




# SOUTH SAN ANTONIO INDEPENDENT SCHOOL DISTRICT

## Agenda Item Summary

Meeting Date: Wednesday, August 22, 2018

Purpose:  Presentation/Report  Recognition  Discussion/ Possible Action

Closed/Executive Session  Work Session  Discussion Only  Consent

From: Denise Orosco, Director of Research, Evaluation, and Information Systems 

Item Title: Report over the 2018 State Accountability Ratings

### Description:

The state of Texas provides annual academic accountability rating to its public school districts, charters, and schools. The ratings are based largely on performance on the state standardized tests and graduation rates. The ratings examine student achievement & postsecondary readiness, school/student progress, and efforts to close the achievement gap.

### Recommendation:

### District Goal/Strategy:

Strategy 3 We will provide meaningful and innovative instruction that promotes critical thinking and problem solving.

Select a Goal or Strategy

Funding Budget Code and Amount:

CFO Approval

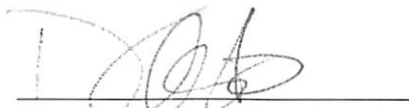
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APPROVED BY:

SIGNATURE

DATE

Chief Officer:



8-13-18

Superintendent:

Abelardo Saavedra  
M.P.

8/16/18

# 2018 Accountability Ratings



# Some Accountability Changes

2017	2018
based on 4 indexes	3 domains
based upon successfully meeting 3 of the 4 indexes	<p>is now a cumulative score--70% is based on the best score from Domain 1 or 2 <b>and</b> 30% is based Domain 3</p> <p><small>**7/20/2018--Commissioner added rule that requires an automatic failing grade if 3 out of 4 of the scored areas fall within the IR range.</small></p>

# Accountability Changes Cont.

2017	2018
Student Achievement was based on Approaches only	is now based on Approaches, Meets, and Masters
Student Progress was based upon either-- <ul style="list-style-type: none"><li>● STAAR Progress or</li><li>● ELL Progress</li></ul>	is now called School Progress and has two qualifying parts-- <ul style="list-style-type: none"><li>● Part A: Academic Growth or</li><li>● Part B: Relative Performance</li></ul>

# Accountability Changes Cont.

2017	2018
College and Career Readiness was factored into Index 4	is now titled College, Career, and Military Readiness (CCMR) and is now factored into Domain 1
Closing the Gaps evaluated all subjects for three student groups-- <b>Economically Disadvantaged</b> and <b>2 lowest performing race/ethnicities</b>	now evaluates <b>14 different student groups in Reading and Math</b>

# So How Is Accountability Figured Out?



# Three Domains: Combining to Calculate Overall Rating

Better of Achievement or Progress  
70%

30%



Student  
Achievement



School  
Progress



Closing  
The Gaps

All Tests Taken  
All Tests Passed

---

Approaches  
Meets  
Masters

---

ES & MS  
100% STAAR

---

HS & District  
40% STAAR  
40% CCMR  
20% Graduation

Better of Achievement or Progress  
70%



Student  
Achievement



School  
Progress



# Domain 1: Student Achievement

## Sample Elementary School

*Scaled Score for Elementary Campus  
for Student Achievement - STAAR Performance  
for Domain Value of 37*

Number of Assessments
Approaches Grade Level or Above
Meets Grade Level or Above
Masters Grade Level
<b>Total Percentage Points</b>

**64 (Met Standard)**

STAAR Scaled Score 

$$66 + 33 + 11 = 110$$

$$110 / 3 = 36.6$$

# Better of Achievement or Progress 70%



**Student  
Achievement**



**School  
Progress**



Two Parts:

Part A: Academic Growth  
made by each student

or

Part B: Relative  
Performance by  
Economically  
Disadvantaged

---

Better score from  
Part A or B

2a: Academic Growth Score

Prior Year Performance	Current Year Performance	Growth Expectation Outcome	Total Assessments
No Points			
Did Not Meet Approaches	Did Not Meet	Did Not Meet	45
	Did Not Meet	Did Not Meet	17

How many eligible tests did we have?

