



2014-2015 Accountability Overview

Campus Aledo High School
Principal Dan Peterson

SUCSESSES

- Met Standard-Accountability Rating 2015
- Distinction Designation-Academic Achievement in Science
- Met 100% System Safe Guards (Met indicators in 20 of 20 areas)
- Performance Index Report targets were exceeded by a minimum of 13 and maximum of 32
- When data is compared to previous year's accountability summary, AHS had gains in 26 of 35 areas
- Attendance increased by .3 to 96.7 this past year

CHALLENGES

- Close gap in African Amer., Hispanic, Eco. Dis., Spec. Ed., and ELL in Reading & Social Studies
- Increase Level Three performance in both ELA and U. S. History
- Post-Secondary Readiness gap-Special Education

WHAT'S NEXT

- Continue to utilize our EOC Bridge classes to support retesting students
- Monitor grades for our sub populations progress in EOC courses during the fall
- Common planning period for English II this year
- U.S. History department is utilizing a curriculum planning day once each six weeks
- Continue to increase CTE offerings and AP courses while promoting Dual-Credit classes through Weatherford College
- Data is being broken down to individual student report categories and student expectations to examine ways to improve instruction



2014-2015 Accountability Overview

Campus Daniel Ninth Grade Campus
Principal Angela Tims

SUCSESSES

- Met Accountability Standard in all four Indexes
- Increased Scores in all Indexes from 14-15
- Earned 4 Distinctions: Academic Achievement in Mathematics, Reading/ELA, Top 25% Student Progress, Post-Secondary Readiness (scored in the Top Quartile in these areas to receive the distinctions)
- Met all 20 Systems Safeguards indicators in performance and participation
- Scored over 90% (All Students) on all EOC assessments: Algebra I, English I, Biology

CHALLENGES

- Distinctions Not Earned: Academic Achievement in Science (Q2), Closing the Performance Gaps (Q2)
- Hispanic, Special Education, ESL & Economically Disadvantaged student groups underperforming compared to “All Students” (specifically in Math & English I)
- Attendance Rate: failed to meet 1% increase

WHAT'S NEXT

- Academic Achievement in Science:
 - PLC meetings weekly to address rigor and alignment, lab time, STAAR remediation, etc.
 - I-55 mandatory tutorials for “at risk”
 - STAAR Remediation: tutorials, STAAR Prep Course, PAP Enrichment workshops, etc.
- Closing the Achievement Gap:
 - I-55 Mandatory Tutorials for accelerated instruction (English I, Algebra I)
 - After School STAAR Prep Course (for sub groups only) – transportation provided
 - ESL pullout tutorials
 - Writing/Grammar Workshops
- Attendance Rate:
 - Weekly Attendance Review and Intervention
 - Weekly “Pick a Card” Challenge
 - Six Weeks Lunch/Movie Challenge
 - Connections Mentor Program
 - Rtl Attendance emphasis
 - I-55 “Plugged In” Program



2014-2015 Accountability Overview

Campus Aledo Middle School
Principal Cheryl Jones

SUCSESSES

- Met Standard on all 4 Index Categories

Performance Index	AMS Score	State Target Score
Student Achievement	90	60
Student Progress	45	28
Closing Performance Gaps	42	27
Postsecondary Readiness	52	13

- System Safeguards at 93%. We meet 25 out of 27. 100% participation rate
- Greater than Expected Student Growth in ELA at 22%
- EOC Algebra I Level III Performance at 81%
- STAAR Social Studies Level III Performance at 27%
- STAAR Social Studies Overall Score at 88% (up 2 points from prior year)
- New STAAR Math Assessment Overall Scores at Level II: 8th Grade at 89% and 7th Grade at 93%
- Gains in Subgroups for Index 2

Hispanic	2014	2015
Math	78% Met or Exceeded Expectation 15% Exceeded Expectation	100% Met or Exceeded Expectation 100% Met or Exceeded Expectation
Reading	58% Met or Exceeded Expectation 13% Exceeded Expectation	68% Met or Exceeded Expectation 21% Exceeded Expectation
Special Education	2014	2015
Math	78% Met or Exceeded Expectation 14% Exceeded Expectation	Sup population too small to for group.
Reading	59% Met or Exceeded Expectation 21% Exceeded Expectation	72% Met or Exceeded Expectation 13% Exceeded Expectation

So even though a student in this sub population may have not mastered the assessment the majority of students still made gains.

