 17, 2019

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	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Early identification for students needing targeted reading/math interventions in all grade levels.		Administration, Counselor, Grade Level Teachers, State Comp Ed Teacher	DRA, Kindergarten Pre Assessment, STAAR Data, Eduphoria Data, Common Assessments, Universal Screeners				
Funding Sources: 199 General Fund SCE - 0.00							
2) Teachers will evaluate the STAAR item analysis from previous STAAR tests to identify areas in need of intervention. 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.		Principal, Asst. Principal, Instructional Coach, and MRE MRE Staff	Common Assessments, MOY Benchmarks, and 2017 STAAR Results.				
Funding Sources: 199 General Fund - 0.00, 461 Campus Activity - 0.00							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
3) 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.				
4) 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							
5) 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							
6) Provide more staff development on Project Based 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.				
Funding Sources: 199 General Fund - 1000.00							
7) Implement consistent writing across all curriculum subject areas. Four writing samples will be collected throughout the year for students to see growth and provide feedback.		Administrators Instructional Coach Teachers	STAAR writing scores, Student craft of writing				
8) Build 30 minute block into Master Schedule for teachers to work with small groups, provide enrichment, hands on opportunities.		Administrators Teachers	Master Schedule Student Progress				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
9) Teachers will remain familiar with and implement MAC (Montgomery Aligned Curriculum) in all subject areas.		Teachers Administrators Curriculum Department	Lesson Plans Walk Throughs Observation				
10) Team meetings held weekly to work together on plans and review data on student performance.		Team Leaders Instructional Coach Principal					

 = Accomplished
 = Continue/Modify
 = No Progress
 = Discontinue

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

Performance Objective 2: 90% economically disadvantaged students and two lowest performing racial/ethnic groups from the prior year will meet Expected or Accelerated Growth on 2019-2020 STAAR.

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

Summative Evaluation 2:

Strategy Description	ELEMENTS	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				
	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.				
	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				
	Funding Sources: 199 General Fund SCE - 12000.00						

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


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 standard criteria for College Career & Readiness

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

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Identify students in need of intervention through Universal Screeners and/or data from previous year's performance. Monitor through RTI or SST procedures to provide appropriate intervention.		RTI Committee Teachers Instructional Coach Administrators	STAAR Data Student performance				
2) Continued implementation of Schoolwide Enrichment Model, providing each student with an opportunity to explore an interest and produce a product once per semester.		Administrators Teachers Parent Volunteers SEM Coordinator	Student participation				
3) Offer tutorials in all subjects to help struggling learners and provide intervention.		Administrators Instructional Coach Teachers	Tutorial Sign In Sheets Student Grades Teacher Feedback				



100% = Accomplished → = Continue/Modify 0% = No Progress X = Discontinue

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

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

Evaluation Data Source(s) 4: The measure of impact will be determined through the Fitness Gram Results.

Summative Evaluation 4:

Strategy Description	ELEMENTS	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				
	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						

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

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

Performance Objective 5: Continue implementation of the Dropout Prevention Program to reduce the dropout rate to less than 1 %.

Evaluation Data Source(s) 5:

Summative Evaluation 5:

Strategy Description	ELEMENTS	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 and implement procedures and strategies within best practices for meeting the needs of these students.		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 - 12000.00						
2) Provide credit recovery through on-line courses offered in Summer School as well as 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						
3) 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						
4) 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.				
	Funding Sources: 461 Campus Activity - 2500.00						
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				
	Funding Sources: 461 Campus Activity - 2500.00						

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

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	ELEMENTS	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, Conscious Discipline, Watch Dogs, Cowboy Charlie and Lady Charlotte, the campus 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 - 2600.00						
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.		Principal, Asst. Principal, Counselor, Classroom Teachers, Specials Teachers	Classroom Observation, 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						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
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) 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						
8) 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						
9) 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						
10) 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						
11) Offer grade-level assemblies for grades 3-5 regarding student code of conduct, academic responsibilities and bullying/safety issues.		Administrators Counselor	Decrease in referrals Teacher feedback Schedules				
12) V-Soft program for tracking visitors who enter the building.		Administrators Office Staff	Increased building security				
13) Continue Safety Patrol (5th graders) during arrival and dismissal times to help with transitions.		Administrators Sponsors	Smooth transitions throughout the day				


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

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	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Utilize computer lab for student research		Administrators and teachers	Student research projects.				
Funding Sources: 199 General Fund - 0.00							
2) Technically Wednesdays: 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							
3) 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 - 1000.00							
4) 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							
							

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	ELEMENTS	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) 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						
3) 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 - 1000.00						
4) 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				
	Funding Sources: 461 Campus Activity - 50000.00						

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

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	ELEMENTS	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							

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	ELEMENTS	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						

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

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	ELEMENTS	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							

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 reviewed annually to consider comparability and competitiveness with surrounding area employment markets.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	ELEMENTS	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				

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

Performance Objective 2: During the 2019-2020 year, MISD will provide all essential positions necessary to accommodate growth in student population.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	ELEMENTS	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							

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	ELEMENTS	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							

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	ELEMENTS	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) 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							
3) Establish a system to nominate and recognize outstanding efforts by MRE employees throughout the school year.		Administrators Teachers	Nominations Awards				
							

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	ELEMENTS	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 positions being filled.		Executive Director of HR, Certification Specialist	College Transcripts, SBEC Records				
Funding Sources: 199 General Fund - 0.00							


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	ELEMENTS	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), Smore 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				
	Funding Sources: 461 Campus Activity - 2600.00						
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) Reach out to local high school clubs and students in need of service hours to volunteer and help with flag routes.		Administrators, PTO, MRE Staff, Parent Volunteers, Business Partners.	Flag Fundraiser volunteer base grows.				
	Funding Sources: 199 General Fund - 0.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
6) Create a resource 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				
Funding Sources: 199 General Fund - 0.00							
7) Provide opportunities for parents to become involved at school (Donuts with Grownups, Fun Run, Meet the Teacher, Veteran's Day, Parent Info and Curriculum Night)		Administrators PTO MRE Staff	Parent involvement and response/feedback				
8) Continue Madeley Memo (newsletter from admin to staff) each week.		Administrators	Informed Staff				
9) Host Curriculum/Info night to inform/educate parents about grade level expectations.		Administrators Staff	Feedback				
10) Create a social skills/emotional needs evaluation tool to be shared with parents along with grade reporting.	2.5						
							

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	ELEMENTS	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) Further 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				
	Funding Sources: 199 General Fund - 0.00						
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) Publish Principal Weekly Newsletter, Updated Teacher Website, 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				
	Funding Sources: 199 General Fund - 0.00						

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

State Compensatory

Personnel for Madeley Ranch Elementary School:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Carol Jordan	Teacher	Special Education	1
Emily Larson	Teacher	Intervention	1
Jaimie McAllister	Teacher	Instructional Coach	1
Jeana Van Dyke	Teacher	Special Education	1

Campus Advisory Committee

Committee Role	Name	Position
Administrator	Shelby Smith	Principal

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	4			\$0.00
1	1	5			\$500.00
1	1	6	tablets		\$1,000.00
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	4	1			\$500.00
1	4	2			\$0.00
1	4	3			\$0.00
1	4	4			\$0.00
1	4	5			\$0.00
1	5	2			\$0.00
1	5	3			\$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

199 General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	8			\$0.00
2	1	9			\$0.00
2	1	10	Training		\$0.00
3	1	1			\$0.00
3	1	2			\$0.00
3	1	4			\$0.00
3	2	1			\$0.00
3	2	3	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	5	1			\$0.00
7	1	1			\$0.00
7	1	2			\$0.00
7	1	4			\$0.00

199 General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
7	1	5	Purchase of more flags, and recruitment of staff and volunteers for routes		\$0.00
7	1	6			\$0.00
8	1	1			\$0.00
8	1	2			\$0.00
8	1	4			\$0.00
8	1	5			\$0.00
Sub-Total					\$3,700.00
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	5	1			\$0.00
1	5	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	3			\$1,000.00
3	2	2			\$500.00
Sub-Total					\$1,500.00
461 Campus Activity					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2			\$0.00
1	5	4			\$2,500.00

461 Campus Activity					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1			\$2,600.00
2	1	1			\$0.00
3	1	4			\$0.00
3	2	4	We need more tablets for classrooms. The ease of purchasing Apps with District funds.		\$50,000.00
7	1	3	SEM Materials for products and Volunteer base		\$2,600.00
Sub-Total					\$57,700.00
Grand Total					\$86,900.00

Montgomery Independent School District

Keenan Elementary School

2019-2020 Campus Improvement Plan



Mission Statement

"Welcome to the Keenan Kingdom...Be our guest!"

Twitter: Keenan Elementary

@keenanlions

Instagram: keenanelementary

Facebook: Keenan Elementary School

Vision

Keenan Elementary Lions

Developing Young Learners into Future Ready Leaders!

Value Statement

Campus Mantra:

Lions growing in love, learning, and leadership...

Don't stop until you're PROUD.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Keenan Elementary School

Demographics: KES is comprised of students in EE-5th grade. KES had 800 students enrolled; 432 males and 368 females. There are 4 American Indian/Alaskan (.50%), 0 Asian (.00%), 8 Black (1.0%), 92 Hispanic (11.50%), 0 Hawaiian/Pacific (0%), 32 Multiracial (4%) and 664 White (83%). The following table shows the number of students by ethnicity and gender that we presently have in each special program.

Early Education—31

Pre-Kindergarten -35

Kindergarten—108

1st grade—119

2nd grade—116

3rd grade—122

4th grade—137

5th

Program	Total for KES	Percentage
Gifted and Talented	30	3.75%
Special Education	103	12.88%
Free and Reduced Lunch (LSE)	183	23%
LEP/ESL	9	1.12%

2019-2020 Composition of KES Staff

Title	# in that Position
Homeroom Teachers	36
Co-Teachers	2
Shared Speech Therapist	1
Reading/Math Intervention	1
ESL Teacher	0
Certified Music Teacher	1

Certified PE Teacher	1
Full time In-Class Support Para	10
Full-Time Behavior Specialist PE Para	0
Certified Art Teacher	1
Certified Librarian	1
Para (Sec/Recep/Registrar)	3
Prin/AP/Counselor/Nurse	4
Shared Diagnostician	1
Full time Dyslexia	1

Demographics Strengths

Strengths: Our school is staffed with a mixture of teachers that have various levels of experience. Our class sizes are manageable with an average of a 22:1 ratio in grades K-5th grade. We have ESL certified teachers and G/T certified teachers at all grade levels, which is a tremendous benefit to our students.

Student Academic Achievement

Student Academic Achievement Summary

Student progress is monitored by administering benchmarks, common assessments, and unit tests. Common assessments are used to track student progress and STAAR released tests are used for benchmarks. The Montgomery Aligned Curriculum (MAC) continues to be utilized. By using Eduphoria, teachers are able to analyze test results and align instruction in order to meet student needs based on performance. After determining needs in accordance with the data, instructional strategies and activities are created. As teachers, we all strive to maximize student engagement and utilize numerous techniques, activities and technological opportunities. This year we utilized Imagine Math and Imagine Learning; computer based programs which monitors individual student progress in Reading, Language Arts and Math. As teams, we are given the opportunity each nine weeks to plan together in order to align our curriculum with assessments and also to ensure that we are enhancing higher level thinking by following district and state guidelines that fosters students meeting success. Parents of our students feel that homework and assessments are appropriate for students and that teachers make themselves readily available to assist on homework as needed.

Keenan STAAR Scores

3rd Grade 2018-2019 2019-2020

Reading 87% 89%

Math 90% 95%

4th Grade

Reading 85% 86%

Writing 73% 78%

Math 86% 87%

5th Grade

Reading 91% 94%

Math 99% 95%

Science 92% 85%

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 be 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.

School Processes & Programs Strengths

Teacher Survey

The teachers surveyed addressed a variety of areas relating to our school climate. Teachers reported that there is a good 'vibe' at KES! Teachers feel the atmosphere is supportive from both their peers and administration. Teachers feel like relationships are built here at Keenan and believe that teachers care about each other and their students. Teachers also believe the school is safe and clean.

Of the teachers surveyed, a few concerns mentioned were:

- More faculty interaction, with the whole staff instead of just grade level meetings. This would promote a better cohesive atmosphere.
- Clear expectations needed across all grade levels for hallway behavior, lunch room procedures-etiquette, and dismissal procedures

Parent Survey

The parent surveys addressed the areas of caring environment, problem solving, communication, student progress, overall satisfaction with Keenan. The parent response was overwhelmingly positive and denoted that Keenan is strong in the communication department. This includes both administration and staff. The areas of concern seemed to be child specific and not overall areas for concern. Keenan has created a culture of acceptance and nurture. There was positive feedback on how family centered our school is through Grandparent's Day, Muffins with Mom, Donuts with Dad, Watchdogs, etc. KES sets high expectations academically.

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.

Keenan 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.

Perceptions Strengths

Create the kind of climate in your school organization where personal growth is expected, recognized, and rewarded.
Author Unknown

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

- * 89% of the staff at KES feel that they somewhat have a voice in policies, procedures, and schedules.
- * 80% of KES staff felt that they somewhat had a voice in school issues and concerns.
- * 81% of KES surveyed reported that they felt that our administration was receptive to questions, ideas, and concerns.
- * 72% of the staff felt that committee and decision making bodies we currently have in place at KES allow for all groups are somewhat part of solutions to identified problems, however;
- * 67% surveyed felt that they somewhat had adequate time devoted to students who are performing poorly.
- * When asked if they felt that adequate time was given to tested subjects 43 % were middle of the road.
- * A strong 83% of the staff surveyed felt that the built in tutorial time was worthwhile.
- * 83% surveyed somewhat felt that our master schedule protected classes from unnecessary interruptions.

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

Behavior - 70%

Testing - 48 %

Documentation - 41%

Paperwork - 33%

Grading - 19%

Phone, email, & other - 35%

General Comments from some of those surveyed:

A) Losing too much class time for programs & pullouts

B) With so much testing it is hard to find time to do test corrections especially ones that need it don't have time in tutorials, so must find other time to get it done.

C) More consistency needed with behavior issues

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- 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

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
- 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

Parent/Community Data

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

Goals

Revised/Approved: September 17, 2019

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
Comprehensive Support Strategy TEA Priorities Build a foundation of reading and math 1) Early student identification for those students needing targeted reading/math interventions in all grade levels (K-5th).	Administrators Teachers State Comp Ed Teachers Interventionist	DRA Kindergarten Pre-Assessment STAAR 2019 Data Eduphoria Data Common Assessments BOY Benchmark				
Funding Sources: 199 General Fund - 0.00						

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p>Comprehensive Support Strategy TEA Priorities Build a foundation of reading and math</p> <p>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%</p>	Administrators Counselor Teachers Coach Interventionist	STAAR Data Eduphoria Data				
<p>Comprehensive Support Strategy</p> <p>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, and literature groups.</p> <p>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, Big Brains and Think Through Math.</p>	Teachers Administrators Coach	Student Performance Unit Tests Teacher observations/walk- throughs Teacher Feedback PLC Meeting every Thursday				
		Funding Sources: 199 General Fund - 500.00				
<p>Comprehensive Support Strategy</p> <p>4) Use MAC (Montgomery Aligned Curriculum) in all subject areas and Plan with subject area teams.</p>	Teachers Administrators Curriculum Department Coach	Lesson Plans Walk-Throughs Direct Observation Thursday PLC Planning				
<p>Comprehensive Support Strategy</p> <p>5) A 30 minute Enrichment time is built in the Master schedule to work with students in small groups. (P.R.I.D.E Time)</p>	Administrators Specials Teachers Paraprofessional Coach	Master Schedule Auxiliary Staff Schedules Student Progress Teacher Feedback				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p>Comprehensive Support Strategy 6) Provide professional development opportunities in Writing and Editing, Science Curriculum, literature groups, Building Classroom relationships, and various intervention strategies.</p> <p>Curriculum Teams will meet each 9 weeks to plan and work together for upcoming 9 weeks. Teachers have the opportunity to share ideas and compare common assessments and/or build new ones with the others.</p>	Administrators TIM C&I Coordinators Coach	Walk-Throughs Lesson Plans Team Meetings Student Generated Products PLC's				
Funding Sources: 199 General Fund - 5000.00						
7) School-Wide Reading Recognition Program differentiated each nine-weeks through the library.	Administrators Librarian Reading Teachers	Student Participation Teacher Participation				
Funding Sources: 461 Campus Activity - 700.00						
<p>Comprehensive Support 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.</p>	Classroom Teachers Administrators Coach	Students need constant reminders of definitions and word meaning...spiraling throughout grade levels and throughout the year.				
9) Continue to implement more writing across all curriculum subject areas. Teachers will create a portfolio for each student. 3 writing samples will be collected throughout the year.	Classroom Teachers Administrators Coach	STAAR writing scores Student skills				
10) Continue to build and add to our literacy library.	Librarian Reading Teachers Principal Coach	Novels and books available to use in the classrooms.				
Funding Sources: 461 Campus Activity - 10000.00						
11) Team meetings are held weekly with content area teams to plan and work together on upcoming plans in MAC.	Team Leaders Principal Coach					