Meets  
Meets  
Master  
Master  
Master  
  
Did  
Ap  
Me

*Scaled Score for Elementary Campus  
for School Progress - Academic Growth  
for Domain Value of 75*

**80 (Met Standard)**

Did Not  
Did Not  
Did Not  
Dic  
Ap  
Ap  
Ap  
Approa  
Meets  
Meets  
Master

Total With One Point	283
Domain 2a Domain Score	75
Domain 2a Scaled Score	

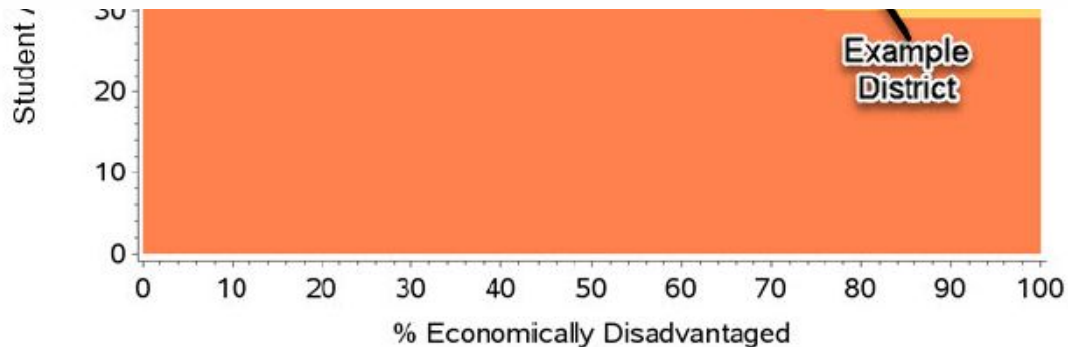
$300 / 400 = 75$

# Part B: Relative Performance



*Scaled Score for Elementary Campus  
for School Progress - Relative Performance (STAAR Only)  
for Domain Value of 36 with 86.9% economically disadvantaged*

**69 (Met Standard)**



Elementary   Middle Schools	<b>**Academic Achievement: % at or above</b>		
	Reading	44	3
	Math	46	3
	<b>**Academic Growth Status</b>		
	Reading	66	6
	Math	71	6
	EL Language Proficiency Standard		
	TELPAS Progress Rate		
	<b>**School Quality or Student Success: CCMR</b>		
	Domain I Score		

High Schools   k-12   Districts	<b>**Academic Achievement</b>		
	Reading		
	Math		
	<b>Graduation Rate (Cohort C)</b>		
	4-Year Fed Grad Rate		
	<b>**STAAR Growth Status (All)</b>		
	Reading		
	Math		
	EL Language Proficiency Standard		
	TELPAS Progress Rate		

All	<b>Participation Rate</b>		
	Reading	95	9
	Math	95	9

Elementary	<b>**Academic Achievement</b>		
	Reading		
	Math		
	<b>Participation Rate</b>		
	Reading		

All	<b>Participation Rate</b>		
	Reading		
	Math		
	<b>School Quality or Student Success</b>		
	Class of 2016-17		

High	<b>School Quality or Student Success</b>		
	Class of 2016-17		
	<b>**School Quality or Student Success: CCMR</b>		
	Domain I STAAR Score		
	<b>Participation Rate</b>		

Ed (ent)	SpEd (Former)	ELL (+Former)	Cont Enroll	Non-cont Enroll
	36	29	46	42
	44	40	47	45
	65	64	66	67
	70	68	71	70

<b>WEIGHT: 30%</b>				
<b>WEIGHT: 50%</b>				
<b>WEIGHT: 10%</b>				
<b>WEIGHT: 10%</b>				
ELL (+Former)	Cont Enroll	Non-cont Enroll		
	37	48	45	
<b>WEIGHT: 50%</b>				
29	46	42		
40	47	45		
<b>WEIGHT: 10%</b>				
90	90	90		
<b>WEIGHT: 10%</b>				
64	66	67		
68	71	70		
<b>WEIGHT: 10%</b>				

<b>WEIGHT: 30%</b>				
43	30	50	31	
<b>WEIGHT: 30%</b>				
43	37	48	45	
<b>WEIGHT: 10%</b>				
95	95	95	95	
95	95	95	95	

\* A district/campus must have  $\geq 10$  Reading and  $\geq 10$  Math

The background is a solid teal color. It features several faint, semi-transparent graphics: a large pie chart in the upper right, a smaller pie chart below it, another pie chart to the right, and a bar chart with four vertical bars of increasing height in the bottom right corner.

