



2016-2017 Accountability Overview

Campus Vandagriff Elementary School
Principal Stephanie Covington

SUCSESSES

- Met Standard in all areas: Student Achievement, Student Progress, Closing Performance Gaps and Postsecondary Readiness.
- 14% increase in our 4th grade Economically Disadvantaged Writing scores.
- 8% increase in our SPED Reading scores.
- 58% of students met or exceeded progress.
- Significant increase in our 4th grade Economically Disadvantaged students at the Masters level in Reading and Math.

CHALLENGES

- Closing the gaps for our targeted student groups: Hispanic, Special Education, Economically Disadvantaged and English Language Learners.
- Increase in student progress in Index 2.
- Increase in Masters level for all students.
- Attendance Rate Goal 98%.

WHAT'S NEXT

- Site Based Team Meeting to revise our Campus Improvement Plan
- Progress Monitoring (Teachers)
- Data Conferencing (Students)
- Content Collaboration (Specialists)
- Response to Intervention (Rtl) team
- Campus Wide Capturing Kids' Hearts philosophy with a focus on community
- Attendance Committee Meetings
- Administrative Accountability



2016-2017 Accountability Overview

Campus Stuard Elementary School
Principal Ron Shelton

SUCSESSES

- We met 100% of System Safeguards (6 out of 6 Performance Rates and 4 out of 4 Participation Rates)
- Met Standard in all four indices (Student Achievement, Student Progress, Closing Performance Gaps and Postsecondary Readiness).
- Our attendance rate has gone from 96.7% to 97.3% to 97.5% - in short we have moved from Q3 to Q1.
- We have met 100% of Performance Standards at both the State and Federal level.
- We have increased in 4 out of 5 areas in ELA/Reading at the “Masters Grade Level”
- We have increased in 3 out of 3 areas in Math at the “Masters Grade Level”
- We are very pleased with the increase in our 4th grade Writing scores – Hispanic student’s score went from 33% to 82% passing.

CHALLENGES

- We will strive to increase students reaching Level III in all areas (Distinction Designations).
- We will continue to work towards our Attendance Goal of 98% for the school year.
- We need to continue to target students in our ELL, EcoD and SPED populations to help them make progress from “Approaches Grade Level Standard” to “Masters Grade Level”
- We will collect data on our schedule change for our 4th and 5th grades this year to determine success.

WHAT’S NEXT

- Continue to celebrate success with students but also challenge staff and students to go from “Good to Great”!
- Continue with our Rtl process to ensure we are meeting the needs of every student and teacher.
- Utilize Curriculum Specialists to fine tune, collaborate and align our curriculum and instruction.
- We have already begun Tutorials, grade level meetings and Data Disaggregation with our students and teachers.
- We will meet monthly with our Student Council to gain feedback from our students.



2016-2017 Accountability Overview

Campus Walsh Elementary School
Principal Sheri Coll

SUCCESES

- Math 4th Grade: 44% of students mastered the grade level expectations in math
- Math 3rd Grade: 59% of student met the grade level expectation
- Reading: 58% of our student in 4th grade either met or mastered reading grade level expectations

CHALLENGES

- Closing the subgroup gaps in reading and writing
- Economically disadvantaged students moving students to meets and master
- Reading: moving the 45% of student that scored above 80% to progress more than one year growth

WHAT'S NEXT

- Campus Master schedule is designed with an MTSS time 2 times per week to meet individual goals
- Focus on 3 areas: master of knowledge and skills; character; high quality student work
- Integration of student use of technology in the classroom
- Data dialog meetings one time per week and focus on student's needs and goals based on assessment data and interventions
- Use of Title funds(staff development) to bring in Sarah Waller and work with teachers in the classroom to support student learning around reading



2016-2017 Accountability Overview

Campus Coder Elementary School
Principal Amy Sadler

SUCSESSES

- Met 100% of System Safeguards – 18 out of 18
- 100% of English Language Learners passed both Reading and Math
- Index 1 we made significant gains of 7-10% in Math
- Raised our Economically Disadvantaged students by 9% points in Masters Level in Reading
- Doubled our Economically Disadvantaged students in Masters Level in Math
- Increased fourth grade math at the Masters Level from Quartile 3 to Quartile 2
- Increased attendance from 96.8 to 97.1 moving from Quartile 3 last year to Quartile 1

CHALLENGES

- Economically Disadvantaged students has increased from 26% last year to 31%
- Close the Performance Gap between Federal and State with Hispanic, Economically Disadvantaged, Special Education, and English Language Learner students.
- We are one Quartile away from earning a distinction in English Language Arts
- We are one Quartile away from earning a distinction in Math