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
12) Use the technology program Reading Horizons, Big Brains and Think Through Math 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 and math.	Administrators Teachers Coach	RTI				
Funding Sources: 461 Campus Activity - 11000.00						
13) Continue "Team Huddles" at least once a month. These meetings will allow us to discuss upcoming events, celebrate one another, and share short professional development activities.						
Comprehensive Support Strategy 14) Students will WRITE everyday in their writing journals. Principal and teacher will take up once a week to respond and write back to students.	Principal Reading Teacher					
Comprehensive Support Strategy 15) Mentor sentences will be implemented in EVERY reading classroom from grades 2-5. Teachers will be trained during summer inservice.						
16) Reading/Language Arts teachers will work very closely in planning and learning the new Benchmark adoption.	Admin. Coach	PLC's				
17) PLC Meetings will take place EVERY Thursday of the 2019-2020 school year. Data talks, kid talks, curriculum, etc. Team norms and school mantra were created during last school year.	Instructional Coach Administrators PLC Team	PLC Meetings				
TEA Priorities Build a foundation of reading and math 18) Train and implement a core team using Thinking Maps.	Instructional Coach Administrators					
19) Plan and implement vertical planning with grade levels. High focus on ELA/Reading teams.	Instructional Coach Administrators Teachers					

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

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
Comprehensive Support 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 Admin. Coach	Intervention Strategies and RTI documentation				

= Accomplished

 = Continue/Modify

 = 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
Comprehensive Support Strategy 1) Identify students needing intervention by meeting at least 2 of the following criteria to receive math and reading services through intervention. We will look at DRA, Universal Screeners and STAAR results.	Administrators Teachers RTI Team Interventionist Coach					
	Funding Sources: 199 General Fund - 2000.00					
Comprehensive Support Strategy 2) Continue to open the Learning Lab before school starts 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 Coach	Meeting Feedback Increased performance on common assessments & STAAR				
	Funding Sources: 199 General Fund - 2000.00					
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. Every student will have an enrichment project each nine weeks and will produce a product at the end of the nine weeks.	Administrators Teachers Parent Volunteers Coach	Student participation				
	Funding Sources: 199 General Fund - 2000.00					
Comprehensive Support 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				
	Funding Sources: 199 General Fund - 2000.00					

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
Comprehensive Support Strategy 5) Instructional Coach will implement learning walks in each classroom.	Principal Instructional Coach Teachers					
Comprehensive Support Strategy 6) Continue the use of I-Learn web-based Math program, Big Brains, Think Through Math and Reading Horizons through 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 - 5000.00						
Comprehensive Support 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. Each GT identified student Will complete and showcase project through TPSP (Texas Performance Standards Project).	Administrators Teachers GT Coordinator	Master Schedule Student Progress				
Comprehensive Support Strategy 10) Implementation of RTI (Response to Intervention) in each grade level in order to provide support for struggling students. We will meet as a team in the beginning, middle and end of year.	Administration RTI Coordinators/Committee Teachers Coach	Student Progress Meeting Notes/Agendas				
11) The third Thursday of each month (Third Thursday), students wear their favorite college shirt to school. Mrs. Wunderlich will highlight a specific college each week we wear our shirts.	Counselor Administration Teachers	Students wearing College shirts				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
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 - 1000.00						
14) Instructional Coach will work very close with each of our classroom teachers to set a TTESS goal.						
15) Set up a partnership with local bank to create and implement financial literacy TEKS. (Savings for students).	Student Council Administrators 5th Math Teachers					
						


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				




= Accomplished



= Continue/Modify



= No Progress






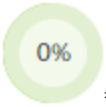

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Goal 1: MISD will provide a challenging curriculum, assess individual student achievement and support efforts to ensure student success.

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	Observations Student Success				
2) Utilize procedures and strategies within best practices for meeting the needs of students in AT-Risk situations.	Classroom teacher	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				
6) Create Data Folders for each student at KES to refer to during RTI process. Each student folder will be "filled" and passed on to the next grade level each year.	RTI Team Administrators Coach	Meet the needs of each individual student.				
7) Each 6 weeks organize ATTENDANCE celebrations for students and/or grade levels that met goal of 98%.	Assistant Principal Teacher	Improve attendance during the 2019-2020 school year.				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						

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

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

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 - 1000.00					
3) Implement Conscious Discipline school-wide to promote good conduct, character traits, and citizenship.	Administrators Counselor Classroom Teachers Specials Teachers Auxiliary Teachers	Classroom Observations Conduct Report				
	Funding Sources: 461 Campus Activity - 1000.00					
4) 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				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
5) Student "Shout Outs" at the end of the day for "good" behavior. (Golden Tickets)	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) Continue with our Student Safety Team (Student Council grade 5) during morning and afternoon transitions. Students will be in hallways, car rider lines and buses 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.						

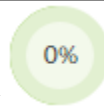
Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
15) Traditions that Keenan students will follow... Keenan Elementary believes in M.A.G.I.C. Model expected behavior Accept responsibility Give respect Improve through goals Cooperate						
16) Implement in every classroom the "Pawsitive" behavior cards--Schoolwide discipline program.	Teachers Office Staff					
17) Monthly home visits to celebrate students who have gone above and beyond to follow MAGIC at KES.	Administrator Team					
18) During back to school Staff Development certified Dyslexia teachers will perform and train staff using simulation.		Understanding of dyslexia student in classroom.				
19) Guidance lessons and small group guidance lessons will be implemented by school counselor on needs of children surveyed by teachers on campus they feel are needed.	Counselor	Behavior				



= Accomplished



= Continue/Modify



= 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:

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. Our school-wide goal is to provide a cart per grade level.	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) SMART Boards will be used in the classrooms to increase the use of technology as an instructional tool.	Principal TOPS Teachers	Classroom Observation				
4) Continue to implement a TECH/Robotics Club with 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				
5) 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				
6) Implement and continue to train teachers and students with the use of Coding. Coding will be a school wide initiative.						
7) Morning announcements will go LIVE every morning with 5th grade students helping run the tech equipment. (Facebook)	Librarian Principal Teachers					
8) Implement and check out to classroom teachers STEM tubs from the library. (Future Ready Leaders)	Librarian Teachers					

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
9) Train and implement Google Classroom in a 4th and 5th grade classroom. Training during summer of 2019.	TIMS Classroom Teachers Administrators	Assignments through Google Classroom				
10) Implement student driven announcements.	Librarian					

 = Accomplished
 = Continue/Modify
 = 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 writing, Mentor Sentences, Benchmark Adoption, student engagement, and small group instruction.	Administrators Librarian Coach	Increased teacher use of technology in classrooms				
3) Provide weekly parent communication through school email blasts. SeeSaw will be school wide and used by every classroom teacher.	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					
6) EVERY Teacher will use and set up SeeSaw portfolio for each student. A minimal of 3 lessons/celebrations will be shared this school year.						



100% = Accomplished → = Continue/Modify 0% = No Progress X = 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:

Summative Evaluation 1:

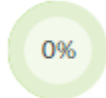
Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Create the campus budget based on campus budget allocations. Make necessary changes from previous year by reviewing where money was spent.	Finance Principal					
2) Have campus secretary run monthly reports on current budget and sub budget to monitor expenses.	Principal Secretary					




= Accomplished



= Continue/Modify



= 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: 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				

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 reviewed annually to consider comparability and competitiveness 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) 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				


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

Performance Objective 2: During the 2019-2020 year, MISD will provide all essential positions necessary to accommodate growth in student population.


Evaluation Data Source(s) 2:

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



= 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				
2) Create and implement our own KES mentor program with students and teachers.		Positive influence for students by a mentor teacher.				




= Accomplished



= Continue/Modify



= 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
TEA Priorities Recruit, support, retain teachers and principals 1) Participate in the MISD program and recognition banquet for "Teacher of the Year" and "Spirit of Montgomery" through the campus nomination process.	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 month that is nominated by their peers as Employee of the Month.	Teachers Administration	Number of teachers nominated				
						


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				



100% = Accomplished → = Continue/Modify 0% = No Progress X = Discontinue





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

Performance Objective 1: KES 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, Fun Run, Curriculum Night, Meet the Teacher, Library Book Exchange, Grandparents Day, Book Fair, Specials Showcase Night, Social Media updates, and Veteran's Day.	MIS Staff Administrators PTO	Parent Involvement & Response				
Funding Sources: 461 Campus Activity - 2000.00						
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, birthdays, 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 Volunteer Breakfast 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						

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
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, Republican Women Essay Contest, Artist of the Month, 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						
10) First grade teachers will meet with every parent to inform them on strengths and weaknesses of their child. Subs will be provided to teachers.	1st grade Team Principal					
11) Conduct a 5th grade parent meeting in January to prepare students and parents of junior high expectations.	5th grade Teachers Principal					
12) Showcase our Specials Classes in the Spring with a "Specials Night" to show off all the great things that happen in these classes throughout the year.	Specials Teachers Admin.					
13) Provide a first day of school breakfast social for parents to drop off their students and meet other lion families.	Administrators	Parent participation Event flyer				
 = Accomplished  = Continue/Modify  = 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: KES will provide opportunities for parent involvement at the campus.

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. 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.) to be presented at monthly PTO Meetings.	Principal District Program Directors Counselor	Meeting Announcements Agendas Signature pages				
5) Publish Monthly Newsletter, utilize School Messenger announcements, Parent Conferences, Report Card, Progress Report, Campus Web Page, Weekly email to parents.	Principal, Teachers, Parents	Campus Communication file, End of the Year Survey				
6) Include a teacher representative at each monthly PTO meeting.	Principal Teachers	PTO Meeting agenda & sign-in				
7) Create monthly videos spotlighting things happening around the Keenan Kingdom!		Community seeing the awesome things happening around KES.				

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

Comprehensive Support 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, and literature groups. 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, Big Brains and Think Through Math.
1	1	4	Use MAC (Montgomery Aligned Curriculum) in all subject areas and Plan with subject area teams.
1	1	5	A 30 minute Enrichment time is built in the Master schedule to work with students in small groups. (P.R.I.D.E Time)
1	1	6	Provide professional development opportunities in Writing and Editing, Science Curriculum, literature groups, Building Classroom relationships, and various intervention strategies. Curriculum Teams will meet each 9 weeks to plan and work together for upcoming 9 weeks. Teachers have the opportunity to share ideas and compare common assessments and/or build new ones 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	1	14	Students will WRITE everyday in their writing journals. Principal and teacher will take up once a week to respond and write back to students.
1	1	15	Mentor sentences will be implemented in EVERY reading classroom from grades 2-5. Teachers will be trained during summer inservice.
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 and reading services through intervention. We will look at DRA, Universal Screeners and STAAR results.
1	3	2	Continue to open the Learning Lab before school starts and increase In-Class Support opportunities in all subject areas to help struggling learners and provide intervention.

Goal	Objective	Strategy	Description
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	Instructional Coach will implement learning walks in each classroom.
1	3	6	Continue the use of I-Learn web-based Math program, Big Brains, Think Through Math and Reading Horizons through 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. We will meet as a team in the beginning, middle and end of year.

State Compensatory

Personnel for Keenan Elementary School:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Amy Storer	Teacher	Instructional Coach	1
Angie Buss	Teacher	Special Education	1
Brandy Bowers	Teacher	Pull-out Reading Intervention	1
Connie Hurst	Para	Special Education	1
Tiffany Gross	Teacher	Special Education	1

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
Sub-Total					\$5,000.00
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

461 Campus Activity					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
7	1	2	supplies for each event		\$2,000.00
7	1	7	breakfast		\$300.00
7	1	9	pizza		\$500.00
Sub-Total					\$28,700.00
Grand Total					\$43,200.00

Montgomery Independent School District

Lincoln Elementary School

2019-2020 Campus Improvement Plan



Mission Statement

The teachers and staff at LES 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

LES 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.

*****The Lincoln Elementary School Campus Improvement Plan and the corresponding Comprehensive Needs Assessment was developed and revised on April 4, 2018. This Campus Improvement Plan will be made available in the language of the home, on both the campus website as well as in the front office upon the request of a hard copy.**

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Comprehensive Needs Assessment

Demographics

Demographics Summary

CNA team members include: Dyer, Kollaja, & Peterson

LES is made up of students from Pre-K through 5th grade. Our enrollment is 508 students with 59 employees. LES has 187 students/40% who qualify for free and/or reduced lunch. Our student demographics are as follows: Hispanic-108, Indian- 3, White-280, and African American-20 and Two or more Races-17.

Staff Demographic Breakdown is shown in the following chart:

Title	2019 - 2020
K-5 HOMEROOM TEACHERS	24
PRE-K TEACHERS	3
SPEECH THERAPIST	1
TITLE I TEACHER	1
SELF CONTAINED SPECIAL ED. TEACHER	2
BILINGUAL TEACHERS	9
CERTIFIED MUSIC TEACHER	1
CERTIFIED PE TEACHER	1
CERTIFIED LIBRARIAN	1
PARAPROFESSIONALS (SUPPORT STUDENTS IN SPECIAL ED)	3
PARAPROFESSIONALS	4
BILINGUAL PARAPROFESSIONALS	3
PARAPROFESSIONALS (SECRETARY/RECEPTIONIST/REGISTRAR)	3
PRINCIPAL-1, ASSISTANT PRINCIPAL-1, COUNSELOR -1, NURSE-1	4
INSTRUCTIONAL COACH	1

Demographics Strengths

We have a full-time Reading/Math interventionist as well as a full-time Instructional Coach and will be 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 three full-time Bilingual Aides helps us support our ELLs and SLLs more effectively & consistently.

Teacher/student ratio remains 22:1 or lower in each of our classrooms.

Student Academic Achievement

Student Academic Achievement Summary

CNA team members: Dyer, Johnson, Lynch, & Paterno

LES uses District Unit Assessments, TPRI (Tejas Lee), DRA, QPS and the ESTAR and MSTAR Math Universal Screeners to determine student progress and areas of need. Both the DRA and Math US are administered three times each year. EOY results for LES students show the following: Out of 61 Kindergarten students, 7 of those fell below the cut-off in Reading or Math. Out of 67 first grade students, 15 of those fell below the cut-off in Reading or Math. Out of 71 second grade students, 12 of those fell below the cut-off in Reading or Math. Out of 85 third grade students, 16 of those fell below the cut-off in Reading or Math. Out of 93 fourth grade students, 14 of those fell below the cut-off in Reading or Math. Out of 101 5th grade students, 18 of those fell below the cut-off in Reading or Math. These students, as well as any others that the Student Assistance Team feels are in need of support, will be provided intervention through RTI and/or classroom intervention.

The chart below shows how LES students performed on the 2018-19 STAAR tests.

2018-2019 STAAR Results

Grade	Test	Met Standard	Adv. Perf.
3	Reading	83%	28%
3	Math	90%	32%
4	Writing	73%	10%
4	Reading	80%	25%
4	Math	79%	33%
5	Reading	94%	25%
5	Math	87%	25%
5	Science	70%	13%

Student Academic Achievement Strengths

LES interventionists in Reading, Math, & Dyslexia all work hard to see students consistently and to maximize the time they spend with them each week and to pull them consistently; students who receive intervention showed progress and/or were successful on the STAAR test as well as their end-of-year Universal Screener results.

Improvements were noted in the following areas for STAAR:

- * 3rd grade Math percentage of students meeting the standard (83% TO 90%)
- * 4th grade Writing percentage of students meeting the standard (68% TO 73%)
- * 4th grade Math percentage of students meeting Masters standard (24% TO 33%)
- * 5th grade Reading percentage of students meeting the standard (90% TO 94%)

On the progress measure component of STAAR:

- * 48 out of 93 students made progress in 4th grade Reading (52%) - PM1 (26) PM2 (22)
- * 58 out of 92 students made progress in 4th grade Math (63%) - PM1 (36) PM2 (22)
- * 68 out of 96 students made progress in 5th grade Reading (71%) - PM1 (38) PM2 (30)
- * 57 out of 95 students made progress in 5th grade Math (60%) - PM1) 42 PM2 (15)

EOY Universal Screener results show that 85% of students in Kindergarten, 2nd, 3rd, and 4th grades finished the year on or above grade level in Reading and/or Math.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Even though the percentage of students who met the standard on the Writing STAAR test did increase from 68% to 73%, Writing is still an area of concern. Only 10% of the students performed at a "Masters" level. **Root Cause:** There is not enough focus on daily writing and small group instruction in the area of writing.

Problem Statement 2: The percentage of students who met the standard on the Science STAAR test decreased from 78% to 70% with only 13% of students performing at the "Masters" level. **Root Cause:** This is the second year 5th grade has been a part of the elementary level, some teachers did not have the experience teaching the Science curriculum; also there has to be more of an intense focus on Science TEKS in the lower grade levels to ensure the foundation is strong when students enter 5th grade. There needs to be ample time for hands-on learning / science experiments.

Problem Statement 3: Less than 80% of 1st grade students performed at or above grade level on EOY screeners in Reading or Math. **Root Cause:** More focus needs to be on 1st grade readiness for Kindergarten students on their EOY Reading/Math screeners as well as more support during the Spring semester for 1st grade students from our Title I Interventionist.

Problem Statement 4: STAAR results showed that only 52% of 4th graders made progress from 3rd grade in Reading. **Root Cause:** 3rd-5th grade teachers need more opportunity for vertical planning and a deeper understanding of the grade-level TEKS and resources. The data from Common Assessments needs to be reviewed more carefully so instruction can be planned accordingly.

Problem Statement 5: STAAR results showed that only 83% of 3rd grade students and 80 % of 4th grade students MET the standard for testing on Reading. **Root Cause:** More focus needs to be placed on using common assessments more frequently to identify areas of need.

Problem Statement 6: STAAR results showed that only 79% of 4th grade students MET the standard for testing on Math. **Root Cause:** More focus needs to be placed on using common assessments more frequently to identify areas of need.