# **Numerical Scores And Accountability Ratings**

# 2018 Numerical Scores

	Numerical Score
<b>SSAISD</b>	<b>64</b>
<b>SSHS</b>	<b>67</b>
<b>DWI</b>	<b>64</b>
<b>SHE</b>	<b>64</b>
<b>ZAM</b>	<b>64</b>

**\*\*Middle school numerical scores shown are what the campuses earned.\*\***

	Numerical Score
<b>ARM</b>	<b>67</b>
<b>BEN</b>	<b>81</b>
<b>CAR</b>	<b>53</b>
<b>FP</b>	<b>72</b>
<b>HUT</b>	<b>68</b>
<b>KIN</b>	<b>59</b>
<b>MAD</b>	<b>71</b>
<b>PA</b>	<b>68</b>
<b>PRI</b>	<b>82</b>

# 2018 Final State Accountability Ratings

	FINAL RATING
<b>SSAISD</b>	<b>D</b>
<b>SSHS</b>	<b>MET</b>
<b>DWI</b>	<b>IMPROV REQ</b>
<b>SHE</b>	<b>IMPROV REQ</b>
<b>ZAM</b>	<b>IMPROV REQ</b>

**\*\*Middle school ratings shown are after the July 20 change.\*\***

<b>ARM</b>	<b>MET</b>
<b>BEN</b>	<b>MET</b>
<b>CAR</b>	<b>IMPROV REQ</b>
<b>FP</b>	<b>MET</b>
<b>HUT</b>	<b>MET</b>
<b>KIN</b>	<b>IMPROV REQ</b>
<b>MAD</b>	<b>MET</b>
<b>PA</b>	<b>MET</b>
<b>PRI</b>	<b>MET</b>



# 2018 Performance Data



## 2018 STAAR Results

### All Students - Data from Eduphoria

Numbers highlighted in **BLUE** show an increase of 5% or more from the previous year

	Approaches GL and above			Meets GL and above			Masters GL		
Subject	2017	2018	Percent Change	2017	2018	Percent Change	2017	2018	Percent Change
<b>Math</b>	64.31%	65.56%	1.94%	25.67%	26.49%	3.19%	8.69%	9.39%	8.06%
<b>Reading</b>	58.64%	58.12%	-0.89%	27.30%	28.71%	5.16%	9.90%	9.76%	-1.40%
<b>Writing</b>	55.63%	47.53%	-14.56%	20.74%	21.37%	3.04%	4.33%	3.60%	-16.86
<b>Science</b>	65.17%	65.85%	1.04%	29.64%	30.75%	3.74%	8.35%	9.32%	11.62%
<b>Social Studies</b>	67.85%	70.94%	4.55%	34.76%	36.70%	5.58%	10.66%	12.74%	19.51%

# HIGHLIGHTS:

- **Our Meets GL performance increased in all of the tested subject areas.**
- **Our Masters GL performance increased in 3 out of the 5 tested subject areas.**
- **We increased in 11 out of the 15 performance levels tested.**

<b>MATH</b>	<b>Approaches GL and above</b>			<b>Meets GL and above</b>			<b>Masters GL</b>		
<b>Subject</b>	<b>2017</b>	<b>2018</b>	<b>Percent Change</b>	<b>2017</b>	<b>2018</b>	<b>Percent Change</b>	<b>2017</b>	<b>2018</b>	<b>Percent Change</b>
<b>3rd</b>	59.10%	57.37%	-3.27%	26.92%	25.18%	-6.46%	8.33%	8.87%	6.48%
<b>4th</b>	63.89%	61.99%	-3.13%	32.56%	25.96%	-20.27%	15.94%	10.33%	-35.19%
<b>5th</b>	78.94%	79.81%	1.10%	35.66%	42.03%	17.86%	10.98%	17.03%	55.10%
<b>6th</b>	51.56%	52.80%	2.40%	14.35%	14.12%	-1.60%	4.12%	3.09%	-25%
<b>7th</b>	50.92%	60.92%	19.64%	18.78%	21.56%	14.80%	5.69%	7.25%	27.42%
<b>8th</b>	73.68%	67.91%	-7.83%	22.05%	12.66%	-42.59%	1.54%	0.36%	-76.62%
<b>Algebra I</b>	63.76%	70.69%	10.87%	21.14%	33.07%	56.43%	4.19%	9.40%	124.34%

# MATH HIGHLIGHTS:

- Three grade levels increased in 100% of the performance levels.
- Algebra I increased in all 3 performance levels and increased 124.34% in Masters GL performance.