WHAT'S NEXT

- Data Talks with teachers during identified planning days and during conference times
- Drilling down to move 5 Indicators from Quartile 2 to Quartile 1
- Additional supports – Instructional Assistant Principal, additional ESL teacher, tutors



2016-2017 Accountability Overview

Campus McCall Elementary School
Principal Julie Choate

SUCSESSES

- Met standard in all index areas (!!)
- Increased percentage in 3rd grade math in all students meeting and mastering grade level progress
- Increased percentage in 3rd grade reading (15% increase in Hispanic , 12% increase in LEP, 10% increase Eco Dis)
- Increased percentage in 4th grade math (9% increase in Eco Dis)
- Increased percentage in 4th grade reading (10% increase in Special Ed)

CHALLENGES

- Improve attendance rate - Last year was 96.8%. This year's goal is 97.3%.
- Intentional planning for additional 220+ students to our campus
- Intentional focus on science since 5th grade is back at elementary level.
- Intentional focus on writing in 4th grade. (Current Masters grade level is 17%. For Q1, must have 84% Masters grade level.)

WHAT'S NEXT

- Monthly meetings with administrators and grade level teachers and specialists (special ed teachers, dyslexia teachers, ESL teachers) to review overall student progress data with a specific focus on high yield instructional strategies and intentional planning. These meetings will be called **Teacher Talk**. District specialists will be welcome and invited to attend whenever possible.
- Monthly meetings with personnel listed above to discuss specific student needs and areas of concern. This is a "pre-Rtl" meeting to discuss specific Tier 1 strategies and share ideas about how to best meet needs of specific children. These meetings will be called **Kid Talk**.
- Campus visits in neighboring districts planned to observe specific grade level instructional strategies, school-wide programs, and ask questions of administrators who agree to share ideas.
- "Morning Meet-up" has been implemented to encourage on-time arrival and improve attendance rate.



2016-2017 Accountability Overview

Campus McAnally Intermediate School
Principal Zach Tarrant

SUCSESSES

- Met Standard in all four Indices for the 2016-2017 school year
- Distinction Designation-Mathematics
- Distinction Designation-Science
- 17% overall student gain in Masters Level performance 5th Grade Science
- 14% gain in Masters Level performance of Hispanic student group 5th Grade Science
- System Safeguards (5th Grade Science) 12% increase in Hispanic student group Approaching Grade level standard
- System Safeguards (5th Grade Science) 31% increase in ESL student group approaching grade level standard
- Overall gain in Masters Level performance in 6th Grade Math
- 14% gain in Masters Level performance of Hispanic student group 6th Grade Math
- Gain of .5% in Attendance Rate (also increased by .5% the previous year)

CHALLENGES

- Meeting all system safeguards with particular attention to Economically Disadvantaged, Hispanic, and Special Education students in the areas of Reading, Writing, and Math
- Making solid gains in Masters Level performance in every student group
- Build upon positive gains that we have made with our ESL student group in Reading, Writing and Math

WHAT'S NEXT

- 100% of McAnally instructional staff has been trained in Capturing Kids Hearts (focus of building relational capacity among students and staff; data proves that CKH can have the ability to decrease discipline referrals while increasing level of student achievement)
- Focus of “our” kids rather than “my” kids. Students developing strong relationships with staff members across campus by creating Cabin System
- Bi-weekly meetings with instructional staff to monitor the progress of our most at-risk students; continually evaluating the interventions as well as the frequency to serve each student
- Taking advantage of opportunities to learn together as a staff through focused professional learning (Principal’s Challenge)
- Leadership opportunities for students



2016-2017 Accountability Overview

Campus Aledo Middle School
Principal Mandy Musselwhite

SUCSESSES

- **Distinction Earned:** Postsecondary Readiness
- **Met Standard:** Met standard in all 4 indices.
- **Index 1:** All Subjects-made significant gains with targeted student groups (Economically Disadvantaged and ELL). Math – 90% of ELL students achieved “Approaches Grade Level” standard.
- **Index 2:** Special Education-made significant gains in regards to percentage of students who exceeded progress.
- **Index 3:** Made significant gains in closing performance gaps between Hispanic, Economically Disadvantaged, and White students, especially in Math and Science.
- **Algebra I EOC**
 - Meets Grade Level = 100%
 - Masters Grade Level = 91%
- **Attendance Rate:** Increased from Quartile 4 to Quartile 2

CHALLENGES

- Targeted Student Groups (primarily Special Ed and ELL) continue to underperform in relation to all students.
- Percentage of students achieving “Masters Grade Level” standard below campus goal. Across all subjects, our goal is to increase by at least one quartile in 2018.
- While we are showing increases in student progress, our goal is to increase the percentage of students achieving “Exceeded Progress” standard.