School Processes & Programs

School Processes & Programs Summary

CNA Committee Members: Dyer, Peterson, Norsworthy, Denn, Lewis

All teachers and staff at LES are Highly Qualified and new teachers are all assigned a mentor teacher and participate in New Teacher Orientation at both the District & Campus levels.

The teaching staff at LES is a balanced group of teachers with varied years of experience. At the campus level, a lot of time is spent reviewing applications and holding interviews to be sure that the best teachers and staff are considered for our campus.

LES 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 effective classroom instruction and strong classroom management with all scoring in the Proficient domain or higher.

The LES 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 TPRI/DRA/ESTAR & MSTAR 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; state testing results show low performance on 3rd grade Reading and Math test, the 4th grade Writing test as well as the 5th grade Science test.

Our schoolwide approach is to be respectful and responsible, and we use positive behavior supports in every situation possible. LES is a Title campus that serves approximately 507 students with both Bilingual and Dual Language programs. Additionally, approximately over 40% of our students are eligible for free or reduced meals. LES sends backpacks full of food each Friday to approximately 20 families and provides Thanksgiving meals, Christmas gifts, and clothes vouchers for more students each year with the help of community partners.

Teachers are provided planning days throughout the year by the campus and district. Our Dual Language teachers participated in Dual Language PLCs throughout the course of the year.

Implementation of part-time Instructional Coach provided support teachers for in Reading, Math, Science, Social Studies 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 past year to allow more classroom instructional time, which resulted in teacher conference periods being shortened. For the upcoming 2019-2020 school year, the specials schedule will be revised again to allow for the campus to implement and build in "Flexible Intervention Time" for students for 30 minutes each day. This intervention time is called W.I.N Time (What I Need time). W.I.N time is determined by data taken from common assessments and other assessment measures.

This summer 9 members from our campus (3 admin, 1 instructional coach and 5 teachers) were able to attend the Solution Tree PLC Institute Conference in San Antonio. We are looking forward to implementing and using a PLC model to improve instruction which in turn will improve students achievement.

School Processes & Programs Strengths

Our WATCH Dog Program allows us to partner with our families in order to provide students with additional support through mentoring, tutoring, and social skills.

LES students participate in the MISD Leadership Academy with MISD Police to help build leadership skills, problem-solving skills, and making good choices.

Our Attendance focus initiative showed an increase in student attendance & positive feedback from parents.

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

LES provides cultural awareness and creative learning opportunities through the Dual Language program, our Schoolwide Enrichment Model and TPSP Curriculum with GT students.

Curriculum strengths include:

- MAC planning days, 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 semester

- implementation of *Project Based Learning* classrooms from 1st-5th grades
- parent surveys reflect positive feedback regarding strong student learning, top-notch teachers, and effective assessments
- Instructional Coach to support teachers in ELA, Math, & Technology instruction
- BOY trainings in the administration of MAC resources helped teachers better understand the resources being used and increased the confidence of use in the classrooms
- Grade level and/or subject area teams meet weekly to plan, discuss resource needs, problem solve, & collaborate; each grade level is also provided with curriculum planning days as well. 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 LES and that campus procedures and policies are well-communicated. LES 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 for tutorials before and after school if needed. Spring tutors are hired to assist with students who are struggling in Math or Reading for grades 3-5.

Community support is widespread at LES, 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.

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 a campus TIM (Technology Integration Mentor) who help teachers troubleshoot technology issues; TIMS also get feedback from the teachers and provide training opportunities each month based on teacher input and/or District initiatives.

Online interventions usage report shows that programs are being consistently used by students.

After Christmas, our teachers and students began using *RAZ Kids / Learning A-Z*. This program took the place of A.R. There was a lot of positive feedback received from students, teachers and parents about the program. We will continue to use the program this upcoming year.

Perceptions

Perceptions Summary

CNA Committee Members: Norsworthy, Castaneda, Watkins

The culture and climate of Lincoln Elementary School is one based on the belief that every student counts and every student can learn.....**ALL MEANS ALL**. The staff is welcoming and positive, and student success is clearly the priority at LES. Parent and student participation and feedback this first year at Lincoln has been positive. There has been a high attendance and participation rate at all Lincoln Elementary School campus events. Use of the School Messenger system, weekly campus and classroom newsletters and social media ensures that all parents know what is happening at LES. We have a strong, active and supportive PTO Board. They work with the campus and parents to help support our school. The schoolwide use of Conscious Discipline and our Character Cubs character education programs will continue to be promoted and have been well-received by LES parents and students.

Students are celebrated at an end-of-year awards program for all students for academics, attendance, good character. Students are also celebrated on daily Morning Announcements for "Student of the Month" awards, caught having Good Character awards and extra-curricular celebrations. Students can also celebrate meeting their goals by coming to the front office to "ring the bell".

LES has formed a strong PTO Board that has met and set goals for the 2019-2020 school year. PTO communications will continue to include a website, e-blast, social media posts, & a monthly newsletter. The following activities/events are some that will be offered at LES to encourage parent and family involvement: Family Latino Literacy Project, Family Curriculum Night, Open House, Book Fairs, Fun Run, Choir Concerts, the Wave Club, Watch Dogs, Camp Pre-K and Kindergarten, Bilingual Family Night, K-1/Dual Language Orientation, Schoolwide Enrichment Model (SEM), various PTO family nights, and grade level assemblies, including a Veteran's Day Celebration.

LES 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.

Perceptions Strengths

Our WATCH Dog Program allows us to partner with our families in order to provide students with additional support through mentoring, tutoring, and social skills.

LES students participate in the MISD Leadership Academy with MISD Police to help build leadership skills, problem-solving skills, and making good choices.

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.

LES provides cultural awareness and creative learning opportunities through the Dual Language program, our Schoolwide Enrichment Model and TPSP Curriculum with GT students.

A parent survey conducted showed that parents feel welcome at school and are encouraged to participate in school activities. Parents feel that there is communication between the school and home.

LES provides food for families in need through our Friday Backpack Club by coordinating with our Montgomery Food Bank.

LES assists families with school supplies in August by working with local businesses and churches as well serving many families through our Angel Tree Christmas project.

LES also offers involvement in *The Wave Club*, which is a Community Service Club for our 4th and 5th graders; the club focuses on good character and a "pay it forward" philosophy and completes various campus & community services throughout the year.

LES receives a large amount of support from parents and through community partnerships to help all of our outreach activities and programs be successful.

LES offers our Bilingual parents 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. This is offered in the fall and the spring, and participation continues to grow.

Priority Problem Statements

Problem Statement 1: Even though the percentage of students who met the standard on the Writing STAAR test did increase from 68% to 73%, Writing is still an area of concern. Only 10% of the students performed at a "Masters" level.

Root Cause 1: There is not enough focus on daily writing and small group instruction in the area of writing.

Problem Statement 1 Areas: Student Academic Achievement

Problem Statement 2: The percentage of students who met the standard on the Science STAAR test decreased from 78% to 70% with only 13% of students performing at the "Masters" level.

Root Cause 2: This is the second year 5th grade has been a part of the elementary level, some teachers did not have the experience teaching the Science curriculum; also there has to be more of an intense focus on Science TEKS in the lower grade levels to ensure the foundation is strong when students enter 5th grade. There needs to be ample time for hands-on learning / science experiments.

Problem Statement 2 Areas: Student Academic Achievement

Problem Statement 3: Less than 80% of 1st grade students performed at or above grade level on EOY screeners in Reading or Math.

Root Cause 3: More focus needs to be on 1st grade readiness for Kindergarten students on their EOY Reading/Math screeners as well as more support during the Spring semester for 1st grade students from our Title I Interventionist.

Problem Statement 3 Areas: Student Academic Achievement

Problem Statement 4: STAAR results showed that only 52% of 4th graders made progress from 3rd grade in Reading.

Root Cause 4: 3rd-5th grade teachers need more opportunity for vertical planning and a deeper understanding of the grade-level TEKS and resources. The data from Common Assessments needs to be reviewed more carefully so instruction can be planned accordingly.

Problem Statement 4 Areas: Student Academic Achievement

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- 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

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
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- Local diagnostic math assessment data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

Employee Data

- Staff surveys and/or other feedback
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

- Parent surveys and/or other feedback

Goals

Revised/Approved: September 17, 2019

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:

Strategy Description	ELEMENTS	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 & 5th 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	2.4, 2.6	Principal, Counselor, Classroom teachers, Title I Interventionist	RTI meeting data, STAAR & Universal Screener data				
Funding Sources: 211 Title I - 0.00							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
2) Plan for assisting preschool children in the transition from early childhood programs through the Cub Camp for the Pre-K and Kindergarten program, early registration, & parent orientation.	2.6	Pre-K & Kindergarten team, Principal, Registrar	Camp Kindergarten flyer & agenda, Parent orientation flyer, agenda, & sign-in sheets, Registration numbers				
	Funding Sources: 199 General Fund SCE - 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	2.4, 2.5, 2.6	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) LES will encourage parents to participate in the Title I program by: * Attending at least one parent conference * Attending campus parent/Student Family Night(s) & District Title I Parent Info Night * Completing the Parent, Student and School Compact & EOY Survey * Participating in the annual review of the Title I Parent Involvement Policy and Title I School Compact	2.6, 3.1, 3.2	Principal, Counselor, Title I Interventionist, Schoolwide Planning Team	Parent Night Flyer & Agenda, Parent surveys, Title I Compacts, Parent meeting agendas & sign-in sheets				
	Funding Sources: 211 Title I - 0.00						
5) Provide a quality Dual Language program for qualifying students in Pre-K through 5th grades following the Dual Language two-way Late Exit Model.	2.4, 2.5	Principal, Director of Special Programs, Instructional Coach, District ESL Coordinator	Class rosters Assessment data LPAC meeting minutes TELPAS data				
	Funding Sources: 263 Title III - 0.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
6) Each student in grades K-5 will utilize a writing folder for daily implementation of the 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.	2.4, 2.5	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.		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.	2.5	Principal, Instructional Coach, Director of Special Programs	Lesson plans, Individual student showcase products or presentations				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
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	2.4, 2.5	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				
11) The Student Success Team will monitor progress of all student sub-groups including: Eco Dis, Hispanic, African American, White, Special Ed. and LEP students through SST grade-level meetings, PLCs, and parent teacher conferences.	2.4, 2.6	Principal, Title I Interventionist, teachers, SST members	SST, PLC, & Parent/teacher conferences meeting agendas & sign-in sheets				
12) Increase the percentage of 1st grade students performing on or above grade level on EOY Universal Screeners to 80% or higher through K/1 vertical planning PLCs and Title I pull-out with a focus on the at-risk population.	2.4, 2.6	Principal, Instructional Coach, RTI Coordinator, Classroom teachers, Title I interventionist	Universal Screener results, Standards Based Report Cards, Title I rosters, RTI meeting notes, PLC agendas/sign-in sheets				
13) A scheduled 30 minute intervention/tutorial/enrichment time has been added to the master schedule grades K - 5th. This time is called W.I.N. Time (What I Need Time). This time will be spent focusing on skills that need improvement based on data from common assessments and other resources.		Principal, Assistant Principal, Instructional Coach, Classroom Teachers	Universal Screener Results, STAAR results, report card grades				
14) Common assessments will be given more frequently and consistently to assess student mastery and identify target areas of direct instruction.		Administration, Instructional Coach, Classroom teachers, Title I Interventionist	STAAR scores, report cards, Universal screeners				
Problem Statements: Student Academic Achievement 1, 2, 4							

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

Performance Objective 1 Problem Statements:

Student Academic Achievement
<p>Problem Statement 1: Even though the percentage of students who met the standard on the Writing STAAR test did increase from 68% to 73%, Writing is still an area of concern. Only 10% of the students performed at a "Masters" level. Root Cause 1: There is not enough focus on daily writing and small group instruction in the area of writing.</p>
<p>Problem Statement 2: The percentage of students who met the standard on the Science STAAR test decreased from 78% to 70% with only 13% of students performing at the "Masters" level. Root Cause 2: This is the second year 5th grade has been a part of the elementary level, some teachers did not have the experience teaching the Science curriculum; also there has to be more of an intense focus on Science TEKS in the lower grade levels to ensure the foundation is strong when students enter 5th grade. There needs to be ample time for hands-on learning / science experiments.</p>
<p>Problem Statement 4: STAAR results showed that only 52% of 4th graders made progress from 3rd grade in Reading. Root Cause 4: 3rd-5th grade teachers need more opportunity for vertical planning and a deeper understanding of the grade-level TEKS and resources. The data from Common Assessments needs to be reviewed more carefully so instruction can be planned accordingly.</p>


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	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) LES teachers will utilize the MISD MAC during weekly planning to ensure TEKS Alignment, exemplary lessons, and timeline considerations.		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.		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.	2.4, 2.5, 2.6	Principal, Classroom teachers Instructional Coach	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.		Principal, Title Interventionists, Classroom teachers	PLC Agendas & Sign-in sheets, Student success on assessments, teacher feedback, Classroom observations				
5) LES teachers will use the Literacy Library as a resource to help implement the Balanced Literacy Model in their classrooms.	2.4, 2.5	Principal, Instructional Coach, Classroom teachers	Use of Literacy Library resources as per teacher checkout system, student progress in reading comprehension, teacher feedback, purchase orders, and inventory list				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
6) LES will implement the use of full time Instructional Coach to help support classroom teachers in Reading, Math, Science, Social Studies and Technology to enhance student learning and instructional delivery.	2.5	Principal, Instructional Coach, Director of Curriculum & Instruction	IC meetings & feedback, classroom teacher feedback, classroom observations, PD agendas & sign-up sheets, student progress				
Funding Sources: 211 Title I - 0.00							
7) Interventions and classroom differentiation will be provided through online programs including: Imagine Learning, iStation, Sumdog, Flocabulary, Fast Forward, and SciLearn to support Math, ELA, and Science TEKS.	2.4, 2.6	Principal, Classroom teachers, RTI Liaison, Instructional Coaches	Program reports, student progress, teacher feedback				
Funding Sources: 255 Title II A - 12000.00							
8) Increase the percentage of students achieving "Met Standard" status on the STAAR Writing test to 85% through an intensive study of Writing TEKS, vertical alignment PLCs, and professional development on small-group Writing instruction.	2.4, 2.5	Principal, Classroom teachers, Instructional Coaches	Common assessment results, STAAR results, Benchmark results, PLC Agendas & Sign-in sheets				
Problem Statements: Student Academic Achievement 1							
9) Increase the percentage of students achieving "Met Standard" status on the STAAR Science test to 85% through vertical alignment planning, TEKS study, and increasing Science instructional minutes in lower grade levels.	2.4, 2.5	Principal, Classroom teachers, Instructional Coach	Common Assessment results, Benchmark results, STAAR results, lesson plans				
Problem Statements: Student Academic Achievement 2							
10) Increase the percentage of students making progress on STAAR on Reading and Math through intensive disaggregation of data to look at individual student performance, specifically the at-risk population.	2.4, 2.6						
Problem Statements: Student Academic Achievement 4							
							

Performance Objective 2 Problem Statements:

Student Academic Achievement

Problem Statement 1: Even though the percentage of students who met the standard on the Writing STAAR test did increase from 68% to 73%, Writing is still an area of concern. Only 10% of the students performed at a "Masters" level. **Root Cause 1:** There is not enough focus on daily writing and small group instruction in the area of writing.

Problem Statement 2: The percentage of students who met the standard on the Science STAAR test decreased from 78% to 70% with only 13% of students performing at the "Masters" level. **Root Cause 2:** This is the second year 5th grade has been a part of the elementary level, some teachers did not have the experience teaching the Science curriculum; also there has to be more of an intense focus on Science TEKS in the lower grade levels to ensure the foundation is strong when students enter 5th grade. There needs to be ample time for hands-on learning / science experiments.

Problem Statement 4: STAAR results showed that only 52% of 4th graders made progress from 3rd grade in Reading. **Root Cause 4:** 3rd-5th grade teachers need more opportunity for vertical planning and a deeper understanding of the grade-level TEKS and resources. The data from Common Assessments needs to be reviewed more carefully so instruction can be planned accordingly.

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 in order to reduce the dropout rate to less than 1%.

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

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Offer AM and PM tutorials for students in 2nd-5th grades with classroom teachers, interventionists, and auxiliary staff to provide additional support for struggling students.	2.4, 2.5, 2.6	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.	2.4, 2.5, 2.6	Principal, Classroom teachers, Title I interventionist, Instructional Coach	Tutor schedule, teacher feedback, student assessment progress				
Funding Sources: 211 Title I - 0.00							
3) Ensure that regular student attendance is an area of focus at LES by: *Tracking student attendance *Meeting with teachers, parents and students to address individual situations *Providing monthly incentives through Academic/Attendance pep rallies, and *Communicating with parents the importance of attendance for student success.	2.4, 2.5, 2.6	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).	2.4, 2.5, 2.6	Principal, Counselor, Registrar, Director of Special Programs	Student residency questionnaires, free & reduced roster				
Funding Sources: 211 Title I - 0.00							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
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				
6) LES Counselor will provide group lessons for K- 5th grade students on a rotating bi-weekly basis through A.C.E.S. time, which will focus on Academic, Career, Emotional, and Social Needs of the students.	2.5	Principal Counselor	Lesson plans Teacher & Parent Feedback Counselor calendar of lessons				



100% = Accomplished
 ➔ = Continue/Modify
 0% = 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 to learn and work.