READING	Approaches GL and above			Meets GL and above			Masters GL		
	2017	2018	Percent Change	2017	2018	Percent Change	2017	2018	Percent Change
<b>3rd</b>	56.61%	60.17%	6.29%	26.70%	25.50%	-4.49%	14.25%	12.32%	-13.54%
<b>4th</b>	58.41%	50.40%	-13.71%	31.60%	25.20%	-20.25%	15.87%	9.81%	-38.19%
<b>5th</b>	70.54%	70.88%	0.48%	31.01%	36.54%	17.83%	13.57%	14.29%	5.31%
<b>6th</b>	50.92%	43.33%	-14.91%	18.58%	15.86%	-14.64%	6.81%	6.19%	-9.10%
<b>7th</b>	55.27%	56.67%	2.53%	22.36%	25.93%	15.97%	11.40%	12.78%	12.11%
<b>8th</b>	76.86%	73.33%	-4.59%	33.57%	29.93%	-10.84%	12.43%	15.85%	27.50%
<b>English I</b>	49.43%	51.07%	3.11%	28.39%	31.64%	11.45%	1.38%	2.94%	113.04%
<b>English II</b>	48.64%	55.42%	13.94%	28.79%	39.70%	37.90%	1.69%	3.93%	132.54%

# READING HIGHLIGHTS:

- Four grade levels increased in 100% of the performance levels.
- English I increased in all 3 performance levels and had a 113.04% increase in Masters GL performance.
- English II increased in all 3 performance levels and had a 132.54% increase in Masters GL performance.

SOC STU	Approaches GL and above			Meets GL and above			Masters GL		
	2017	2018	Percent Change	2017	2018	Percent Change	2017	2018	Percent Change
3rd									
4th									
5th									
6th									
7th									
8th	48.39%	50.83%	5.04%	17.54%	18.30%	4.33%	7.60%	9.06%	19.21%
US History	90.49%	93.65%	3.49%	56.34%	58.19%	3.28%	13.91%	16.89%	21.42%



# **SOCIAL STUDIES HIGHLIGHTS:**

- **100% of the tested grade levels improved in all of the performance levels**

# SCIENCE

Approaches GL and above

Meets GL and above

Masters GL

Subject	2017	2018	Percent Change	2017	2018	Percent Change	2017	2018	Percent Change
3rd									
4th									
5th	58.50%	59.22%	1.23%	23.06%	22.33%	-3.17%	7.11%	5.96%	-16.17%
6th									
7th									
8th	60.64%	57.30%	-5.51%	27.70%	32.16%	15.10%	6.85%	12.57%	83.50%
Biology	75.23%	80.31%	6.75%	41.14%	40.08%	-2.58%	9.76%	8.58%	-12.09%

# SCIENCE:

- **8th graders increased in both Meets and Masters performance levels**

# WRITING

Approaches GL and above

Meets GL and above

Masters GL

Subject

2017

2018

Percent Change

2017

2018

Percent Change

2017

2018

Percent Change

3rd

4th

56.30%

43.31%

-23.07%

23.97%

21.19%

-11.60%

5.34%

3.71%

-30.52%

5th

6th

7th

54.67%

51.66%

-5.51%

17.99%

21.96%

22.07%

2.55%

3.14%

23.14%

8th

# WRITING:

- **7th graders increased in both Meets and Masters performance levels**



**Questions? Comments?**

# 2018-2019 Plans to Increase Student Success



REFLECT

CONNECT

REFRAME IT

ACT

OWN IT





- **EUKOLOS DATA** - it is a growth model that compares predicted growth of students to actual growth... drills it down to teacher and specific student expectation.