- Attendance Rate at 96.3%

CHALLENGES

- Attendance Rate at 96.3% (4Q) which knocks us out of distinctions based on our 40 like schools. The attendance rate for Q1 was 97.3% - 97.1%
- ESL and Special Education students continue to perform lower on assessments when compared to All Students
- Our two System Safeguards that we did not meet were 7th Grade Special Education Writing and 8th Grade Economically Disadvantaged Social Studies. We received 25 out of 27. As required, AMS will address interventions for both of these areas in our 2015-2016 Campus Plan



2014-2015 Accountability Overview

WHAT'S NEXT

- Continue to offer classroom incentives for attendance
- We are offering Spring Final Exam Exemptions by the class for perfect attendance the second semester
- We have adjusted the Benchmark Schedule to accommodate classroom instruction
- Continue the use of Thinking Maps and Fundamental 5
- Targeted Students for Remediation
 - Non-Mastery Reading and Math students in SuccessMaker
 - Bubble Math students in Advisory Tutorials
 - Non-Mastery Writing and Bubble Reading students in Advisory Tutorials
 - Targeted ESL students in Advisory Tutorials
 - Targeted Science and Social Students in Spring remediation after Benchmark
 - ZAP (Zeros Aren't Permitted) program for targeted students
 - RtI Teacher Case Managers for targeted students



2014-2015 Accountability Overview

Campus McAnally Intermediate
Principal Zach Tarrant

SUCSESSES

- Met Standard on all 4 Index Categories

Performance Index	McAnally Score	State Target Score
Student Achievement (1)	95	60
Student Progress (2)	44	28
Closing Performance Gaps (3)	54	27
Postsecondary Readiness (4)	57	13

- System Safeguards at 100%. We met 15 out of 15. 100% participation rate
- Academic Distinction Postsecondary Readiness (62% scored at final level 2 standard)
- New STAAR Math Assessment Overall Scores at Level II: 5th Grade at 93% and 6th Grade at 94%
- 6th Grade Math (91% Economically Disadvantaged and 91% Hispanic achieved Satisfactory Level II)

CHALLENGES

- ESL, Special Education, Low Socioeconomic and Hispanic students will continue to be a focus for our campus in 15-16
- We were only two points out of Quartile 1 on Index 3 (Closing Student Gaps)
- Increasing our number of Satisfactory Level 3 performances
- Attendance Rate at 96.8% (4th quartile; Top quartile minimum score 97.4%) We believe that we can improve by .5% in 15-16

WHAT'S NEXT

- Celebration Fridays at the end of each 6 weeks
- Incentives for good attendance
- Consistent review of student data (benchmark, STAAR, monitor progress for each student)
- Fundamental 5 and Thinking Maps as tools to increase rigor in the classroom
- Campus remediation and accelerated instruction
- Response to Intervention: counselors work with student case managers on each team to make sure we are meeting the needs of each student



2014-2015 Accountability Overview

Campus Coder Elementary
Principal Amy Sadler

SUCSESSES

- Met Standard in Accountability Rating in Student Achievement, Student Progress, Closing Performance Gaps, and Post-secondary Readiness
- Met 100% accountability in all seven safeguards
- Increased Commended Performance Level of all students by 13% in reading, comparing same students tested in third grade then fourth grade
- Increase Reading Level III performance by one Quartile
- 57% increase in passing rate of Economically Disadvantaged students in writing
- 44% increase in passing rate of Hispanic students in writing

CHALLENGES

- All students increase passing rate to at least 90% in reading, math, and writing
- No distinctions earned
- Economically disadvantaged students under-performed in third grade reading to all students and white students by 17% and 19% respectively.
- Economically disadvantaged students under-performed in third grade math to all students and white students by 20% and 23% respectively.
- .5% from reaching Quartile 1 in Attendance Rate