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

Summative Evaluation 1:

Strategy Description	ELEMENTS	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.		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) All staff will implement Conscious Discipline strategies to enhance classroom environment & improve student behavior.	2.5, 2.6	Principal, Assistant Principal, Counselor, Teachers & Staff	Decrease in # of discipline referrals, classroom observations, teacher feedback				
Funding Sources: 255 Title II A - 0.00							
3) LES will offer student club options to encourage more student participation in extracurricular activities.	2.5	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 to provide character education, celebrate accomplishments, and learn social skills.	2.5, 2.6	Principal, Assistant Principal, Counselor, Classroom teachers	Morning Meeting Agendas/Plans, classroom observations, reduction in discipline referrals, teacher feedback				


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
5) All LES 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.		MISD Police Department, Administration, Classroom teachers	Agenda with documented professional development, schedule/calendar of all drills throughout the year, observation				
6) LES will provide support for and build relationships with students in need through the Watch Dog Program.	2.5, 2.6	Administration, Classroom teachers	Student nominations, Mentor Orientation sign-in & agenda, student progress, parent and teacher feedback				
7) LES will recognize students who exhibit strong character in the classrooms through morning announcement celebrations.	2.5	Counselor, Classroom teachers	Student nomination & certificates, Posting of SOM pictures on website and Bulletin Board				
8) Provide student training in conflict resolution, dating violence prevention as appropriate, and anti-bullying.		Principal, Assistant Principals, Counselor	Training agendas/flyers, campus activity calendar				
							

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 LES teachers will incorporate technology into their classroom instruction and delivery.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Teachers will schedule use of a mobile tech cart or sign up for computer lab use to increase student use of instructional technology.		Principal, Classroom teachers, TIMS	Classroom observations, mobile tech cart/computer lab sign-up sheets				
Funding Sources: 199 General Fund - 0.00							
2) Campus TIMS and Instructional Coach will schedule trainings throughout the year to model and share instructional technology tools and resources based on teacher needs.		Principal, TIMS, Instructional Coach	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				
4) Additional students laptops will be purchased for each classroom to enhance student learning.		Principal	Classroom observation; laptop usage report				
5) Students will have the opportunity to explore and learn in the new Maker Space lab. The lab will be facilitated by our Librarian.		Principal, Librarian	Observations, student products				
6) Students will have the opportunity to explore the world of robotics by participating in Lincoln's first Robotics Club.		Principal, Librarian	observations, products				
							

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: LES will follow budget guidelines to ensure appropriate use of campus allocated funds that will support student learning.

Evaluation Data Source(s) 1: The LES campus budget will be used to enhance student learning in both expenditures and revenue.

Summative Evaluation 1:

Strategy Description	ELEMENTS	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.		Principal Finance Dept	Balanced Budget Maximized use of funds				


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: LES will be prepared for increased enrollment and staffing needs.

Summative Evaluation 1:


Strategy Description	ELEMENTS	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.		Principal	Communications to District Office, enrollment data, CAC & PTO Agendas, Effective use of current facilities				




= Accomplished



= Continue/Modify



= 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	ELEMENTS	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.		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.		Principals, classroom teachers, team leaders, Curriculum & Instruction Director	Team meeting agendas, sign-in sheets, team meeting notes				
3) LES will continue to ensure that additional teachers are obtaining GT & ESL certification each year until 100% of the staff is certified in these areas.		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.		Principal, Team Leaders, Classroom Teachers	Workshop registration, Classroom observations, Teacher feedback, Teacher Self-Report				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>5) Highly Effective Objective: 100% of MISD teachers & instructional aides will be Highly Effective/Highly Qualified through the following strategies:</p> <ul style="list-style-type: none"> * 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. <p>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 Effective.</p>		Principal, Assistant Principal, HR Director, Certification Officer	SBEC review, PAKS document				
<p>6) Administration will ensure communication between staff and allow opportunities for professional development in a teacher's area of need.</p>		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				
<p>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.</p>		Principal, Director of Special Programs, Instructional Coach	Training sign-in sheets and agendas, teacher feedback, lesson plans, MAC resources				
<p>8) Science teachers will participate Lead4ward Science training.</p>		Principal, Instructional Coach	STAAR Scores, report cards				
							


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

Performance Objective 1: LES 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	ELEMENTS	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.		Campus Web Page Liaison, TIMS, Administration, Teachers	Website updates, Parent feedback & involvement				
3) LES Campus Needs Assessment teams will administer end of year teacher, parent, and student surveys to determine campus areas of needed improvement & focus.	3.1	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



= 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: LES 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	ELEMENTS	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.	2.6, 3.2	Principal, Director of Special Programs, Dual Language teachers	Dual Language Orientation flyers, parent sign-in sheets/attendance, orientation agenda				
2) LES will conduct a Family Curriculum Night event to enhance parent's understanding of our instructional program.	3.2	Principal, Title staff, Librarian, Classroom teachers	Parent sign-in sheets, parent and teacher feedback, program invitations and flyers				
3) LES will actively recruit PTO members and volunteers to build a strong group of parental stakeholders.	3.2	Principal, PTO Executive Board	PTO membership numbers, PTO meeting agendas & minutes, Volunteer Orientation invitation and sign-in sheets				
4) LES will hold a Title I night to review math and reading strategies in a fun, engaging manner for all students and parents.	2.4, 2.5, 2.6, 3.2	Principal, Classroom teachers, Title I staff	Sign-in sheets, Parent and teacher feedback				
5) LES Dual Language Spanish parents will be provided the opportunity twice a year to participate in the Latino Family Literacy Project in order to support Literacy in the home.	2.4, 2.5, 2.6, 3.2	Principal, Dual Language teachers, Director of Special Programs, District ESL/DL Specialist	Parent sign-ins, teacher feedback, parent feedback, campus activity calendar				
Funding Sources: 263 Title III - 0.00							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
6) Teachers will be required to hold at least two parent conferences throughout the school year. The first conference will be held after the first nine weeks. The other conference will be held after the 3rd nine weeks		Principal, Classroom teacher	Conference notes, end of year parent survey				
7) LES will promote and celebrate the Dual Language program through annual parent-teacher conferences and a campus-wide Dual Language Family Night.	2.4, 2.6	Principal DL Teachers Director of Special Programs	Parent feedback Conference documentation Flyers Parent attendance				
Funding Sources: 211 Title I - 0.00, 263 Title III - 0.00							



= Accomplished



= Continue/Modify



= No Progress



= Discontinue

State Compensatory

Personnel for Lincoln Elementary School:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Edna Arnsworth	Teacher	Special Education	1
Jennifer Krikorian	Teacher	Instructional Coach	.5
Yvonne Oliver	Paraprofessional	Bilingual	1

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Erika Ramirez	Dual Language Para	Dual Language	1.0
Heather Johnson	Title I Interventionist	Title I	1
Katya Portillo	Dual Language Para	Dual Language	1.0

2019-2020 Needs Assessment Team

Committee Role	Name	Position
Administrator	Courtney Dyer	Principal
Classroom Teacher	Kristen Herzog	5th grade teacher
Classroom Teacher	Maria Paterno	Dual Language teacher
Non-classroom Professional	Heather Johnson	Title I Interventionist
Classroom Teacher	Edna Arnsworth	Special Ed. Teacher
Classroom Teacher	Morgan White	1st grade teacher
Classroom Teacher	Tim Rader	PE Teacher
Parent	Brooke Neagle	Parent
Community Representative	Joan Boswell	Community
Parent	Lauren Maddox	Parent
District-level Professional	Jada Mullins	Director of Special Programs
District-level Professional	Jennifer Dehart	Bilingual/ESL Specialist
Administrator	Deanna Peterson	Counselor
Administrator	Kate Norsworthy	Assistant Principal
Non-classroom Professional	Lorra Lynch	Instructional Coach
Paraprofessional	Dana Kuciemba	Principal's Secretary
Parent	Stephanie Palma	Dual Language Parent Rep

Campus Funding Summary

199 General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
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
3	1	1			\$0.00
3	1	2			\$0.00
Sub-Total					\$0.00
199 General Fund SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	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
1	2	6			\$0.00
1	3	2			\$0.00
1	3	4			\$0.00
8	1	7	Parent Involvement		\$0.00

211 Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Sub-Total					\$0.00
255 Title II A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	7	Imagine Learning online intervention program		\$12,000.00
2	1	2			\$0.00
Sub-Total					\$12,000.00
263 Title III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5			\$0.00
8	1	5			\$0.00
8	1	7	Parent Involvement		\$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					\$12,000.00



MONTGOMERY
Independent School District

MONTGOMERY I.S.D.

2018-2019

Violent or Criminal Incidents Report

**Report on Violent or Criminal Incidents
Student Disciplinary Action Incident Counts by Reason Code
2018-19 School Year (To the Extented Permitted under FERPA)**

Reason Code	Description	MES	SCE	LSE	MRE	KES	LES			
		170903103	170903104	170903105	170903106	170903107	170903102			
11	Used, exhibited, possessed firearm	0	0	0	0	0	0			
12	Used, exhibited possessed illegal knife	0	0	0	0	0	0			
13	Used, exhibited, possessed illegal club	0	0	0	0	0	0			
14	Used, exhibited, possessed prohibited weapon	0	0	0	0	0	0			
16	Arson	0	0	0	0	0	0			
17	Murder, capital murder, criminal attempt to commit murder/capital murder	0	0	0	0	0	0			
18	Indecency with a child	0	0	0	0	0	0			
19	Aggravated kidnapping	0	0	0	0	0	0			
29	Aggravated assault against school district employee/volunteer	0	0	0	0	0	0			
30	Aggravated assault against non-employee/volunteer	0	0	0	0	0	0			
31	Sexual assault/aggravated sexual assault against school district employee/volunteer	0	0	0	0	0	0			
32	Sexual assault/aggravated sexual assault against non-employee/volunteer	0	0	0	0	0	0			
36	Felony controlled substance violation	0	0	0	0	0	0			
37	Felony alcohol violation	0	0	0	0	0	0			
46	Aggravated robbery	0	0	0	0	0	0			
47	Manslaughter	0	0	0	0	0	0			
48	Criminally negligent homicide	0	0	0	0	0	0			
49	Engages in deadly conduct	0	0	0	0	0	0			
57	Continuous Sexual Abuse of Young Child or Children	0	0	0	0	0	0			
Total Incidents		0	0	0	0	0	0	0	0	0
Student Enrollment (Fall 2018 PEIMS Snapshot)		384	780	769	736	770	495			
Incident Rate		0.0%	0.0%	0.0%	0.0%	0.0%	0.0%			

The Reason Codes listed in this table are the PEIMS/TSDS Action Reason Codes applicable to **mandatory expellable incidents** that TEA uses in its methodology for identifying Persistently Dangerous Schools as required under the Unsafe School Choice Option (USCO) described in Section 8532 of ESSA.

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).

**Report on Violent or Criminal Incidents
Student Disciplinary Action Incident Counts by Reason Code
2018-19 School Year (To the Extented Permitted under FERPA)**

Reason Code	Description	MHS	LCHS	MJH	OHJH					
		170903002	170903004	170903042	170903043					
11	Used, exhibited, possessed firearm	0	0	0	0					
12	Used, exhibited possessed illegal knife	0	0	0	0					
13	Used, exhibited, possessed illegal club	0	0	0	0					
14	Used, exhibited, possessed prohibited weapon	0	0	0	0					
16	Arson	0	0	0	0					
17	Murder, capital murder, criminal attempt to commit murder/capital murder	0	0	0	0					
18	Indecency with a child	0	0	0	0					
19	Aggravated kidnapping	0	0	0	0					
29	Aggravated assault against school district employee/volunteer	0	0	0	0					
30	Aggravated assault against non-employee/volunteer	0	0	0	0					
31	Sexual assault/aggravated sexual assault against school district employee/volunteer	0	0	0	0					
32	Sexual assault/aggravated sexual assault against non-employee/volunteer	0	0	0	0					
36	Felony controlled substance violation	0	1	0	0					
37	Felony alcohol violation	0	0	0	0					
46	Aggravated robbery	0	0	0	0					
47	Manslaughter	0	0	0	0					
48	Criminally negligent homicide	0	0	0	0					
49	Engages in deadly conduct	0	0	0	0					
57	Continuous Sexual Abuse of Young Child or Children	0	0	0	0					
Total Incidents		0	1	0	0	0	0	0	0	0
Student Enrollment (Fall 2018 PEIMS Snapshot)		1,775	914	1,151	1,081					
Incident Rate		0.0%	0.1%	0.0%	0.0%					

The Reason Codes listed in this table are the PEIMS/TSDS Action Reason Codes applicable to **mandatory expellable incidents** that TEA uses in its methodology for identifying Persistently Dangerous Schools as required under the Unsafe School Choice Option (USCO) described in Section 8532 of ESSA.

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 District's webpage and at all campuses and at the District's Central Administrative Offices).

Montgomery ISD

2018-2019 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:

Montgomery High School

Lake Creek High School

Montgomery Junior High School

Oak Hills Junior High School

Montgomery Elementary School

Stewart Creek Elementary School

Lone Star Elementary School

Madeley Ranch Elementary School

Keenan Elementary School

Lincoln Elementary School



MONTGOMERY
Independent School District

MONTGOMERY I.S.D.

2018-2019

**Report of 2016 – 2017 Montgomery High
School Graduates' Enrollment and Academic
Performance in Texas Public Higher
Education in 2018**

Report of 2016-2017 High School Graduates' Enrollment and Academic Performance in Texas Public Higher Education in FY 2018

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 2016-2017 high school graduates who attended public four-year and two-year higher education in FY 2018. 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 2017, spring 2018, and summer 2018 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 2018, 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 2018 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 FY2017
Enrolled in Texas Public or Independent Higher Education in FY 2018**

County	District	Total Graduates	GPA for 1st Year in Public Higher Education in Texas					Unk
			<2.0	2.0- 2.49	2.5- 2.99	3.0- 3.49	>3.5	
MONTGOMERY ISD								
	170903002 MONTGOMERY H S							
	Four-Year Public University	132	13	23	29	33	33	1
	Two-Year Public Colleges	171	52	19	30	32	31	7
	Independent Colleges & Universities	16						
	Not Trackable	8						
	Not Found	214						
	Total High School Graduates	541						

Source: Texas Higher Education Coordinating Board and Texas Education Agency

"Not found" graduates have standard ID numbers that were not found in the specified year at Texas higher education institutions.

"Not trackable" graduates have non-standard ID numbers that will not find a match at Texas higher education institutions.

Includes high schools with more than 25 graduates. If enrollment in public higher education less than 5, the GPA data is omitted.



MONTGOMERY
Independent School District

MONTGOMERY I.S.D.

2018-2019

**Glossary for the Texas Academic
Performance Report (TAPR)**

Comprehensive Glossary

2018–19 Texas Academic Performance Report

Cover Page

2019 Accountability Rating: The overall rating earned by the district or campus for 2019.

2019 Special Education Determination Status (*district TAPR only*): This label represents an integrated determination status based on an evaluation of each district's Results Driven Accountability (RDA) indicators (formerly Performance Based Monitoring Analysis 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: <https://tea.texas.gov/si/SPEDmonitoring/>

Additional resources include the RDA Manual and the State Performance Plan at the following links: <https://tea.texas.gov/academics/special-student-populations/review-and-support/results-driven-accountability-rda>

https://tea.texas.gov/Reports_and_Data/Data_Submission/State_Performance_Plan/State_Performance_Plan_and_Annual_Performance_Report_and_Requirements/

2019 Armed Services Vocational Aptitude Battery (ASVAB) Test (Career Exploration) (*district TAPR only*): Senate Bill 1843 requires that each school year, each school district and open-enrollment charter school provide students in grades 10–12 the opportunity to take the ASVAB and consult with a military recruiter. There are two types of ASVAB tests; only the ASVAB Career Exploration Program (CEP) was evaluated.

Not Given: The district completed the reporting requirement but did not offer the ASVAB CEP.

Alternate Test Given: The district completed the reporting requirement and did not offer the ASVAB CEP but did offer an alternate test.

Performance

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 assessment 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/>.

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Other Important Information:

Substitute Assessments. Certain, specific assessments that students may take in place of an EOC assessment. 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.

Spanish STAAR. All STAAR assessments in grades 3, 4, and 5 are available in both English and Spanish. The TAPR performance includes performance on the Spanish STAAR.

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/2019/masking.html>.

STAAR Performance

The STAAR Performance section of the TAPR displays performance results by grade, subject and performance level for students in the accountability subset, which are students enrolled in the same district/campus on both the snapshot date (TSDS PEIMS October snapshot) and the testing date. The STAAR Performance–All Students section of the TAPR displays STAAR performance by grade, subject, and performance level and includes all students tested, regardless of whether they were in the accountability subset.

STAAR:

Grade 3 – reading and mathematics

Grade 4 – reading, mathematics, and writing

Grade 5 – reading (first and second administration cumulative), mathematics (first and second administration cumulative), and science

Grade 6 – reading and mathematics

Grade 7 – reading, mathematics, and writing

Grade 8 – reading (first and second administration cumulative), mathematics (first and second administration cumulative), science, and social studies

End-of-Course (EOC):

English I

English II

Algebra I

Biology

U.S. History

STAAR Percentage at Approaches Grade Level or Above. The percentage of assessments that met or exceeded the Approaches Grade Level standard.

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STAAR Percentage at Meets Grade Level or Above. The percentage of assessments that met or exceeded the Meets Grade Level standard.

STAAR Percentage at Masters Grade Level. The percentage of assessments that met the Masters Grade Level standard.

STAAR Performance Rate by Enrolled Grade at Meets Grade Level or Above on Both Reading and Mathematics. The percentage of students who took both the reading and mathematics STAAR and met or exceeded the Meets Grade Level standard on both assessments (excluding EOC assessments).