# Eukolos

The screenshot shows a virtual classroom interface with two main sections. On the left, a red box labeled "Mr. Lowman's ESL Class" contains a circled number "6" and a collection of fruit with numbers: 8 (red apple), 5 (green apple), 5 (red apple), 5 (red apple), 6 (orange), 8 (red apple), and 6 (green apple). On the right, a red box labeled "Richardson ISD" contains a large cluster of various fruits. A blue box labeled "District Average" is positioned between the two sections. A small video window in the bottom right shows a man in a striped shirt. The interface includes a "powered by Screencastify" logo in the top right and a "View Details" button at the bottom.

# EUKOLOS DATA -Apples to Apples

<u>Campus</u>	<u>Math 3rd</u>	<u>Reading 3rd</u>	<u>Math 4th</u>	<u>Reading 4th</u>	<u>Writing 4th</u>	<u>Math 5th</u>	<u>Reading 5th</u>	<u>Science 5th</u>	
Armstrong	3	-3	-8	-3	1	-3	-2	-2	
Benavidez	2	-3	5	1	4	9	5	3	
Carrillo	-5	4	-1	-5	-6	-10	-5	-11	
Five Palms	-6	7	2	0	2	2	0	7	
Hutchins	1	-1	-1	4	1	-5	0	-4	
Kindred	-1	2	-3	4	0	-7	-2	-4	
Madla	-2	0	-1	4	1	-1	-1	1	
Palo Alto	4	-3	-3	-5	-5	5	3	7	
Price	5	-3	9	1	2	6	1	3	
	<u>Math 6th</u>	<u>Reading 6th</u>	<u>Math 7th</u>	<u>Reading 7th</u>	<u>Writing 7th</u>	<u>Math 8th</u>	<u>Reading 8th</u>	<u>Science 8th</u>	<u>SSStudies 8th</u>
Dwight	-2	0	6	-1	-1	-2	-2	2	3
Shepard	1	1	-2	1	-1	6	-1	3	3
Zamora	2	0	-4	0	1	-2	2	-3	-4



A	B	C	D	E	F	G	H
		Students	5	3	-2	16	-2
Frequency	TEK	Item	Teacher 1	Teacher 2	Teacher 3	Teacher 4	Teacher 5
11	4.18(A)	1	17	-19	-4	49	-8
47	4.15(C)	2	-4	3	-4	21	32
47	4.15(C)	3	11	22	-15	9	-9
11	4.18(A)	4	24	-10	-10	-6	1
11	4.18(A)	5	4	24	26	14	4
47	4.15(C)	6	18	16	2	27	-3
47	4.15(C)	7	-8	6	1	9	6
47	4.15(C)	8	8	3	0	11	5
12	4.20(A)	9	5	12	-17	6	6
53	4.15(D)	10	2	8	10	16	-1
53	4.15(D)	11	-14	7	-4	2	-18
25	4.20(B)	12	4	5	9	24	-6
25	4.20(B)	13	5	9	-1	30	-21
53	4.15(D)	14	8	0	2	27	1
53	4.15(D)	15	-8	19	18	18	-8
4	4.22(A)	16	-2	-5	-3	30	-22
12	4.20(A)	17	16	-14	-10	5	-4
25	4.20(B)	18	-26	-9	-4	-9	43
53	4.15(D)	19	8	-13	-19	16	-1
25	4.20(B)	20	-13	8	-8	34	-9
53	4.15(D)	21	6	18	6	10	9
53	4.15(D)	22	20	7	-3	27	4
53	4.15(D)	23	-6	1	-14	-5	4
10	4.22(C)	24	44	-26	2	36	-43
7	4.22(C)	25	1	0	0	1	0