WHAT'S NEXT

- Changes in Remediation Programs
 - ESL
 - Reading Instructional Materials
- Change in 8th Grade Math Assessment Program
- Content Collaborative opportunities for English Language Arts, Math, Science, and Social Studies Departments with AISD Curriculum Specialists
- Administrative Data Tracking
 - Students not meeting progress targets



2016-2017 Accountability Overview

Campus Daniel Ninth Grade Campus
Principal Angela Tims

SUCSESSES

- Met Accountability Standard in all four Indexes
- Increase in "Mastered Grade Level" on Algebra I EOC (29%) and Biology (40%)
- Increase in Attendance Rate (from 96.4% in 2016 to 97.3% in 2017)
- Scored above 90% (all students) on all EOC assessments
- Increase in "Met/Exceeded Progress" from 67% in 2016 to 70% in 2017 (All Students)
- Met 24 of 25 Systems Safeguard Indicators for performance and participation

CHALLENGES

- Closing the achievement gap in Algebra, English & Biology for Economically Disadvantaged, Special Education, Hispanic & LEP
- Increasing Student Progress for All Students (including each individual subgroup)
- Failed to meet Systems Safeguard for Special Education Reading Performance
- Decrease in performance in all sub groups from 2016 to 2017

WHAT' S NEXT

- Closing the Achievement Gap:
 - PLC Data Meetings (using Data Analysis Protocol) to identify gaps and plan accelerated instruction
 - PBMAS Improvements from 2016 - use of Universal Screener and MAP resources/assessments
 - ESL Pullouts/tutorials & ESOL classes
 - Implementation of new Reading Class
- Increasing Student Progress & Performance:
 - Implementation of departmental Action Plans for Improvement (Data-driven changes to C&I)
 - Use of Pre-tests, CBA's to monitor student progress more closely to enable the adjustment of C&I
 - Implementation of improved PBMAS system
- SPED Reading Systems Safeguards:
 - Implementation of Reading class
 - PBMAS improvements allowing for more individualized intervention
 - Increased instructional focus on TEKS involving Analytical Essay



2016-2017 Accountability Overview

Campus Aledo High School
Principal Dan Peterson

SUCSESSES

- Met Standard on 2016-17 Accountability
- Gains in three areas of Post-Secondary Readiness from previous year
- Overall gain of 4 points on Index Four
- Gain of 16 points in U.S. History mastery level
- Gain of 2 points on Index Three
- Attendance gain of .3 from 96.4 to 96.7
- Four year Longitudinal Cohort Graduation rate 98.6% Class of 2015 97.2% Class of 2016

CHALLENGES

- 95% on System Safeguards for the 2016-17 accountability year
- Target Special Education in Reading to reach 100% on System Safeguards
- Decline on Index One from 94 to 89 (Target 60)
- Decline on Index Two from 34 to 27 (Target 17)
- Target Hispanic, Eco Dis, & ELL on Reading
- Target Hispanic, Spec Ed on Math
- Monitor Graduation Rate for Spec Ed

WHAT'S NEXT

- Restructure English 2 team for focus on EOC ELA II
- Continue common conference for English 2 teachers
- Shift in ELA Bridge to English 2 teachers this year
- Continue targeting growth by U. S. History teachers with DBQ
- Monitor grades and CBAs for targeted sub populations
- Dialog with each core subject and College Board about AP results and Distinction Designations
- Monitor attendance to improve from Q2 to Q1



2016-2017 Accountability Overview

Campus Aledo Learning Center
Principal Cheryl Jones

SUCCESES

- US History – 100% passing, 18 out of 18 students passed.
- ALC graduated 29 students.
- Support AHS in the campus ratings.

CHALLENGES

- Special Education Students not passing EOC on first or second attempts.
- Finding more remediation time in the school day.
- Increase passing rates for all subjects not at 100%.
- Attendance
- Prior to students coming the ALC, many have already taken EOC assessments multiple times and need extensive remediation in multiple contents.

WHAT'S NEXT

- Change master schedule to allow for a 25 minute FLEX period for EOC remediation.
- Purchase additional EOC remediation resources and new Inspire calculators.
- Incorporate a three-strike system for students. Students that don't get three strikes in a week (tardies, unexcused absences, referrals) will be eligible to participate in the week's incentive.