STAAR Performance Rate by Enrolled Grade at Meets Grade Level or Above on Both Reading and Mathematics Including EOC. The percentage of students who took both the reading and mathematics STAAR or EOC and met or exceeded the Meets Grade Level standard on both assessments.

STAAR Performance Rate by Enrolled Grade at Meets Grade Level or Above on Reading Including EOC. The percentage of students who took the reading STAAR or the English I or II EOC and met or exceeded the Meets Grade Level standard.

STAAR Performance Rate by Enrolled Grade at Meets Grade Level or Above on Mathematics Including EOC. The percentage of students who took the mathematics STAAR or the Algebra I EOC and met or exceeded the Meets Grade Level standard.

Progress (Academic Growth and STAAR Progress Measure)

School Progress Domain—Academic Growth Score. Growth score awarded in School Progress, Part A: Academic Growth for improving performance year over year as measured by STAAR progress measures and performance levels on STAAR.

STAAR Progress Measure Percent at Expected or Accelerated Growth. The percentage of assessments that met or exceeded the STAAR progress measure expectations. See Chapter 3 of the [2019 Accountability Manual](#) for more information.

STAAR Progress Measure Percent at Accelerated Growth. The percentage of assessments that exceeded the STAAR progress measure expectations. See Chapter 3 of the [2019 Accountability Manual](#) for more information.

Percent of Students Maintaining or Improving Compared to Prior Year Performance Level. The percentage of students that maintained or improved their STAAR performance levels this year in comparison with last year. Students are included in the performance level achieved in the prior year.

Prior Year and SSI

Progress of Prior-Year Non-Proficient Students: The percentage of students in grades 4–8 who did not reach the satisfactory standard on STAAR (including STAAR Alternate 2) in the prior year but passed the corresponding assessment in the current year. For 2018–19, rates for ELA/reading and mathematics are calculated as follows:

number of matched grades 4–8 students who did not reach the satisfactory standard in 2018 but passed in 2019

number of matched grades 4–8 students who did not reach the satisfactory standard in 2018

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For 2018–19, students in grades 4–8 included in these measures are those who

- took the spring 2018–19 STAAR (with or without accommodations) or STAAR Alternate 2 in ELA/reading and/or mathematics. This indicator does not include grade 3 assessment takers because that is the first STAAR assessment;
- are part of the 2018–19 accountability subset;
- can be matched to the spring 2017–18 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 2017–18 STAAR administration of ELA/reading and/or mathematics.

Student Success Initiative (SSI): Grade-advancement requirements enacted by the 76th Legislature in 1999 that require students to demonstrate proficiency on the reading and mathematics assessments in grades 5 and 8.

For 2019, 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 the Approaches Grade Level standard during the first administration. It is calculated as follows:

$$\frac{\text{number of students who met the Approaches Grade Level standard in the first administration}}{\text{number of students who took the assessment in the first administration}}$$

number of students who took the assessment 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:

$$\frac{\text{number of students who did not meet the standard in the first administration}}{\text{number of students who took the assessment in the first administration}}$$

number of students who took the assessment in the first administration

- (3) *STAAR Cumulative Met Standard:* The cumulative (and unduplicated) percentage of students who took and passed the assessments in the first and second administrations combined. It is calculated as follows:

$$\frac{\text{number of students who passed the assessment in either of the first two administrations}}{\text{cumulative number of students who took the assessment in either of the first two administrations}}$$

cumulative number of students who took the assessment in either of the first two administrations

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- (4) *STAAR Non-Proficient Students Promoted by a Grade Placement Committee (GPC)*: The percentage of students who did not reach the satisfactory standard on STAAR but were promoted to the next grade level by a grade placement committee. It is calculated as follows:

number of students who did not pass the assessment in the first, second, or third administrations but were promoted to the next grade level

number of students who did not pass the assessment in the first, second, or third administrations

- (5) *STAAR Met Standard (Non-Proficient in Previous Year) Promoted and Retained*: The percentage of students who met standard this year but did not meet the satisfactory standard on STAAR in the previous year, disaggregated by promoted or retained.

Promoted to Grade 6 or 9: The percentage of students who passed the STAAR in 2019 who were promoted to grade 6 or 9. Using grade 5 reading as an example, the calculation is as follows:

number of students promoted by their GPC who passed grade 6 reading STAAR in 2019

number of students who were promoted by their GPC and took grade 6 reading STAAR in 2019

Retained in Grade 5 or 8: The percentage of students who passed the STAAR in 2019 who were retained in grade 5 or 8. Using grade 5 reading as an example, the calculation is as follows:

number of students retained who passed grade 5 reading STAAR in 2019

number of students retained and took grade 5 reading STAAR in 2019

Bilingual Education/ESL

Bilingual Education (BE): Dual-language program that enables English 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 following:

BE-Trans Early Exit. Bilingual program model that serves students of limited English proficiency. The transitional bilingual/early exit model transfers a student to English-only instruction between two and five years after the student enrolls in school.

BE-Trans Late Exit. Bilingual program model that serves students of limited English proficiency. The transitional bilingual/late exit model transfers a student to English-only instruction between six and seven years after the student enrolls in school.

BE-Dual Two-Way. Biliteracy program model designed to develop fluency and literacy in English and another language. The dual language immersion/two-way model integrates students of limited English proficiency with students proficient in English and transfers a student of limited English proficiency to English-only instruction between six and seven years after the student enrolls in school.

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BE-Dual One-Way. Bilingual program model designed to develop fluency and literacy in English. The dual language immersion/one-way model serves only students of limited English proficiency and transfers a student to English-only instruction between six and seven years after the student enrolls in school.

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 the following:

ESL Content. An English program that serves students of limited English proficiency. The English as a second language/content-based model provides a full-time teacher that gives supplementary instruction for all content areas.

ESL Pull-Out. An English program that serves students of limited English proficiency. The English as a second language/pull-out model provides a part-time teacher to give instruction in English language arts only. A student in an ESL Pull-Out program remains in mainstream instructional arrangements for all other content areas.

Limited English Proficient (LEP): 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. This category includes:

LEP No Services. A student identified as limited English proficient who does not receive any bilingual education or English as a second language services.

LEP with Services. A student identified as limited English proficient who receives bilingual education services or English as a second language services.

School Progress Domain—Academic Growth Score: Points earned for results that either maintained performance or earned *Expected/Accelerated* on the STAAR progress measure. Only includes assessments eligible for a STAAR progress measure.

STAAR Progress Measure Percent at Expected or Accelerated Growth: The percentage of assessments that met or exceeded the STAAR progress measure expectations. See Chapter 3 of the [2019 Accountability Manual](#) for more information.

Participation

STAAR Participation

The percentage of students who were administered a STAAR assessment, STAAR Alternate 2, Texas English Language Proficiency Assessment System (TELPAS), and/or TELPAS Alternate. The details on the participation categories are as follows:

Assessment Participant: 1) number of answer documents with a score code of S, 2) number of STAAR Alternate 2 testers with a score code of N, 3) number of substitute assessments, 4) number of A or O reading answer documents with a scored TELPAS or TELPAS Alternate assessment, and 5) number of A or O mathematics answer documents with a scored TELPAS or TELPAS alternate assessment for year 1–5 asylee/refugees and students with interrupted formal education (SIFEs)

- *Included in Accountability:* scored answer documents used in determining the district or campus accountability rating, including substitute assessments with a score code of O

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- *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 26, 2018, or October 27, 2017, for summer 2018 EOCs)
 - ◆ *Other Exclusions.* The following answer documents were excluded from the rating determination:
 - ❖ Answer documents for students who were tested only on the TELPAS/TELPAS Alternate or TELPAS/TELPAS Alternate plus STAAR assessments with score codes of A or O.
 - ❖ Answer documents of students who are either an English learner who has been in school in the U.S. for one year or an unschooled asylee, unschooled refugee, or SIFE student who has been in school in the U.S. for less than six years.
 - ❖ 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 score code A
- *Other:* answer documents with score code O, except for substitute assessments.

The denominator for participation is the sum of these five categories: Included in Accountability, Mobile, Other Exclusions, and Not Tested (Absent and Other). STAAR Participation Rate is rounded to a whole number. 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%. (Data source: STAAR and TELPAS File)

Attendance and Graduation

Attendance, Graduation, and Dropout Rates

Attendance Rate: The percentage of days that students were present in 2017–18 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 grades 1–12 were present in 2017–18

total number of days that students in grades 1–12 were in membership in 2017–18

This indicator was used in awarding distinction designations in 2019. For a detailed explanation of distinction designations, see Chapter 6 of the [2019 Accountability Manual](#). (Data source: TSDS PEIMS 42400)

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

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- 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 or is being provided services by an open-enrollment charter school exclusively as the result of having been detained at the facility
- 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:

number of dropouts in grades 7 and 8 during the 2017–18 school year

number of students in grades 7 and 8 in attendance at any time during the 2017–18 school year

Annual Dropout Rate (Gr 9–12). This includes grades 9 through 12. It is calculated as follows:

number of dropouts in grades 9–12 during the 2017–18 school year

number of students in grades 9–12 in attendance at any time during the 2017–18 school year

Both annual dropout 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, 2017–18](#) reports, available on the TEA website at http://tea.texas.gov/acctres/dropcomp_index.html.

For detailed information on data sources, see Appendix H in the [2019 Accountability Manual](#) (Data source: TSDS PEIMS 40203, 40110, 42400, and 42500)

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).

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For the *4-Year Longitudinal Rate*, the cohort consists of students who first attended ninth grade in 2014–15. They are followed through their expected graduation with the Class of 2018.

For the *5-Year Extended Longitudinal Rate*, the cohort consists of students who first attended ninth grade in 2013–14. They are followed for five years and included if they graduated within a year after their expected graduation with the Class of 2017.

For the *6-Year Extended Longitudinal Rate*, the cohort consists of students who first attended ninth grade in 2012–13. They are followed for six years and included if they graduated within two years after their expected graduation with the Class of 2016.

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 2014–15 ninth-grade cohort remains with that cohort. A student who started the ninth grade in 2014–15 but takes 5 years to graduate (i.e., graduates in May 2019) is still part of the 2018 cohort; he or she is not switched to the 2019 cohort. This student would be considered a continuing student and counted as part of the Continued HS number for the Class of 2018. 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, 2018 for the 2018 cohort.

**number of students from the cohort who received a high school diploma by
August 31, 2018**

number of students in the 2018 cohort*

- (2) *Received TxCHSE*: For the 2018 cohort, the percentage who received a Texas high school equivalency certificate by August 31, 2018. It is calculated as follows:

number of students from the cohort who received a TxCHSE by August 31, 2018

number of students in the 2018 cohort*

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- (3) *Continued High School*: The percentage of the 2018 cohort still enrolled as students in the fall of the 2018–19 school year. It is calculated as follows:

number of students from the cohort who were enrolled in the fall of the 2018–19 school year

number of students in the 2018 cohort*

- (4) *Dropped Out*: The percentage of the 2018 cohort who dropped out and did not return by the fall of the 2018–19 school year. It is calculated as follows:

number of students from the cohort who dropped out before fall of the 2018–19 school year

number of students in the 2018 cohort*

- (5) *Graduates & TxCHSE*: The percentage of graduates and TxCHSE recipients in the 2018 cohort. It is calculated as follows:

number of students from the 2018 cohort who received a high school diploma by August 31, 2018 plus number of students from the cohort who received a TxCHSE by August 31, 2018

number of students in the 2018 cohort*

- (6) *Graduates, TxCHSE & Continuers*: The percentage of graduates, TxCHSE recipients, and continuers in the 2018 cohort. It is calculated as follows:

number of students from the cohort who received a high school diploma by August 31, 2018 plus number of students from the cohort who received a TxCHSE by August 31, 2018 plus number of students from the cohort who were enrolled in the fall of the 2018–19 school year

number of students in the 2018 cohort*

5-Year Extended Longitudinal Rate

- (1) *Graduated*: The percentage who received their high school diploma by August 31, 2018, for the 2017 cohort. It is calculated as follows:

number of students from the cohort who received a high school diploma by August 31, 2018

number of students in the 2017 cohort*

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- (2) *Received TxCHSE*: For the 2017 cohort, the percentage who received a TxCHSE certificate by August 31, 2018. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a TxCHSE by August 31, 2018}}{\text{number of students in the 2017 cohort}^*}$$

- (3) *Continued High School*: The percentage of the 2017 cohort still enrolled as students in the fall of the 2018–19 school year. It is calculated as follows:

$$\frac{\text{number of students from the cohort who were enrolled in the fall of the 2018–19 school year}}{\text{number of students in the 2017 cohort}^*}$$

- (4) *Dropped Out*: The percentage of the 2017 cohort who dropped out and did not return by the fall of the 2018–19 school year. It is calculated as follows:

$$\frac{\text{number of students from the cohort who dropped out before fall of the 2018–19 school year}}{\text{number of students in the 2017 cohort}^*}$$

- (5) *Graduates & TxCHSE*: The percentage of graduates and TxCHSE recipients in the 2017 cohort. It is calculated as follows:

$$\frac{\begin{aligned} &\text{number of students from the cohort who received a high school diploma by August 31, 2018} \\ &\text{plus} \\ &\text{number of students from the cohort who received a TxCHSE by August 31, 2018} \end{aligned}}{\text{number of students in the 2017 cohort}^*}$$

- (6) *Graduates, TxCHSE & Continuers*: The percentage of graduates, TxCHSE recipients, and continuers in the 2017 cohort. It is calculated as follows:

$$\frac{\begin{aligned} &\text{number of students from the cohort who received a high school diploma by August 31, 2018} \\ &\text{plus} \\ &\text{number of students from the cohort who received a TxCHSE by August 31, 2018} \\ &\text{plus} \\ &\text{number of students from the cohort who were enrolled in the fall of the 2018–19 school year} \end{aligned}}{\text{number of students in the 2017 cohort}^*}$$

6-year Extended Longitudinal Rate

- (1) *Graduated*: The percentage who received their high school diploma by August 31, 2018, for the 2016 cohort. It is calculated as follows:

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number of students from the cohort who received a high school diploma by August 31, 2018

number of students in the 2016 cohort*

- (2) *Received TxCHSE*: For the 2016 cohort, the percentage who received a TxCHSE certificate by August 31, 2018. It is calculated as follows:

number of students from the cohort who received a TxCHSE by August 31, 2018

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 2018–19 school year. It is calculated as follows:

number of students from the cohort who were enrolled in the fall of the 2018–19 school year

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 2018–19 school year. It is calculated as follows:

number of students from the cohort who dropped out before fall of the 2018–19 school year

number of students in the 2016 cohort*

- (5) *Graduates & TxCHSE*. The percentage of graduates and TxCHSE recipients in the 2016 cohort. It is calculated as follows:

**number of students from the cohort who received a high school diploma by August 31, 2018
plus
number of students from the cohort who received a TxCHSE by August 31, 2018**

number of students in the 2016 cohort*

- (6) *Graduates, TxCHSE & Continuers*. The percentage of graduates, TxCHSE recipients, and continuers in the 2016 cohort. It is calculated as follows:

**number of students from the cohort who received a high school diploma by August 31, 2018
plus
number of students from the cohort who received a TxCHSE by August 31, 2018
plus
number of students from the cohort who were enrolled in the fall of the 2018–19 school year**

number of students in the 2016 cohort*

- * The cohort in the denominator of the formulas shown above includes those students who graduated, continued in school, received a TxCHSE, or dropped out. It does not include data

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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, TxCHSE 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 2014–15. They are followed through their expected graduation with the Class of 2018. It is calculated as follows:

number of students from the cohort who received a high school diploma by August 31, 2018

number of students in the 2018 cohort **

- (2) *5-Year Extended Federal Graduation Rate*. Cohort of students who first attended ninth grade in 2013–14. They are followed for five years to see if they graduated within a year after their expected graduation with the Class of 2017. It is calculated as follows:

number of students from the cohort who received a high school diploma by August 31, 2018

number of students in the 2017 cohort**

- (3) *6-Year Extended Federal Graduation Rate*. Cohort of students who first attended ninth grade in 2012–13. They are followed for six years to see if they graduated within two years after 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, 2018

number of students in the 2016 cohort**

** The cohort in the denominator above includes those students who graduated, continued in school, received a TxCHSE, 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, 2017–18](#). (Data source: TSDS PEIMS 40203 and Texas Certificate of High School Equivalency Information File)

Graduation Program: The percentage of students who graduated under one of the following programs:

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RHSP/DAP Graduates (Longitudinal Rate) (Class of 2018) The percentage of graduates who, after four years, satisfied the course requirements for the Recommended High School Program or Distinguished Achievement Program.

number of graduates in the Class of 2018 who complete a 4-year RHSP or DAP

**number of graduates in the Class of 2018 with reported graduation plans
(excludes graduates with FHSP degree plans)**

FHSP-E Graduates (Longitudinal Rate) (Class of 2018) The percentage of graduates who, after four years, satisfied the course requirements for the Foundation High School Program with an endorsement.

number of graduates in the Class of 2018 who complete a 4-year FHSP-E
number of graduates in the Class of 2018 with reported FHSP graduation plans

FHSP-DLA Graduates (Longitudinal Rate) (Class of 2018) The percentage of graduates who, after four years, satisfied the course requirements for the Foundation High School Program at the distinguished level of achievement.

number of graduates in the Class of 2018 who complete a 4-year FHSP-DLA
number of graduates in the Class of 2018 with reported FHSP graduation plans

RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate) (Class of 2018) 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.