Campus	Grade	Like Student	TEKS Eukolos	4.18(A)	4.15(C)	4.15(C)	4.18(A)	4.18(A)	4.15(C)	4.15(C)	4.15(C)	4.20(A)	4.15(D)	4.15(D)	4.20(B)	4.20(B)	4.15(D)	4.15(D)	4.22(A)	4.20(A)	4.20(B)	4
				1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	
88	72	16	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
88	70	18	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	
84	74	10	0	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
81	72	9	0	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1
81	70	11	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	0	1	
81	60	21	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	
78	56	22	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
75	65	10	0	1	1	1	1	1	1	1	1	1	1	1	1	0	1	0	1	1	1	
75	36	39	1	1	1	0	0	1	0	0	0	1	1	1	1	1	1	1	1	1	0	
72	74	-2	1	1	1	1	1	1	1	0	1	1	0	0	1	1	1	1	1	1	0	
72	65	7	1	1	1	1	1	0	0	0	1	1	0	1	1	1	1	1	0	1	1	
72	42	30	1	1	0	1	1	1	1	1	0	1	1	1	0	1	1	1	1	0	0	
72	40	32	1	0	1	1	0	1	0	1	1	1	1	1	0	1	1	1	1	1	0	
69	76	-7	1	1	1	1	1	1	1	0	1	1	0	0	1	0	1	1	1	1	0	
69	74	-5	0	1	1	1	0	0	1	0	1	1	1	1	1	1	1	1	1	1	0	
69	65	4	0	0	1	1	1	1	0	1	0	1	1	1	1	1	1	1	1	1	0	
69	60	9	1	1	0	0	0	1	1	1	0	1	1	1	1	1	1	1	1	1	0	
69	53	16	0	1	0	1	1	1	1	0	1	1	1	1	1	1	1	1	1	0	0	
69	53	16	0	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	
69	44	25	0	0	1	0	1	1	1	1	1	1	0	1	1	1	1	1	1	1	0	
66	67	-1	1	0	1	1	0	1	1	1	0	1	0	1	1	1	1	0	0	1	0	
66	63	3	0	1	1	0	0	1	1	0	0	1	1	1	1	1	1	1	1	1	1	
66	49	17	1	0	1	1	1	0	1	0	0	1	0	1	1	1	1	1	1	1	0	
66	45	21	1	1	0	0	0	1	1	0	0	1	1	1	1	1	1	1	1	1	1	
66	44	22	1	0	1	0	1	1	1	0	0	1	1	1	1	1	1	1	0	1	0	
63	68	-5	1	1	1	0	1	1	1	0	0	1	1	1	0	1	1	1	1	1	0	
63	60	3	0	0	0	0	0	0	1	1	1	0	1	0	1	1	1	1	1	1	0	
63	55	8	0	0	1	1	0	1	1	1	0	1	1	1	1	0	1	1	1	1	0	
63	47	16	0	0	1	0	1	1	1	0	0	1	1	0	1	1	1	1	1	1	1	
63	47	16	1	0	1	1	0	1	1	0	1	0	1	0	0	0	1	1	1	1	1	
63	36	27	0	1	0	1	0	1	1	0	0	1	0	1	1	0	1	1	1	1	0	
59	65	-6	0	0	0	1	1	1	1	1	0	1	1	1	1	0	1	1	1	1	1	
59	63	-4	0	1	1	0	1	1	1	0	1	1	0	1	1	1	1	1	0	0	0	
59	56	3	0	0	1	1	0	0	1	1	0	1	1	1	1	0	1	1	0	0	0	
59	47	12	1	0	1	0	1	0	0	0	0	1	1	0	1	1	1	0	1	1	0	
59	36	23	1	0	1	0	0	1	0	0	0	0	1	0	1	1	1	1	1	1	1	
56	56	0	0	1	1	0	1	1	1	1	1	1	0	1	1	0	1	1	0	0	0	
56	45	11	1	1	1	0	0	0	0	0	0	1	1	1	1	1	1	1	1	1	0	
56	45	11	0	0	0	0	0	0	1	0	1	0	1	1	1	1	1	1	1	1	0	
56	42	14	1	1	0	0	1	1	0	0	0	1	1	0	1	1	1	1	1	1	0	
56	40	16	1	0	0	1	1	0	0	0	0	1	1	0	1	1	1	1	0	1	1	
53	70	-17	1	0	1	1	0	1	1	0	0	1	0	1	1	0	0	0	0	1	1	
53	60	-7	0	0	1	0	1	1	1	0	0	1	0	1	1	0	1	1	0	0	0	
53	56	-3	0	0	1	0	1	1	0	0	1	1	1	1	1	1	1	1	1	0	0	
53	55	-2	0	0	1	1	1	1	0	0	0	0	1	1	0	1	1	1	0	1	0	
53	47	6	0	0	1	1	0	0	0	0	0	1	1	0	1	0	1	1	0	1	0	
53	42	11	1	1	0	0	0	1	1	1	0	1	0	1	1	1	0	1	0	0	0	
50	67	-17	0	1	1	0	0	1	0	1	0	1	0	1	0	1	0	1	0	0	1	
50	63	12	0	0	1	1	1	0	1	0	0	0	0	0	0	0	1	1	1	1	0	