WHAT'S NEXT

- Professional Learning Communities
- Response to Intervention
- Literacy Interventions
- Power Rally
- Staff Mentor



2014-2015 Accountability Overview

Campus McCall Elementary
Principal Jason Beaty

SUCSESSES

- Accountability Rating: Met Standard
- System Safeguard Indicators 10 of 10 were met (100%)
- 85% of all K-2 students were on grade level in reading at the end of the year
- 95% of all Kindergarten students were on grade level in math at the end of the year
- 85% of all 1st grade students were on grade level in math at the end of the year
- 3rd and 4th grade reading all students 89%
- 3rd grade math (all students 97%, Hispanic 88%, economically disadvantaged 86%, ELL 80%)
- 4th grade math all student 85%

CHALLENGES

- Distinction Designations 0 earned
- Narrative and expository writing grades K-3 (69% on grade level)
- 4th grade writing expository and narrative writing
- 2nd grade math less than 60% on grade level at the end of the year
- 3rd and 4th grade reading (economically disadvantaged, sped, Hispanic, ELL)
- 3rd & 4th grade math (Hispanic, economically disadvantaged, ELL , special education)
- Student attendance 96.6% (missed quadrant 1 by .5%)

WHAT'S NEXT

- Professional Learning Community (PLC) Meetings
- Response to Intervention (RtI) Committee
- Site Based Improvement Committee (review & revise campus plan)
- Campus based intervention
- Attendance recognition and awards
- Classroom walkthroughs and observations (PDAS & Learning Walks)



2014-2015 Accountability Overview

Campus Stuard Elementary
Principal Ron Shelton

SUCSESSES

- System Safeguards – 4 out of 4 performance Rate (100%) 2 out of 2 Participation Rates (100%)
- Met Standard (Student Achievement, Student Progress, Closing Performance Gaps, Post-Secondary Readiness)
- 3rd Reading –41% Level III 3rd Math –44% Level III
- 4th Reading –47% Level III 4th Math –38% Level III 4th Writing –25% Level III
- Gains in our K, 1st and 2nd graders reading progress from the beginning of the year (BOY) to the end of the year (EOY) on Star Early Literacy and Developmental Reading Assessment (DRA)

CHALLENGES

- Close performance gaps in sub groups of Special Education and Economically Disadvantaged
- Attendance rate is 96.7% (Q4) We missed Q1 by 6/10th of a point – goal is 98%
- Improve Quartile rankings in all areas

WHAT'S NEXT

- Campus Improvement Committee (CIC)
- Response to Intervention (RtI) committee
- Continue Professional Learning Community (PLC) time/increase teacher planning time
- Capturing Kids Hearts re-emphasis
- Interventions
- AISD initiatives



2014-2015 Accountability Overview

Campus Vandagriff Elementary
Principal Stephanie Adams

SUCSESSES

- Met Standard in all areas: Student Achievement, Student Progress, Closing Performance Gaps and Postsecondary Readiness
- Met 5 out of 5 Indicators for Performance Rates and 3 out of 3 Indicators for Participation Rates for a total of 8 out of 8 (100%) of the State System Safeguards
- Quartile 2 - Grade 3 and 4 Reading Performance (Level III)
- Quartile 2 – Index 4 – Percent at STAAR Postsecondary Readiness Standard
- Star Early Literacy (EOY): Kindergarten: 90%, 1st: 87%, and 2nd: 88%

CHALLENGES

- Targeted Subgroups: Hispanic, Special Education, Economically Disadvantaged and English Language Learners
- Math and Writing are targeted improvement areas
- Attendance – Quartile 4 (less than 1% from the minimum score for Quartile 1)

WHAT'S NEXT

- Site Based Team meeting to revise our Campus Improvement Plan
- New Committees formed: Vertical and Horizontal Alignment Team and Attendance Team.
- Response to Intervention (RtI) team
- Professional Learning Communities (PLC)
- Connections Mentors (emphasis on attendance)
- Campus Wide Capturing Kids' Hearts philosophy
- Campus Wide Interventions
- Restructuring Pull-Out program for English Language Learners
- Administrative Accountability