**number of graduates from the Class of 2018 who complete a 4-year RHSP or
DAP or FHSP-E or FHSP-DLA**
number of graduates in the Class of 2018 with reported graduation plans

RHSP/DAP Graduates (Annual Rate) (2017–18) The percentage of graduates in 2018 who satisfied the course requirements for the Recommended High School Program or Distinguished Achievement Program.

number of graduates in SY 2017–18 reported with graduation codes for RHSP or DAP
**number of graduates in SY 2017–18 with reported graduation plans (excludes
graduates with FHSP degree plans)**

FHSP-E Graduates (Annual Rate) (2017–18) The percentage of graduates in 2018 who satisfied the course requirements for the Foundation High School Program with an endorsement.

number of graduates in SY 2017–18 who earn an FHSP-E

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number of graduates in SY 2017–18 with reported FHSP graduation plans

FHSP-DLA Graduates (Annual Rate) (2017–18) The percentage of graduates in 2018 who satisfied the course requirements for the Foundation High School Program at the distinguished level of achievement.

number of graduates in SY 2017–18 who earn an FHSP-DLA

number of graduates in school year (SY) 2017–18 with reported FHSP graduation plans

RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate) (2017–18) The percentage of graduates in 2018 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.

number of graduates in SY 2017–18 reported with graduation codes for RHSP or DAP or FHSP-E or FHSP-DLA

number of graduates in SY 2017–18 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 2017 and the Class of 2018. *(Data source: TSDS PEIMS 40203)*

For additional information about graduation programs please see https://tea.texas.gov/Academics/Graduation_Information/State_Graduation_Requirements.

Graduation Profile

Annual 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 2017–18 are also shown:

- Minimum High School Program (MHSP)
- Recommended High School Program (RHSP)
- Distinguished Achievement Program (DAP)
- Foundation High School Program (FHSP)

(Data source: TSDS PEIMS 40203)

Special Education: The population of students served by special education programs. *(Data source: TSDS PEIMS 41163)*

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Economically Disadvantaged: The count and percentage of students eligible for free or reduced-price lunch or eligible for other public assistance. *(Data source: TSDS PEIMS 40100 and STAAR)*

number of students eligible for free or reduced-price lunch or other public assistance

total number of students

Limited English Proficient (LEP): 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 learner” and “Limited English Proficient” (LEP) are used interchangeably. *(Data source: TSDS PEIMS 40110)*

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 \(d-1\)](#). *(Data source: TSDS PEIMS 40100)*

number of students in the 2017–18 school year considered as at risk

total number of students

Postsecondary Readiness

College, Career, or Military Readiness (CCMR)

Annual graduates demonstrate college, career, or military readiness in any one of the following ways:

College Readiness

- 1) **Texas Success Initiative (TSI) Criteria:** A graduate meeting the TSI college readiness standards in both ELA/reading and mathematics; specifically, meeting the college-ready criteria on the TSI assessment, SAT, ACT, or by successfully completing and earning credit for a college prep course as defined in TEC §28.014, in both ELA and mathematics. *(Data source: TSDS PEIMS 43415, THECB, College Board, and ACT, Inc.)*
- 2) **Earn Dual Course Credits:** A graduate completing nine or more hours of postsecondary credit in any subject or three or more hours of ELA or math. *(Data source: TSDS PEIMS 43415)*
- 3) **Meet Criteria on Advanced Placement (AP)/International Baccalaureate (IB) Examination:** A graduate meeting the criterion score on an AP or IB examination in any subject area. Criterion score is 3 or more for AP and 4 or more for IB. *(Data source: College Board or IB)*
- 4) **Earn an Associate’s Degree:** A graduate earning an associate’s degree while in high school. *(Data source: TSDS PEIMS 40100/49010)*
- 5) **OnRamps Course Credits:** A graduate completing an OnRamps course and receiving at least three hours of university or college credit in any subject area. *(Data source: OnRamps program)*

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Career/Military Readiness

- 6) **Earn an Industry-Based Certification:** A graduate earning an industry-based certification under 19 TAC §74.1003. *(Data source: TSDS PEIMS 48011)*
- 7) **Graduate with Completed IEP and Workforce Readiness:** A graduate receiving a graduation type code of 04, 05, 54, or 55 which indicates the student has completed his/her IEP and has either demonstrated self-employment with self-help skills to maintain employment or has demonstrated mastery of specific employability and self-help skills that do not require public school services. *(Data source: TSDS PEIMS 40203)*
- 8) **CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications:** A CTE coherent sequence graduate who has completed and received credit for at least one CTE course aligned with an industry-based certification. This indicator awards one-half point only for graduates who have met no other CCMR indicator. These graduates receive one-half point credit for coursework completed toward an industry-based certification. The list of CTE courses aligned with industry-based certifications is provided in Chapter 2 of the [2019 Accountability Manual](#). *(Data source: TSDS PEIMS 43415 and 40110 [summer])*
- 9) **Enlist in the Armed Forces:** A graduate enlisting in the U.S. Army, Navy, Air Force, Coast Guard, or Marines. *(Data source: TSDS PEIMS 40203)*
- 10) **Current Special Education Students with Advanced Degree Plans:** A graduate who graduates under an advanced degree plan and is identified as a current special education student *(Data source: TSDS PEIMS 40203 and 40110)*
- 11) **Graduate with Level I or Level II Certificate:** A graduate earning a Level I or Level II certificate in any workforce education area. *(Data source: THECB)*

College, Career, or Military Ready Graduates

College, Career, or Military Ready (Student Achievement): The percentage of annual graduates who demonstrated college, career, or military readiness by meeting at least one of the eleven criteria described in *College, Career, or Military Readiness*.

Only College Ready: The percentage of annual graduates who demonstrated only college readiness by meeting college ready criteria 1, 2, 3, 4, or 5 but did not meet any of the career and military ready criteria 6, 7, 8, 9, 10, or 11 described in *College, Career, or Military Readiness*.

Only Career/Military Ready: The percentage of annual graduates who demonstrated only career or military readiness by meeting career or military ready criteria 6, 7, 8, 9, 10, or 11 but did not meet any of the college ready criteria 1, 2, 3, 4, and 5 described in *College, Career, or Military Readiness*.

College Ready and Career/Military Ready: The percentage of annual graduates who demonstrated college and career/military readiness by meeting college ready criteria 1, 2, 3, 4, or 5 and career or military ready criteria 6, 7, 8, 9, 10, or 11 described in *College, Career, or Military Readiness*.

College Ready Graduates

College Ready: The percentage of annual graduates who demonstrated college readiness by meeting criteria 1, 2, 3, 4, or 5 described in *College, Career, or Military Readiness*. This percentage includes graduates who may have met career or military ready criteria 6, 7, 8, 9, 10, or 11. *(Data source: TSDS PEIMS 43415, THECB, College Board, ACT, IB, and TSDS PEIMS 49010)*

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TSI Criteria Graduates: The percentage of annual graduates who met or exceeded the college-ready criteria on the Texas Success Initiative Assessment (TSIA), the SAT, ACT, or by successfully completing and earning credit for a college prep course as defined in TEC §28.014, in both ELA and mathematics. The criteria for each are as follows:

TSI Criteria						
<u>TSIA</u>		<u>SAT*</u>		<u>ACT</u>		<u>College Prep Course</u>
>= 351 on Reading	or	>=480 on the Evidence-Based Reading and Writing (EBRW)	or	>=19 on English and >= 23 Composite	or	Complete and earn credit for ELA college prep course
>= 350 on Mathematics	or	>=530 on Mathematics	or	>=19 on Mathematics and >=23 Composite	or	Complete and earn credit for mathematics college prep course

* For the small percentage of students who took the SAT examination prior to March 2016, their scores were converted to corresponding scores on the redesigned SAT using College Board’s concordance tables.

The percentages are calculated as follows:

English Language Arts.

number of graduates who met or exceeded the college-ready criteria on the TSIA, SAT, ACT, or by successfully completing and earning credit for a college prep course in ELA in 2017–18

number of 2017–18 annual graduates

Mathematics.

number of graduates who met or exceeded the college-ready criteria on the TSIA, SAT, ACT, or by successfully completing and earning credit for a college prep course in mathematics in 2017–18

number of 2017–18 annual graduates

Both Subjects.

number of graduates who met or exceeded the college-ready criteria on the TSIA, SAT, ACT, or by successfully completing and earning credit for a college prep course in both ELA and mathematics in 2017–18

number of 2017–18 annual graduates

Either Subject.

number of graduates who met or exceeded the college-ready criteria on the TSIA, SAT, ACT, or by successfully completing and earning credit for a college prep course in ELA or mathematics in 2017–18

number of 2017–18 annual graduates

Dual Course Credits: The percentage of annual graduates who completed and earned credit for nine or more hours of dual credit in any subject or three or more hours in ELA or mathematics (Data source: TSDS PEIMS 43415)

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number of 2017–18 annual graduates who completed and earned credit for nine or more hours of dual credit in any subject or three or more hours in ELA or mathematics

number of 2017–18 annual graduates

AP/IB Criteria Met in Any Subject: The percentage of annual graduates who earned a 3 or more on an AP examination or a 4 or more on an IB examination. (*Data source: College Board and IB*)

number of 2017–18 annual graduates who earned a 3 or more on an AP examination or a 4 or more on an IB examination

number of 2017–18 annual graduates

Associate’s Degree: The percentage of annual graduates who earned an associate’s degree before graduation. (*Data source: TSDS PEIMS 40100*)

number of 2017–18 annual graduates who earned an associate’s degree before graduation

number of 2017–18 annual graduates

Associate’s Degree but not Career/Military Ready: The percentage of annual graduates who met associate’s degree criteria 4, but did not meet career or military ready criteria 6, 7, 8, 9, 10, or 11 described in *College, Career, or Military Readiness*.

Associate’s Degree and Career/Military Ready: The percentage of annual graduates who met associate’s degree criteria 4 and career or military ready criteria 6, 7, 8, 9, 10, or 11 described in *College, Career, or Military Readiness*.

OnRamps Course Credits: The percentage of annual graduates who completed an OnRamps course and qualified for three hours of university or college credit (*Data source: OnRamps program*)

number of 2017–18 annual graduates who completed an OnRamps course and qualified for three hours of college credit before graduation

number of 2017–18 annual graduates

Career/Military Ready Graduates

Career or Military Ready Graduates: The percentage of annual graduates who demonstrated career or military readiness by meeting criteria 6, 7, 8, 9, 10, or 11 described in *College, Career, or Military Readiness*. This percentage includes graduates who may have met college ready criteria 1, 2, 3, 4, or 5.

Approved Industry-Based Certification: The percentage of annual graduates who earned an approved industry-based certification. For additional information, see Chapter 2 of the [2019 Accountability Manual](#). (*Data source: TSDS PEIMS 48011*)

number of 2017–18 annual graduates who earned an approved industry-based certification

number of 2017–18 annual graduates

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Graduate with Completed IEP and Workforce Readiness: The percentage of annual graduates who received a graduation type code of 04, 05, 54, or 55. For additional information, see Chapter 2 of the [2019 Accountability Manual](#). (Data source: TSDS PEIMS 40203)

$$\frac{\text{number of 2017–18 annual graduates who received a graduation type code of 04, 05, 54, or 55}}{\text{number of 2017–18 annual graduates}}$$

CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications: The percentage of annual graduates who were enrolled in a coherent sequence of CTE courses and completed and earned credit for coursework aligned with approved industry-based certifications. This indicator is different from the accountability College, Career, or Military Readiness (CCMR) indicator; all graduates are included regardless of whether they met other CCMR indicators. (Data source: TSDS PEIMS 43415 and 40110)

$$\frac{\text{number of 2017–18 annual graduates who were enrolled in a coherent sequence of CTE courses and completed and earned credit for coursework aligned with approved industry-based certifications}}{\text{number of 2017–18 annual graduates}}$$

U.S. Armed Forces Enlistment: The percentage of annual graduates who were reported as intending to enlist in or enlisting in the U.S. Armed Forces. (Data source: TSDS PEIMS 40203)

$$\frac{\text{number of 2017–18 annual graduates who were reported as intending to enlist in or enlisting in the U.S. Armed Forces}}{\text{number of 2017–18 annual graduates}}$$

Current Special Education Students with Advanced Degree Plans: The percentage of annual graduates under an advanced degree plan and identified as a current special education student (Data source: TSDS PEIMS 40203 and 40110)

$$\frac{\text{number of 2017–18 annual graduates who graduated under an advanced degree plan and were identified as a current special education student}}{\text{number of 2017–18 annual graduates}}$$

Graduate with Level I or Level II Certificate: The percentage of annual graduates who earned a Level I or Level II certificate (Data source: THECB)

$$\frac{\text{number of 2017–18 annual graduates who earned a Level I or Level II certificate}}{\text{number of 2017–18 annual graduates}}$$

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CCMR-related Indicators

Texas Success Initiative Assessment (TSIA): Participation (Annual Graduates): The percentage of annual graduates who took the College Board’s TSIA at any point since June 2011. (Data source: THECB)

$$\frac{\text{number of 2017–18 annual graduates who took the TSIA}}{\text{number of 2017–18 annual graduates}}$$

TSIA Average Score (Annual Graduates): The average score of annual graduates on the TSIA. The maximum score for reading is 390, and the maximum score for mathematics is 390.

Reading

$$\frac{\text{sum of total reading scores of all annual graduates who took the TSIA}}{\text{number of annual graduates who took the reading portion of the TSIA}}$$

Mathematics

$$\frac{\text{sum of total mathematics scores of all annual graduates who took the TSIA}}{\text{number of annual graduates who took the mathematics portion of the TSIA}}$$

TSIA Results (Graduates >= Criterion) (Annual Graduates): The percentage of annual graduates who met the TSI criteria on the TSIA (Data source: THECB and TSDS PEIMS 40203)

Percentages are calculated and shown for reading and mathematics together and separately.

$$\frac{\text{number of 2017–18 annual graduates who met the TSI criteria on the TSIA}}{\text{number of 2017–18 annual graduates}}$$

CTE Coherent Sequence (Annual Graduates): 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. (Data source: TSDS PEIMS 40100, 40203, and 42400)

number of 2017–18 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

$$\frac{\text{number of 2017–18 annual graduates who were enrolled in a CTE-coherent sequence of courses as part of a four-year plan of study to take two or more CTE courses for three or more credits}}{\text{number of 2017–18 annual graduates}}$$

Completed and Received Credit for College Prep Courses (Annual Graduates): The percentage of annual graduates who completed and earned credit for a college prep course as defined in TEC §28.014 in either ELA or mathematics or both. (Data source: TSDS PEIMS 43415)

English Language Arts.

$$\frac{\text{number of 2017–18 annual graduates who completed and earned credit for a college prep course as defined in TEC §28.014 in ELA}}{\text{number of 2017–18 annual graduates}}$$

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Mathematics.

number of 2017–18 annual graduates who completed and earned credit for a college prep course as defined in TEC §28.014 in mathematics

number of 2017–18 annual graduates

Both Subjects.

number of 2017–18 annual graduates who completed and earned credit for a college prep course as defined in TEC §28.014 in ELA and mathematics

number of 2017–18 annual graduates

AP/IB Course Completion (Annual Graduates): The percentage of annual graduates who completed and earned credit for at least one Advanced Placement (AP) course or International Baccalaureate (IB) course in the 2014–15 to 2017–18 school years. (*Data source: TSDS PIEMS 43415*)

number of 2017–18 annual graduates who completed and earned credit for at least one AP or IB course in the 2014–15 to 2017–18 school years

number of 2017–18 annual graduates

AP/IB Results (Participation) (Grades 11–12): The percentage of students in grades 11 and 12 who took the College Board’s Advanced Placement (AP) examinations or the International Baccalaureate’s (IB) Diploma Program examinations. (*Data source: College Board and IB*)

All Subjects

Number of students in grades 11 & 12 in the 2017–18 school year who took at least one AP or IB examination

total students enrolled in grades 11 & 12

English Language Arts

number of students in grades 11 & 12 in the 2017–18 school year who took at least one AP or IB examination in ELA

total students enrolled in grades 11 & 12

Mathematics

number of students in grade 11 & 12 in the 2017–18 school year who took at least one AP or IB examination in mathematics

total students enrolled in grades 11 & 12

Science

number of students in grade 11 & 12 in the 2017–18 school year who took at least one AP or IB examination in science

total students enrolled in grades 11 & 12

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Social Studies

Number of students in grade 11 & 12 in the 2017–18 school year who took at least one AP or IB examination in social studies

total students enrolled in grades 11 & 12

These indicators were used in determining the 2019 distinction designations for campuses and districts. For a detailed explanation of distinction designations, see Chapter 6 of the [2019 Accountability Manual](#). (Data source: College Board, IB, and TSDS PEIMS 40110)

AP/IB Results (Examinees \geq Criterion) (Grades 11–12): The percentage of students with at least one AP or IB examination in grades 11 and 12 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. (Data source: College Board and IB)

All Subjects

number of 11th and 12th graders in 2017–18 with at least one AP or IB score at or above criterion

number of 11th and 12th graders with at least one AP or IB examination

English Language Arts

number of 11th and 12th graders in 2017–18 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 in 2017–18 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 in 2017–18 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 in 2017–18 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

These indicators were used in determining the 2019 distinction designations for campuses. For a detailed explanation of distinction designations, see Chapter 6 of the [2019 Accountability Manual](#). (Data source: The College Board, The International Baccalaureate Organization, and TSDS PEIMS 40110)

AP/IB Results (11th & 12th Graders \geq Criterion): The percentage of students enrolled in grades 11 and 12 with at least one AP or IB score at or above the criterion score. This denominator includes students enrolled in grades 11 and 12 who did not take AP or IB examination. High school

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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. *(Data source: College Board and IB)*

All Subjects

number of 11th and 12th graders in 2017–18 with at least one AP or IB score at or above criterion

total students enrolled in 11th and 12th grades

SAT/ACT Results (Annual Graduates): Participation and performance of annual graduates from all Texas public schools on the College Board’s SAT and ACT, Inc.’s ACT assessment. ACT and SAT scores are based on each student’s highest section scores across all exams taken, and the SAT total and ACT composite scores are calculated using the highest section scores. For the class of 2017 and previous years, the scores were based on each student’s most recent examination. Because of the change to using highest score, only the class of 2018 is shown.