District: SOUTH SAN ANTONIO ISD District ID: 15908

Grade	Reading	Writing	Math	Science	Social Studies
4	-10	31	16		
5	-10		-9	-110	
6	-27		-11		
7	6	-29	2		
8	13		-53	14	97
High School	18		-74	-38	-24
	-7				

District: EDGEWOOD ISD

District ID: 234903

Grade	Reading	Writing	Math	Science	Social Studies
4	-3	-265	22		
5	-43		-39	-144	
6	-44		-20		
7	-11	60	1		
8	-19		28	29	152
High School	-113		-42	-318	-57
	50				

District: SOUTH SAN ANTONIO ISD District ID: 15908

Grade	Reading	Writing	Math	Science	Social Studies
4	-10	31	16		
5	-10		-9	-110	
6	-27		-11		
7	6	-29	2		
8	13		-53	14	97
High School	18		-74	-38	-24
	-7				

District: HARLANDALE ISD District ID: 15904

Grade	Reading	Writing	Math	Science	Social Studies
4	5	-6	21		
5	17		23	39	
6	-8		7		
7	5	-34	-26		
8	9		34	100	196
High School	-76		54	-43	-20
	46				

District: SOUTH SAN ANTONIO ISD District ID: 15908

Grade	Reading	Writing	Math	Science	Social Studies
4	-10	31	16		
5	-10		-9	-110	
6	-27		-11		
7	6	-29	2		
8	13		-53	14	97
High School	18		-74	-38	-24
	-7				

District: SAN ANTONIO ISD District ID: 15907

Grade	Reading	Writing	Math	Science	Social Studies
4	6	66	18		
5	3		11	-31	
6	4		5		
7	8	-2	-9		
8	-19		-50	-2	40
High School	-20		-31	90	12
	-45				



District: SOUTH SAN ANTONIO ISD District ID: 15908

Grade	Reading	Writing	Math	Science	Social Studies
4	-10	31	16		
5	-10		-9	-110	
6	-27		-11		
7	6	-29	2		
8	13		-53	14	97
High School	18		-74	-38	-24
	-7				

District: SOUTHWEST ISD District ID: 15912

Grade	Reading	Writing	Math	Science	Social Studies
4	-7	103	9		
5	-6		-2	16	
6	-13		5		
7	-1	-59	-5		
8	16		-127	-11	151
High School	-52		-172	-68	19
	-54				

# Specific Content Plans



# READING:

- Expand year 2 on Balanced Literacy and Guided Reading in Grades K-3 to increase student independent reading levels
- Professional Learning Series on Comprehension in grades 3-8
- Use of MAP in grades 6-8 Reading with ExactPath for customized reading intervention pathways for each student
- Focused professional learning series for special education teachers to increase knowledge of best practice strategies to grow special education students
- Identify target areas based on Eukolos data

# MATH:

- Professional learning series for 4th, 5th and 8th grade math to increase content knowledge and strategies, ensuring the planning of engaging, aligned lessons
- Instructional coaches are leading the same planning process with all grade levels along with campus leadership
- Elementary Math Facilitator and Math Instructional Coaches are providing targeted support to IR campuses and teachers we identify through STAAR and Eukolos data
- Identify target areas based on Eukolos data

# WRITING:

- **Focus on revising & editing**
- **Analyze student compositions utilizing the rubric to identify characteristics of 3's & 4's**
- **Writing across the content areas is also an emphasis**

# SCIENCE:

- **Utilize STEMscopes in grades in all grade levels to provide lab experiences and rigorous lessons aligned to STAAR**
- **Ensure students are writing about lab experiences to process the experiments and connect to STAAR**
- **Identify target areas based on Eukolos data**

# **Improvement Required Campuses-**

**TEA professional service provider meeting with all campus principals August 23rd.**

**Targeted Improvement Plans and key actions around areas most needed for growth**

**Region 20 webinar and training on September 5**

**Weekly campus visits/support by district staff.**

**Bimonthly campus visits/support by TEA professional service provider.**



**Questions? Comments?**