(1) *Tested:* The percentage of graduates who took either college admissions assessment:

number of 2017–18 graduates who took either the SAT or the ACT

number of 2017–18 graduates reported

(2) *At/Above Criterion:* The percentage of examinees who scored at or above the criterion score of 480 on the SAT evidence-based reading and writing *or* 19 on ACT English section and 23 composite *and* 530 on SAT mathematics *or* 19 on ACT Mathematics section and 23 on the ACT composite:

number of 2017–18 graduating examinees who scored at or above the criterion score on either the SAT or the ACT

number of 2017–18 graduating examinees taking either the SAT or the ACT

(3) *At/Above Criterion for All Graduates:* The percentage of graduates who scored at or above the criterion score of 480 on the SAT evidence-based reading and writing *or* 19 on ACT English section and 23 composite *and* 530 on SAT mathematics *or* 19 on ACT Mathematics section and 23 on the ACT composite:

number of 2017–18 graduating examinees who scored at or above the criterion score on either the SAT or the ACT

number of 2017–18 graduates reported

Note: For the small percentage of students who took the SAT examination prior to March 2016, their scores were converted to corresponding scores on the redesigned SAT using College Board’s concordance tables. *(Data source: College Board and TSDS PEIMS 40203)*

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Average SAT Score (Annual Graduates): Performance of annual graduates from all Texas public schools on the College Board’s SAT assessment. If a student takes the SAT more than once, the best result by subject area is selected, and the SAT total is calculated as the sum of the highest section scores.

- (1) *Average SAT Score (All Subjects):* The average score for the SAT evidence-based reading and writing and mathematics combined. The maximum score is 1600.

sum of SAT total scores (evidence-based reading and writing + mathematics) of all 2017–18 graduates who took the SAT

number of 2017–18 graduates who took the SAT

- (2) *Average SAT Score (English Language Arts and Writing):* The average score for the SAT evidence-based reading and writing. The maximum score is 800.

sum of SAT evidence-based reading and writing scores of all 2017–18 graduates who took the SAT

number of 2017–18 graduates who took the SAT

- (3) *Average SAT Score (Mathematics):* The average score for the SAT mathematics. The maximum score is 800.

sum of SAT mathematics scores of all 2017–18 graduates who took the SAT

number of 2017–18 graduates who took the SAT

Note: For the small percentage of students who took the SAT examination prior to March 2016, their scores were converted to corresponding scores on the redesigned SAT using College Board’s concordance tables. (*Data source: College Board and TSDS PEIMS 40203*)

Average ACT Score (Annual Graduates): Performance of annual graduates from all Texas public schools on the ACT Inc.’s ACT assessment. If a student takes the ACT more than once, the best result by subject area is selected, and the ACT composite scores is calculated as the average of the highest section scores.

- (1) *Average ACT Score (All Subjects):* The average score for the ACT composite. The maximum score is 36.

sum of ACT composite scores of all 2017–18 graduates who took the ACT

number of 2017–18 graduates who took the ACT

- (2) *Average ACT Score (English Language Arts):* The average score for the ACT English and Reading combined. The maximum score is 36.

sum of ACT English and Reading combined scores of all 2017–18 graduates who took the ACT

number of 2017–18 graduates who took the ACT

- (3) *Average ACT Score (Mathematics):* The average score for the mathematics ACT. The maximum score is 36.

sum of ACT mathematics scores of all 2017–18 graduates who took the ACT

number of 2017–18 graduates who took the ACT

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(4) *Average ACT Score (Science)*: The average score for the science ACT. The maximum score is 36.

sum of ACT science scores of all 2017-18 graduates who took the ACT

number of 2017-18 graduates who took the ACT

OnRamps Course Credits: The percentage of annual graduates who completed an OnRamps course and earned three hours of college credit (*Data source: OnRamps program*)

number of 2017–18 annual graduates who completed an OnRamps course and earned three hours of college credit before graduation

number of 2017–18 annual graduates

Current Special Education Students with Advanced Degree Plans: The percentage of annual graduates who graduated under an advanced degree plan and were identified as a current special education student (*Data source: TSDS PEIMS 40203 and 40110*)

number of 2017–18 annual graduates who graduated under an advanced degree plan and were identified as a current special education student

number of 2017–18 annual graduates

Other Postsecondary Indicators

Advanced/Dual-Credit Course Completion (Grades 11–12): The percentage of students who completed and received credit for at least one advanced or dual-credit course. 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: (*Data source: TSDS PEIMS 43415*)

Any Subject

number of students in grades 11–12 in 2017–18 who received credit for at least one advanced/dual-credit course

number of students in grades 11–12 who received credit for at least one course in 2017–18

English Language Arts

number of students in grades 11–12 in 2017–18 who received credit for at least one ELA advanced/dual-credit course

number of students in grades 11–12 who received credit for at least one ELA course in 2017–18

Mathematics

number of students in grades 11–12 in 2017–18 who received credit for at least one mathematics advanced/dual-credit course

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number of students in grades 11–12 who received credit for at least one mathematics course in 2017–18

Science

number of students in grades 11–12 in 2017–18 who received credit for at least one science advanced/dual-credit course

number of students in grades 11–12 who received credit for at least one science course in 2017–18

Social Studies

number of students in grades 11–12 in 2017–18 who received credit for at least one social studies advanced/dual-credit course

number of students in grades 11–12 who received credit for at least one social studies course in 2017–18

This indicator was used in awarding distinction designations to high schools in 2019. For a detailed explanation of distinction designations, see Chapter 6 of the [2019 Accountability Manual](#). (Data source: TSDS PEIMS 43415)

Advanced/Dual-Credit Course Completion (Grades 9–12): The percentage of students who completed and received credit for at least one advanced or dual-credit course. 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 9–12, are calculated as follows: (Data source: TSDS PEIMS 43415)

Any Subject

number of students in grades 9–12 in 2017–18 who received credit for at least one advanced/dual-credit course

number of students in grades 9–12 who received credit for at least one course in 2017–18

English Language Arts

number of students in grades 9–12 in 2017–18 who received credit for at least one ELA advanced/dual-credit course

number of students in grades 9–12 who received credit for at least one ELA course in 2017–18

Mathematics

number of students in grades 9–12 in 2017–18 who received credit for at least one mathematics advanced/dual-credit course

number of students in grades 9–12 who received credit for at least one mathematics course in 2017–18

Science

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number of students in grades 9–12 in 2017–18 who received credit for at least one science advanced/dual-credit course

number of students in grades 9–12 who received credit for at least one science course in 2017–18

Social Studies

number of students in grades 9–12 in 2017–18 who received credit for at least one social studies advanced/dual-credit course

number of students in grades 9–12 who received credit for at least one social studies course in 2017–18

This indicator was used in awarding distinction designations to high schools in 2019. For a detailed explanation of distinction designations, see Chapter 6 of the [2019 Accountability Manual](#).
(Data source: TSDS PEIMS 43415)

Graduates Enrolled in Texas Institution of Higher Education (TX IHE): 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.

number of graduates during the 2016–17 school year who attended a public or independent college or university in Texas in the 2017–18 academic year

number of graduates during the 2016–17 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.
(Data source: THECB)

Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course: 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.

number of graduates during the 2016–17 school year who enrolled in a public college or university in Texas for the school year following the year they graduated
and
met the Texas Success Initiative requirement in all subject areas (reading, writing, and mathematics)

number of graduates during the 2016–17 school year who enrolled in a public college or university in Texas for the school year following the year they graduated

Students who attended Texas public two- or four-year institutions of higher education are included. Students who enrolled in independent colleges or universities in Texas, out-of-state colleges or universities, or any non-public career school are not included.

Additional reports showing students enrolled in Texas public colleges and universities are available on the Texas Higher Education Coordinating Board (THECB) site at <http://www.txhighereddata.org/generatelinks.cfm?Section=HS2Col>.

For more information on the data used in this indicator, contact the Texas Higher Education Coordinating Board at (512) 427-6153. (Data source: THECB)

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Profile

Student Information

Total Students: The total number of public school students who were reported in membership on October 26, 2018, at any grade from early childhood education through grade 12. Membership differs from enrollment as 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 non-public school but receive some services, such as speech therapy—for less than two hours per day—from their local school district. *(Data source: TSDS PEIMS 40110)*

Students by Grade: The count of students in each grade divided by the total number of students. *(Data source: TSDS PEIMS 40110)*

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. *(Data source: TSDS PEIMS 40100, 30040, 30050, 30090)*

Economically Disadvantaged: The count and percentage of students eligible for free or reduced-price lunch or eligible for other public assistance.

$$\frac{\text{number of students eligible for free or reduced-price lunch or other public assistance}}{\text{total number of students}}$$

(Data source: TSDS PEIMS 40100 and TEA Student Assessment Division)

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.

Section 504 Students: The count and percentage of students identified as receiving section 504 services.

English Learners (ELs): 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 Learner” and “Limited English Proficient” (LEP) are used interchangeably.

Inclusion and exclusion of EL performance varies by indicator:

- EL performance of students who are in year one in U.S. schools is excluded from all STAAR indicators. Exclusion of other EL performance varies, depending on the indicator. For detailed information on the inclusion and exclusion of EL performance, see the [2019 Accountability Manual](#).
- EL 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 ELs is calculated by dividing the number of ELs by the total number of students in the district or campus. Not all students identified as ELs receive bilingual or English as a second language instruction. *(Data source: TELPAS file)*

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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 2018–19, the following 19 disciplinary action codes 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. *(Data source: TSDS PEIMS 44425)*

Students with Dyslexia: The count and percentage of students identified with Dyslexia.

At-Risk: The count and percentage of students identified as being at risk of dropping out of school as defined by [TEC §29.081\(d\) and \(d-1\)](#).

$$\frac{\text{number of students in the 2018–19 school year considered as at risk}}{\text{total number of students}}$$

(Data source: TSDS PEIMS 40110)

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, Students with Physical Disabilities, Students with Autism, Students with Behavioral Disabilities, and Students with Non-Categorical Early Childhood. Additional information is provided below.

Students with Intellectual Disabilities (TSDS PEIMS disability codes 06, 08, 12, 13)

- 06—Intellectual Disability (ID)
- 08—Learning Disability (LD)
- 12—Developmental Delay (DD)
- 13—Traumatic Brain Injury (TBI)

Students with Physical Disabilities (TSDS PEIMS disability codes 01, 03, 04, 05, 09)

- 01—Orthopedic Impairment (OI)
- 03—Auditory Impairment (AI)
- 04—Visual Impairment (VI)
- 05—Deaf-Blind (DB)
- 09—Speech Impairment

Students with Autism (TSDS PEIMS disability code 10)

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- 10—Autism (AU)

Students with Behavioral Disabilities (TSDS PEIMS disability codes 02 and 07)

- 02—Other Health Impairment (OHI)
- 07—Emotional Disturbance (ED)

Students with Non-Categorical Early Childhood (TSDS PEIMS disability code 14)

- 14—Noncategorical Early Childhood (NCES)

(Data source: TSDS PEIMS 41163)

Mobility (*campus profile only*): The count and percentage of students who have been in membership at a campus for less than 83 percent of the school year (i.e., missed six or more weeks).

number of mobile students in 2017–18

**number of students who were in membership at any time during the
2017–18 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. *(Data source: TSDS PEIMS 42400)*

Retention Rates by Grade (*not on campus profile*): The percentage of students in Texas public schools who enrolled in fall 2018 in the same grade in which they were reported for the last six-week period of the prior school year (2017–18).

the number of students enrolled in the same grade from one school year to the next

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–9. Retention rates for all grades can be found in *Grade-Level Retention in Texas Public Schools, 2017–18*, available from TEA. *(Data source: TSDS PEIMS 40110)*

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 Texas high school equivalency certificate (TxCHSE) 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

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the end of the school start window. (For 2017–18 the end of the school-start window was September 28, 2018.)

number of underreported students

number of students in grades 7–12 who were served in the district in the 2017–18 school year

(Data source: Texas High School Equivalency Certificate Information File; TSDS PEIMS 40100, 40110, 42400, and 42500)

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.

(Data source: TSDS PEIMS 30090)

Staff Information

Total Staff: The total count of staff which includes professional staff (teachers, professional support, administrators), educational aides, and (on the district profile) auxiliary staff. *(Data source: TSDS PEIMS 30040, 30050, and 30090)*

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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 Appendix A for all TSDS PEIMS Role IDs. *(Data source: TSDS PEIMS 30040, 30050, and 30090)*

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. *(Data source: TSDS PEIMS 30090)*

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 30090 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. *(Data source: TSDS PEIMS 30060 and 30090)*

Librarians and Counselors (Headcount): The headcount of librarians and counselors is based on full-time equivalent (FTE) for full-time and part-time headcounts. Librarians and counselors are considered part-time when the FTE count is less than or equal to .85 (For example, FTE count less than or equal to .85, the part-time headcount is equal to 1).

Librarians and counselors are headcount not sums of FTEs. The district headcount is not a sum of the campus headcount. For example, a counselor spends 50 percent of their time at the elementary (0.50 FTE) and 50 percent of their time at the high school (0.50 FTE). On each of the campus reports, this counselor will be reflected as 1.0 Part-time Counselor. On the district report the counselor will be reflected as 1.0 full-time counselor since the FTE count is greater than .85 (0.50 FTE plus 0.50 FTE=1.0 FTE). See Appendix A for TSDS PEIMS Role IDs (Professional Support Staff). *(Data source: TSDS PEIMS 30040, 30050, and 30090)*

Total Minority Staff: The total count of 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. *(Data source: TSDS PEIMS 30040, 30050, and 30090)*

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. *(Data source: TSDS PEIMS 30040, 30050, and 30090)*

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. *(Data source: TSDS PEIMS 30040, 30050, and 30090)*

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. Teachers are reported with zero years of experience (first year teacher), 1–5 years, 6–10 years, 11–20 years, and over 20 years. *(Data source: TSDS PEIMS 30040, 30050, and 30090)*

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Number of Students per Teacher: The total number of students divided by the total teacher FTE count. *(Data source: TSDS PEIMS 30040, 30050, and 30090)*

Experience of Campus Leadership: The average years of experience for principals and assistant principals.

Average Years as Principal: The number of completed years of experience as a principal, regardless of district or interruption in service. These amounts are added together and divided by the number of all principals reported for the campus.

Average Years as Principal with District: The number of years a principal is employed in the district regardless of any interruption in service. The amounts are added together and divided by the number of principals reported for the district.

Average Years as Assistant Principal: The number of completed years of experience as assistant principal, regardless of district or interruption of service. The amounts are added together and divided by the number of assistant principals reported for the campus.

Average Years as Assistant Principal with District: The number of years employed as assistant principal in the district regardless of any interruption in service. These amounts are added together and divided by the number of assistant principals reported for the district.

(Data source: TSDS PEIMS 30050)

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. *(Data source: TSDS PEIMS 30040, 30050, and 30090)*

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. *(Data source: TSDS PEIMS 30050)*

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. Teachers are reported with zero years of experience (first year teacher), 1–5 years, 6–10 years, 11–20 years, and over 20 years. *(Data source: TSDS PEIMS 30060)*

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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. The District Teacher Salary Report and Graph also uses this definition in creating counts for various salary ranges.

Professional Support. Therapists, nurses, librarians, counselors, and other campus professional personnel.

Campus Administration (School Leadership). 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.

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 2017–18 school year. The instructional staff percent is a district-level measure and is calculated as follows:

$$\frac{\text{total number of hours for district staff who were reported under expenditure object codes 6112, 6119, and 6129, and function codes 11, 12, 13, and 31}}{\text{total number of hours worked by all district employees}}$$

Contact the Division of Financial Compliance at (512) 463-9095 for further details about this measure. *(Data source: TSDS PEIMS 30040, 30050, and 30090)*

Turnover Rate for Teachers (not on campus profile): The percentage of teachers from the fall of 2017–18 who were not employed in the district in the fall of 2018–19. It is calculated as the total FTE count of teachers from the fall of 2017–18 who were not employed in the district in the fall of 2018–19, divided by the total teacher FTE count for the fall of 2017–18. Staff who remained employed in the district but not as teachers also count toward teacher turnover. *(Data source: TSDS PEIMS 30050 and 30090)*

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

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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. (Data source: TSDS PEIMS 30055 and 30060)

Contracted Instructional Staff: The count of individuals who are not regular classroom teachers who have signed a contract with a district, nor are they shared services arrangement employees. Rather, these are instructors for whom the district has entered into a contractual agreement with an outside organization. Through the contract the outside organization has committed to supplying instructional staff for the district. They include, but are not limited to, speech therapists, occupational therapists, and any other professional contracted staff working in a classroom on a dedicated basis.

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. (Data source: TSDS PEIMS 40110, 41163 and 41169)

Teachers by Program (population served): 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. (Data source: TSDS PEIMS 30040, 30050 and 30090)

Kindergarten Readiness

Kindergarten (KG) Ready: Assessed kindergarten students who met or exceeded the cut-off score for a particular assessment on the [Commissioner's List of Reading Instruments](#). Kindergarten readiness for each assessment is assessed differently across multiple assessment domains with varying benchmarks/cut-off scores of readiness. A student must pass all required assessment domains to be considered kindergarten ready. For school years 2013–14 through 2018–19, readiness is based on the literacy assessment only and does not provide comprehensive information on student readiness across important developmental domains.

Assessed Students in KG: Kindergarten students enrolled in the Texas public school system as of the Fall Snapshot date (the last Friday in October of each year) who were administered, at the beginning of year (BOY) administration, an assessment on the [Commissioner's List of Reading Instruments](#). Students may take multiple assessments.

Eligible Students: Kindergarten students who met at least one of the public prekindergarten (PK) eligibility criteria during the kindergarten year—economically disadvantaged, English learner (EL), homeless, is or ever has been in foster care, is the child of an active duty member of the armed forces of the United States, or is the child of a member of the armed forces who was injured or killed while on active duty—not the actual eligibility as of the PK year. PK eligibility is based on a student's status as of his/her kindergarten year as there are no comprehensive data concerning PK eligibility for children who did not attend public PK.

Eligible Students Who Attended PK: Kindergarten students determined to be kindergarten ready based on assessment results, who were eligible to attend PK and did attend public PK the prior school year.

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Eligible Students Who Did Not Attend PK: Kindergarten students who were eligible to attend public PK but did not attend public PK the prior school year.

Students Who Were Not Eligible for PK: Kindergarten students who were assessed for kindergarten readiness and were not eligible for public PK.

Students Ready for KG: Count of all assessed kindergarten students who were determined to be kindergarten ready based on assessment results.

Student Assessed in KG: Count of all kindergarten students who were assessed for kindergarten readiness.

Percent Ready: Percentage of all assessed kindergarten students who were determined to be kindergarten ready based on assessment results.

number of kindergarten ready students

all kindergarten students who were assessed for kindergarten readiness

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Who to Call

Information about the calculation of all Texas Academic Performance Report (TAPR) data elements is provided in this *Glossary*. If, after reading the *Glossary* you have questions about the calculation of TAPR indicators, contact **Performance Reporting at (512) 463-9704**.

Questions related to programs and policies for the following subjects should be directed to the contacts listed below.

Subject	Contact	Number
Accountability Ratings	Performance Reporting.....	(512) 463-9704
Advanced Courses	Curriculum	(512) 463-9581
Charter Schools	Charter Schools	(512) 463-9575
College Admissions Tests:		
SAT	College Board	(512) 721-1800
ACT	ACT	(319) 337-1270
Copies of TAPR reports	https://rptsvr1.tea.texas.gov/perfreport/tapr/index.html	
DAEP (Disciplinary Alternative Education Program)		
	Discipline, Law, and Order	(512) 463-9286
Distinguished Achievement Program	Curriculum	(512) 463-9581
Distinction Designations	Performance Reporting.....	(512) 463-9704
Dropouts	Accountability Research	(512) 475-3523
English Learners		
Testing Issues	Student Assessment	(512) 463-9536
Other Issues	Special Populations.....	(512) 463-9414
Financial Standard Reports	State Funding	(512) 463-9238
General Inquiry	General Inquiries	(512) 463-9290
Graduates	Accountability Research	(512) 475-3523
Graduates Enrolled in Texas IHE	Texas Higher Education Coordinating Board ...	(512) 427-6101
JJAEP (Juvenile Justice Alternative Education Program)		
	Discipline, Law, and Order	(512) 463-9286
Federal Accountability	Federal and State Education Policy.....	(512) 463-9414
RDA Special Education Monitoring Results Status		
	Results Driven Accountability.....	(512) 463-9704
PEIMS (TSDS PEIMS)	PEIMS HelpLine.....	(512) 463-9229
Recommended High School Program	Curriculum	(512) 463-9581
Retention Policy	Curriculum	(512) 463-9581
School Finance	State Funding	(512) 463-9238
School Governance	School Governance.....	(512) 463-9623
School Report Card	Performance Reporting.....	(512) 463-9704
Special Education		
Testing Issues	Student Assessment	(512) 463-9536
Other Issues	Special Populations.....	(512) 463-9414
STAAR (all assessments)	Student Assessment	(512) 463-9536
STAAR Testing Contractor	ETS	(855) 333-7770
	Pearson	(800) 328-5999
	Austin Operational Center	(512) 989-5300
Statutory (Legal) Issues	Legal Services.....	(512) 463-9720
Effective Schools Framework	School Improvement.....	(512) 463-5226
TELPAS	Student Assessment	(512) 463-9536

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PEIMS Role Identifications

(In Alphabetical Order by Label)

CENTRAL ADMINISTRATORS

- 004Assistant/Associate/Deputy Superintendent
- 027Superintendent/CAO/CEO/President
- 061Asst/Assoc/Deputy Exec Director
- 062Component/Department Director
- 063Coordinator/Manager/Supervisor

CAMPUS ADMINISTRATORS

- 003Assistant Principal
- 020Principal

EITHER CENTRAL OR CAMPUS ADMINISTRATORS*

- 012Instructional Officer
- 028Teacher Supervisor
- 040Athletic Director
- 043Business Manager
- 044Tax Assessor and/or Collector
- 045Director - Personnel/Human Resources
- 055Registrar
- 060Executive Director

PROFESSIONAL SUPPORT STAFF

- 002Art Therapist
- 005Psychological Associate
- 006Audiologist
- 007Corrective Therapist
- 008Counselor
- 011Educational Diagnostician
- 013Librarian
- 015Music Therapist
- 016Occupational Therapist
- 017Certified Orientation & Mobility Specialist
- 018Physical Therapist
- 019Physician
- 021Recreational Therapist
- 022School Nurse
- 023LSSP/Psychologist
- 024Social Worker
- 026Speech Therapist/Speech-Lang Pathologist
- 030Visiting Teacher/Truant Officer
- 032Work-Based Learning Site Coordinator
- 041Teacher Facilitator
- 042Teacher Appraiser
- 054Department Head
- 056Athletic Trainer
- 058Other Campus Professional Personnel
- 064Specialist/Consultant
- 065Field Service Agent
- 079Other ESC Professional Personnel
- 080Other Non-Campus Professional Personnel
- 100Instructional Materials Coordinator
- 101Legal Services
- 102Communications Professional
- 103Research/Evaluation Professional
- 104Internal Auditor
- 105Security
- 106District/Campus Information Technology Professional

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107	Food Service Professional
108	Transportation
109	Athletics
110	Custodial
111	Maintenance
112	Business Services Professional
113	Other District Exempt Professional Auxiliary
114	Other Campus Exempt Professional Auxiliary

TEACHERS

087	Teacher
047	Substitute Teacher

EDUCATIONAL AIDES

033	Educational Aide
036	Certified Interpreter

AUXILIARY STAFF

Employment record, but no responsibility records.

* Administrators reported with these roles are categorized as central office or campus, depending on the organization ID reported for them.

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Advanced Academic Courses

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- All courses shown were for the 2018–19 school year.
- An “A” prefix indicates a College Board Advanced Placement course.
- An “I” prefix indicates an International Baccalaureate course.
- Dual-credit courses are not specifically shown on this list.

English Language Arts

03221100	Research/Technical Writing
03221200	Creative Writing
03221500	Literary Genres
03221600	Humanities (First Time Taken)
03221800	Independent Study In English (First Time Taken)
03231000	Independent Study In Journalism (First Time Taken)
03231902	Advanced Broadcast Journalism III
03240400	Oral Interpretation III
03240800	Debate III
03241100	Public Speaking III
03241200	Independent Study In Speech (First Time Taken)
A3220100	AP English Language and Composition
A3220200	AP English Literature and Composition
I3220300	IB English III
I3220400	IB English IV

Mathematics

03101100	Pre Calculus
03102500	Independent Study In Mathematics (First Time Taken)
03102501	Independent Study In Mathematics (Second Time Taken)
03580370	Discrete Math for Computer Science
03580395	Robotics Programming and Design
12701410	Applied Math for Tech Professionals
13001000	Math Appl in Ag/Food and Nat/Resources
13016700	Accounting II
13016900	Statistical and Business Decision Making
13018000	Financial Mathematics
13020970	Math for Medical Professionals
13032950	Manufacturing Engineering Technology II
13036700	Engineering Mathematics
13037050	Robotics II
13037600	Digital Electronics
A3100101	AP Calculus AB

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Mathematics (cont.)

A3100102	AP Calculus BC
A3100200	AP Statistics
A3580100	AP Computer Science A
I3100100	IB Mathematical Studies, Standard Level
I3100200	IB Mathematics, Standard Level
I3100300	IB Mathematics, Higher Level
I3100400	IB Further Mathematics, Standard Level

Technology Applications

03580200	Computer Science I
03580300	Computer Science II
A3580300	AP Computer Science Principles
N1100014	AP Research
N1130026	AP Seminar
I3580200	IB Computer Science I, Standard Level
I3580300	IB Computer Science II, Higher Level
I3580400	IB Information Technology In A Global Society, SL
I3580500	IB Information Technology In A Global Society

Fine Arts

03150400	Music IV Band
03150800	Music IV Orchestra
03151200	Music IV Choir
03151600	Music IV Jazz Ensemble
03152000	Music IV Instrumental Ensemble
03152400	Music IV Vocal Ensemble
03250400	Theatre Arts IV
03251000	Theatre Production IV
03251200	Technical Theatre IV
03502300	Art IV Drawing
03502400	Art IV Painting
03502500	Art IV Printmaking
03502600	Art IV Fibers
03502700	Art IV Ceramics
03502800	Art IV Sculpture
03502900	Art IV Jewelry
03503100	Art IV Photography
03830400	Dance IV
A3150200	AP Music Theory
A3500100	AP History Of Art
A3500300	AP Art/Drawing Portfolio
A3500400	AP Art/Two-Dimensional Design Portfolio
A3500500	AP Art/Three-Dimensional Design Portfolio

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Fine Arts (cont.)

I3250200	IB Music, Standard Level
I3250300	IB Music, Higher Level
I3600100	IB Visual Art/Design, Higher Level
I3600200	IB Visual Art/Design, Standard Level-A
I3750200	IB Theatre Arts, Standard Level
I3750300	IB Theatre Arts, Higher Level
I3830100	IB Dance, Standard Level
I3830200	IB Dance, Higher Level

Science

A3010200	AP Biology
A3020000	AP Environmental Science
A3040000	AP Chemistry
A3050003	AP Physics I: Algebra Based
A3050004	AP Physics II: Algebra Based
A3050005	AP Physics C: Electricity and Magnetism
A3050006	AP Physics C: Mechanics
I3010201	IB Biology, Standard Level
I3010202	IB Biology, Higher Level
I3020000	IB Environmental Systems and Societies
I3030001	IB Design Technology, Standard Level
I3030002	IB Design Technology, Higher Level
I3040002	IB Chemistry, Standard Level
I3040003	IB Chemistry, Higher Level
I3050002	IB Physics, Standard Level
I3050003	IB Physics, Higher Level
13000700	Advanced Animal Science
13002100	Advanced Plant and Soil Science
13020600	Anatomy and Physiology
13020700	Medical Microbiology
13020800	Pathophysiology
13023000	Food Science
13029500	Forensic Science
13036400	Biotechnology I
13036450	Biotechnology II
13037100	Principles of Technology
13037200	Scientific Research and Design
13037210	Scientific Research and Design II
13037220	Scientific Research and Design III
13037300	Engineering Design and Problem Solving
13037500	Engineering Science

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Social Studies/History

A3310100	AP Microeconomics
A3310200	AP Macroeconomics
A3330100	AP United States Government and Politics
A3330200	AP Comparative Government and Politics
A3340100	AP United States History
A3340200	AP European History
A3350100	AP Psychology
A3360100	AP Human Geography
A3360200	AP Human Geography (Elective)
A3370100	AP World History
I3301100	IB History, Standard Level
I3301200	IB History: Africa, Higher Level
I3301300	IB History: Americas, Higher Level
I3301400	IB History: East and Southeast Asia, Higher Level
I3301500	IB History: Europe, Higher Level
I3302100	IB Geography, Standard Level
I3302200	IB Geography, Higher Level
I3303100	IB Economics, Standard Level
I3303200	IB Economics, Higher Level
I3303300	IB Business and Management I
I3303400	IB Business and Management II
I3304100	IB Psychology, Standard Level
I3304200	IB Psychology, Higher Level
I3366010	IB Philosophy
03310301	Economics Advanced Studies (First Time Taken)
03380001	Social Studies Advanced Studies (First Time Taken)

Advanced Languages (Modern or Classical)

03110400	Arabic IV
03110500	Arabic V
03110600	Arabic VI
03110700	Arabic VII
03110910	Adv, 1st Time, Arabic
03110920	Adv, 2nd Time, Arabic
03110930	Adv, 3rd Time, Arabic
03120400	Japanese IV
03120500	Japanese V
03120600	Japanese VI
03120700	Japanese VII
03120910	Adv, 1st Time, Japanese

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03120920	Adv, 2nd Time, Japanese
03120930	Adv, 3rd Time, Japanese

Advanced Languages (Cont.)

03400400	Italian IV
03400500	Italian V
03400600	Italian VI
03400700	Italian VII
03400910	Adv, 1st Time, Italian
03400920	Adv, 2nd Time, Italian
03400930	Adv, 3rd Time, Italian
03410400	French IV
03410500	French V
03410600	French VI
03410700	French VII
03410910	Adv, 1st Time, French
03410920	Adv, 2nd Time, French
03410930	Adv, 3rd Time, French
03420400	German IV
03420500	German V
03420600	German VI
03420700	German VII
03420910	Adv, 1st Time, German
03420920	Adv, 2nd Time, German
03420930	Adv, 3rd Time, German
03430400	Latin IV
03430500	Latin V
03430600	Latin VI
03430700	Latin VII
03440400	Spanish IV
03440440	Spanish For Spanish Speakers IV
03440500	Spanish V
03440600	Spanish VI
03440700	Spanish VII
03440910	Adv, 1st Time, Spanish
03440920	Adv, 2nd Time, Spanish
03440930	Adv, 3rd Time, Spanish
03450400	Russian IV
03450500	Russian V

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03450600	Russian VI
03450700	Russian VII
03450910	Adv, 1st Time, Russian
03450920	Adv, 2nd Time, Russian
03450930	Adv, 3rd Time, Russian
03470400	Portuguese IV
03470500	Portuguese V
03470600	Portuguese VI
03470700	Portuguese VII
03470910	Adv, 1st Time, Portuguese
03470920	Adv, 2nd Time, Portuguese
03470930	Adv, 3rd Time, Portuguese
03490400	Chinese IV
03490500	Chinese V
03490600	Chinese VI
03490700	Chinese VII
03490910	Adv, 1st Time, Chinese
03490920	Adv, 2nd Time, Chinese
03490930	Adv, 3rd Time, Chinese
03510400	Vietnamese IV
03510500	Vietnamese V
03510600	Vietnamese VI
03510700	Vietnamese VII
03510910	Adv, 1st Time, Vietnam
03510920	Adv, 2nd Time, Vietnam
03510930	Adv, 3rd Time, Vietnam
03520400	Hindi IV
03520500	Hindi V
03520600	Hindi VI
03520700	Hindi VII
03520910	Adv, 1st Time, Hindi
03520920	Adv, 2nd Time, Hindi
03520930	Adv, 3rd Time, Hindi
03980400	American Sign Language IV
03530910	Adv, 1st Time, Urdu
03530920	Adv, 2nd Time, Urdu
03530930	Adv, 3rd Time, Urdu
11401910	Adv, 1st Time, Turkish

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11401920	Adv, 2nd Time, Turkish
11401930	Adv, 3rd Time, Turkish
11403610	Adv, 1st Time, Korean
11403620	Adv, 2nd Time, Korean
11403630	Adv, 3rd Time, Korean
03996000	Other Foreign Languages Level IV
03996100	Other Foreign Languages Level V
03996200	Other Foreign Languages Level VI
03996300	Other Foreign Languages Level VII
A3120400	AP Japanese IV
A3400400	AP Italian IV
A3410100	AP French IV
A3420100	AP German IV
A3430100	AP Latin IV
A3440100	AP Spanish IV
A3440200	AP Spanish V
A3490400	AP Chinese IV
I3110400	IB Arabic IV
I3110500	IB Arabic V
I3120400	IB Japanese IV
I3120500	IB Japanese V
I3410400	IB French IV
I3410500	IB French V
I3420400	IB German IV
I3420500	IB German V
I3430400	IB Latin IV
I3430500	IB Latin V
I3440400	IB Spanish IV
I3440500	IB Spanish V
I3440600	IB Spanish VI
I3440700	IB Spanish VII
I3450400	IB Russian IV
I3450500	IB Russian V
I3480400	IB Hebrew IV
I3480500	IB Hebrew V
I3490400	IB Chinese IV

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Advanced Languages (Cont.)

I3490500	IB Chinese V
I3490600	IB Chinese VI
I3490700	IB Chinese VII
I3520400	IB Hindi IV
I3520500	IB Hindi V
I3663600	IB Languages Other Than English Level VI - Other
I3663700	IB Languages Other Than English Level VII - Other
I3996000	IB Languages Other Than English Level IV - Other
I3996100	IB Languages Other Than English Level V - Other

Other

I3000100	IB Theory of Knowledge
I3305100	IB World Religions A
I3366100	IB World Religions B
N1290317	GT Independent Study Mentorship III
N1290318	GT Independent Study Mentorship IV